

JOB TITLE:	Behaviour Manager
SALARY RANGE:	Grade 7 (SCP 26-30)
HOURS:	35 per week, Term time
REPORTING TO:	Assistant Headteacher – Relationships & Wellbeing

JOB PURPOSE

The Behaviour Manager will play a key role, under the direction of the Assistant Headteacher for Relationships and Wellbeing, in leading behaviour support and the Ready to Learn provision across the secondary campus. They will promote a consistent, relational and restorative approach to behaviour, providing targeted support for pupils whose behaviour impacts on learning and helping staff apply behaviour expectations consistently and effectively.

Working closely with pupils, families and colleagues, the Behaviour Manager will coordinate interventions, respond to behaviour incidents, oversee behaviour case management, and contribute to improving pupil engagement and outcomes. The role is focused on reducing disruption, repeat incidents, lost learning and exclusions, while maintaining high standards of safety, accountability and inclusion across the school.

MAIN DUTIES AND RESPONSIBILITIES:

General duties:

- Oversee and operationally manage the day to day running and administration of Ready to Learn (R2L) so that routines, entry, work, reflection, conduct and exit are calm, consistent and purposeful.
- To line Manage staff working within the above provision. Supporting them to reflect on and improve their behaviour strategies ensuring pupils achieve the best outcomes.
- To provide, on a one to one and small group basis, high quality interventions that encourage learners to engage and enable the achievement of realistic yet challenging goals to support future success and progression.
- To maintain accurate records of all behaviour incidents, sanctions, interventions and learner information.

- To manage a flexible caseload of learners.
- To facilitate regular progress reviews with Head of Key Stage/AHT in order to create and implement effective support and strategies for identified learners.
- To deliver initial sanctions and restorative initiatives and use the results to inform support needs, set challenging SMART targets and track future progress.
- To understand barriers to learning and to support learners to overcome these by developing innovative practice.
- To work closely with Head of Key Stage to provide and deliver appropriate interventions and bespoke activities/packages for identified at risk learners.
- To produce statistics to weekly/half-termly/termly/annually evaluate the impact of services, improve service standards and contribute to the schools' quality processes.
- To liaise with external agencies to ensure successful delivery of all programmes and to develop bespoke programmes to improve behaviour.
- To supervise detentions as and when required.
- Working alongside the Senior Leadership Team, investigating reported incidents thoroughly and fairly in line with the Discipline and Behaviour Policy.
- Review and utilise CCTV footage, where authorized and in line with policy, to support behaviour investigations, safeguarding concerns, and the accurate recording of incidents.
- Maintain the school Management Information System (MIS) with the recording of fixed term exclusions and relevant paperwork for LA.
- Operational running of the On-Call system and respond to on-call requests and significant behaviour incidents.
- Support safe de-escalation and reduce disruption while avoiding unnecessary confrontation.

Support for Identified Students

- Manage the supervision of students removed from timetabled lessons.
- Undertake assessments of students to determine those in need of particular help.
- Assist staff with the development and implementation of Individual Behaviour/Support/Mentoring Plans for particular target students/groups of students.
- Deliver planned one-to-one and small-group interventions focused on regulation, choices relationships, problem-solving, attendance to learning and successful routines.
- Establish productive working relationships with students, acting as a role model.
- Provide information and advice to enable students to make choices about their own learning/behaviour.
- Challenge and motivate students, promote and reinforce self-esteem.
- Provide feedback to students in relation to progress, behaviour, etc.
- Give appropriate levels of support and guidance to help students understand their decisions.

- Undertake and model reflective and restorative practices with learners and staff
- To liaise with parents/carers where appropriate. Keep parents/carers informed of their child's behaviour and build positive relationships
- Conducting meetings with parents and carers, developing a strong cohesive relationship and clear communication strategy
- Prepare accurate exclusion and reintegration documentation under the direction of the appropriate senior leader, and attend reintegration, pastoral and multi-agency meetings as required.

Support for Teachers

- To co-ordinate the production of, and dissemination of, behaviour plans that affect their learners.
- Contribute to PSPs, behaviour support plans, risk-management plans, IDPs and graduated-response reviews within the boundaries of the post.
- Working with HOKS & AHOKS for Weekly/Monthly analysis of behaviour data ensuring that data informed decisions are made for students who require further monitoring and support.
- Support students' access to learning using appropriate strategies, resources, etc.
- Work with other staff in planning, evaluating and adjusting learning activities as appropriate.
- To liaise with the class teachers over the provision of relevant academic work.
- Monitor and evaluate students' responses and progress against behaviour action plans through discussion and observation where appropriate.
- Provide objective and accurate feedback and reports as required to other staff on students' behaviour, progress and other matters, ensuring the availability of appropriate evidence.
- Support staff through modelling, practical guidance and solution-focused follow-up.
- Maintain timely records of incidents, actions, contact, intervention and outcomes on agreed school systems.
- Establish constructive relationships with parents/carers, offering, support for their child's access to learning and supporting home-to-school and community links. etc.

Support for the Curriculum

- Ensure the delivery of agreed learning activities/teaching programmes in R2L.
- Actively seek information on the range of activities, courses, organisations and individuals available to provide support for learners and utilise this to improve behaviour and progress.

Support for the School

- Comply with and assist with the development of policies and procedures relating to child protection, health, safety and security, confidentiality and data protection, reporting all concerns to an appropriate person.
- Be aware of and support difference, and ensure all students have equal access to opportunities to learn and develop.
- Promote pupil voice and recognise progress, repair and positive change.
- Support school events, transition activities and reasonable duties consistent with the nature and grade of the role.
- Gather balanced accounts and communicate clear next steps to pupils and colleagues
- Attend and participate in regular meetings.
- Undertake corridor, transition, break and lunchtime duties as directed.
- Contribute to the overall ethos/work/aims of the school.
- Recognise own strengths and areas of expertise and use these to advise and support others.
- Establish constructive relationships and communicate with school staff, other agencies/professionals, and in liaison with all stakeholders, support behaviour and progress of students.
- Working directly with SLT ensuring there is joined up thinking and collaboration around identifying the needs of students who access the inclusion provision and clear, strategic plans in place to support individual students.
- To attend relevant training sessions delivered in house or by external providers to develop them or the role.
- Handle personal information lawfully, securely and only for legitimate professional purposes.

Safeguarding:

Abertillery 3-16 Learning Community is committed to safeguarding and promoting the welfare of pupils and young people at all times. All staff are responsible for promoting and safeguarding the welfare of all pupils in accordance with the Learning Community's policy. The successful candidate will be required to undergo an Enhanced Check by the Disclosure and Barring Service (DBS).

Person Specification

Behaviour Manager

Qualifications/Relevant Experience	Essential /Desirable	Application Form	Interview
Successful work with secondary-age young people; managing challenging behaviour; working with families and colleagues; accurate recording.	E	✓	✓
Working knowledge and experience of implementing high quality interventions/learning programmes/strategies with individuals and small groups of learners	E	✓	✓
School-based behaviour role; leading an inclusion/R2L space; targeted interventions; multi-agency work; exclusion/reintegration processes.	D	✓	✓
Good understanding of child development and learning processes	E	✓	✓
Meet Higher Level Teaching Assistant standards or equivalent qualification with relevant experience or be eligible to meet the HLTA standards and able to demonstrate relevant experience (please see selection criteria)	E	✓	
Training in relevant learning strategies e.g. literacy and numeracy and other key interventions	E	✓	
Training in positive behaviour management strategies	E	✓	✓
Qualification in education, youth work, behaviour, counselling, social care or ALN; de-escalation/restorative/PACE training.	D	✓	
Specialist skills/training in curriculum or learning area e.g. bi-lingual, sign language, ICT	D	✓	✓
Knowledge & Skills			
Can use ICT effectively to support learning	E	✓	✓
Ability to organise, lead and motivate a team	E	✓	✓
Ability to relate well to children and adults	E	✓	✓
Constantly improve own practice/ knowledge through self-evaluation and learning from others	D	✓	

Resilient, reflective, emotionally intelligent, reliable, visible, solution-focused and committed to positive change.	E	✓	✓
Understanding of statutory frameworks relating to teaching in a KS3 and KS4 environment	E	✓	
Full working knowledge of relevant policies/codes of practice/legislation	E	✓	
Work constructively as part of a team, understanding classroom roles and responsibilities and your own position within these	D	✓	✓