



Behaviour Supervisor/Administrator

Purpose of the Post – Behaviour Supervision

To promote positive behaviour across the college in accordance with our Behaviour Policy

Key Responsibilities:

- To supervise students who are placed in our internal isolation facility and Ready To Learn (RTL)
- To supervise students when they are removed from lessons into student support due to unacceptable behaviour
- To demonstrate high expectations and maintain the highest standards of behaviour
- To develop and maintain strategies to ensure that students remain focused and stay on task
- To support students in RTL to complete work
- To promote consistent dismissal and internal isolation procedures
- To contribute to an effective dismissal and internal isolation curriculum
- To maintain monitoring and tracking systems to ensure that accurate records of attendance, behaviour and outcomes are kept
- To liaise with colleagues regarding the behaviour of students and to feedback on progress
- To promote reflection on behaviours and promote reintegration into lessons as a positive step
- To organise and keep the accommodation fit for purpose
- To be accountable to, and liaise with, the Student Support & Guidance Manager and the Senior Leadership Team
- To liaise with Tutors and House Progress Leaders as required
- To support with Behaviour Policy including uniform, punctuality and Ready To Learn system
- To communicate sanctions home to parents using college systems

Experience

- Demonstrable experience in maintaining the highest standards of behaviour for learning
- Demonstrable experience in supporting students with challenging behaviour in a secondary school
- A keen and committed interest in how students behave and in improving student behaviour and achievement
- Demonstrable experience in conflict resolution and managing challenging situations
- Demonstrable experience in record keeping and report writing

ASPIRE

ACHIEVEMENT * SUPPORT * PERSEVERANCE * INDIVIDUALITY * RESPECT * EXCELLENCE

- A commitment to the principles and practice of equal opportunities for all and to safeguarding the wellbeing of students
- Demonstrable administration skills
- Good understanding of Google Classrooms to find and organise resources
- A knowledge and understanding of current legislation relevant to secondary education
- A working knowledge of SIMs and reporting to parents

Personal qualities and skills

- Is able to remain calm but firm in challenging situations
- Is able to show empathy and understanding for students with challenging behaviour
- Has a positive and enthusiastic manner which gains the confidence and respect of students, parents, colleagues and external agencies
- Is able to manage students effectively and be resilient, adaptable and rigorous
- Is able to have a keen eye for detail and the ability to follow actions through to a conclusion
- Is able to communicate to a high standard both orally and in writing
- Able to work to tight deadlines



BEHAVIOUR SUPERVISOR/ADMINISTRATOR

Experience, qualifications and skills:	Essential/ Desirable
English and Maths – minimum Grade C at GCSE level (or equivalent)	E
Degree or equivalent	D
Experience of working in an education setting	D
Good knowledge of child protection procedures and processes	E
Regular professional development	E
Experience of systems of monitoring, evaluation and review	E
Competent in the use of ICT and online learning	E
Experience of working in children’s services/educational welfare environment	D
Involvement in performance management	D
Knowledge of ‘Keeping Children Safe in Education’ and Prevent Strategy	D
Experience of admin role and supervision of students	E
People and relationships:	
Establishing constructive partnerships with others	E
The ability to earn the confidence of the whole community	E
Personal qualities:	
A strong commitment to improving educational opportunities and raising standards of achievement	E
High expectations	E
Good interpersonal and listening skills, and a commitment to genuine consultation	E
Good and confident communication skills	E
A strong commitment to staff development, team working and empowerment	E
Fairness, resilience and a good sense of humour	E
Calm and reflective thinker	E
Sensitive problem solving skills	E
Ability to work independently and flexibly	E
A good team player and leader as necessary	E
Ability to prioritise and meet deadlines in a high pressure environment	E
Others:	
A passion for learning	E
Ability to identify young people’s issues and offer advice and support as appropriate	E
Desire to improve inclusivity	E
Have due regard to health and safety including lone working in line with HCC, schools, Inclusion, SEN, policies and guidance	E