



## BEHAVIOUR MANAGER

### REPORTS TO DEPUTY HEAD FOR INCLUSION

#### About BFET

Bright Futures Educational Trust (BFET) is a partnership of schools based in the North West. Our aim is to provide a quality education that opens real choices for every one of our pupils, raising aspirations and helping every child to achieve their ambitions, no matter their background. The Trust currently has eight partner schools.

Bright Futures Educational Trust is establishing itself as a leader in educational excellence. The Trust's vision of, the best *for* everyone, the best *from* everyone is evident in everything we do.

We inspire excellence and believe in nurturing the abilities of all within our schools and communities. Our values of Community, Integrity and Passion enable us to empower our young people to build purposeful lives and have the courage and confidence to make a positive contribution to society.

#### About the Role – Behaviour Manager

**NJC Scale Grade H2 (scale points 37-41) Term time plus 5 days**  
**Actual salary £28,095 p.a. 37 hours per week**

The Behaviour Manager is an essential member of the Academy Team and will play a key part in reducing exclusions, improving engagement and ensuring the development of high performing, impactful behaviour systems in school. Under the direction of the Deputy Head of School for Inclusion, they will take a lead role in ensuring pastoral interventions for pupils, including managing pupil behaviour are implemented effectively and appropriate systems are used to track, monitor and evaluate pupil progress.

The post holder will be required to manage the Internal Fixed Term Exclusion Room and will have responsibility for the environment and the curriculum offered within it.

They will strive for excellence in all they do and be committed to providing first class provision for all our students. Excellent teamwork, high standards and a capacity to work hard will be at the core of their success. They will be flexible with the ability, determination and commitment to work collaboratively with the Head of School to continue the development of the Academy.

#### KEY RESPONSIBILITIES

- To manage the day-to-day operation of the Internal Fixed Term Exclusion Room.
- To provide behaviour support for the Inclusion Team, ensuring pastoral interventions are implemented effectively.
- To work with staff and students throughout the academy to secure sustainable improvements in attitudes and behaviour.



## Focused Key Areas

### Internal Fixed Term Exclusions

- Co-ordinate and supervise internal exclusions.
- Maintain appropriate standards of behaviour within the room, in accordance with school policy, to ensure a safe, orderly and purposeful learning environment.
- Ensure students are aware of expectations, procedures and required standards.
- Challenge and motivate students to promote and reinforce high levels of self-esteem.
- Liaise with staff to ensure appropriate and sufficient work is provided for each student and that completed work is conveyed to the relevant staff.
- Develop and maintain an additional bank of resources to be used as required in liaison with Subject Team Leaders.
- Support and guide students as required to enable them to complete the work set to a high standard.
- Maintain the learning environment within the room, ensuring it is tidy and fit for purpose.
- Maintain accurate records and update SIMS / CPOMs with accurate information regarding internal exclusions.
- Weekly analysis of data, identifying trends and repeat offenders and communicate findings with line manager.
- Provide detailed half termly statistical reports and analysis on internal exclusion referrals for SLT.
- Log and monitor 'On Call' allocating staff to attend where necessary and provide a weekly report for the line manager.
- Assist in the preparation of exclusion files for Pupil Disciplinary Meetings following permanent exclusion.

### Behaviour Support for the Inclusion Team

- Manage the case load for identified students who require behavioural, emotional and social intervention.
- Attend multi-agency meetings and liaise with other professionals as required.
- Provide 1:1 support for students as required, including coaching and mentoring.
- Deliver therapeutic interventions under the direction of the Inclusion Leader.
- Support the Inclusion Leader in writing, delivery and reviewing of behaviour support plans.
- Under the guidance of the Inclusion Leader, plan and deliver behaviour intervention programmes to support students to reflect and improve their conduct.
- Participate in the comprehensive assessment of students to determine those in need of behaviour support programmes.
- Evaluate and report the progress made by students following an intervention.

### Working with Staff and Students

- Assist in the delivery of CPD to enhance staff confidence in managing challenging behaviours.
- Assist in the review of existing behaviour / pastoral systems to ensure a sustainable model moving forward.
- Be a visible presence around the academy, modelling expected behavioural routines and effective management.
- Respond to staff requests for behaviour support in lessons, advising on strategies, removing students and supervising as necessary.



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- Develop restorative practices to support behaviour improvement and improve relationships between students and staff.
- Assist in the development of peer mentoring to impact positively on behaviour choices.
- Participate in the Academy's detention system

#### **EXPECTATIONS OF ALL ACADEMY STAFF**

- Work professionally and effectively as part of a specific and wider Academy staff team.
- Demonstrate optimistic personal behaviour, positive relationships and attitudes towards pupils and staff, and towards parents, carers, governors and members of the local community.
- At all times to be a positive, professional role model for all pupils.
- Treat all students with dignity, building relationships rooted in mutual respect, and always observing proper boundaries appropriate to staff's professional position.
- Actively adhere to the Academy's commitment to safeguarding of all pupils and the promotion of pupils' well-being, in accordance with statutory provisions and academy policy.
- Carry out supervision duties as directed in the duty rota.
- Actively engage in the Academy's performance management process.
- Actively engage in the CPD programmes to develop skills and improve practice.
- Be familiar with, and follow, all Academy policy and practice to ensure a consistent high standard approach to all aspects of the Academy.
- Play a full part in the life of the Academy, to support its distinctive mission and ethos.
- Act as an ambassador for the Academy at all times and positively promote its reputation within the community.
- Attend Academy events and activities as directed by the Head of School.

**Whilst every effort has been made to explain the main duties and accountabilities of the post, each individual task undertaken may not be identified. Employees will be expected to comply with any reasonable request from the Head of School and / or Executive Principal to undertake work of a similar level that is not specified in this Job Description.**



**About the Person – Behaviour Manager**

	<b>Essential</b>
Qualifications, Educational, Training	<p>Minimum of 5 grade C GCSE level or equivalent, including English and Maths..</p> <p>Level 3 NVQ or substantial experience / training relevant to the role.</p>
Relevant Experience	<p>Relevant experience of working with students with challenging behaviours</p> <p>Relevant experience of running successful individual and small group behaviour focused sessions.</p> <p>Proven track record of working with secondary aged students in an educational / pastoral setting.</p>
Knowledge Skills and Abilities	<p>Strong behaviour management skills with an ability to diffuse difficult situations and find constructive ways forward with a focus on removing obstacles to learning.</p> <p>The ability to plan lead and manage behaviour for learning support programmes for KS3 and KS4 students.</p> <p>Ability to engage constructively with, and relate to, a wide range of young people with different social and cultural backgrounds.</p> <p>Emotionally intelligent.</p> <p>Excellent skills including the ability to prioritise and manage time effectively.</p> <p>Excellent communication skills both verbal and written.</p> <p>Adopts a problem solving approach to conflict.</p> <p>Ability to analyse data and produce detailed reports.</p> <p>Effective and efficient record keeping</p> <p>Ability to identify work priorities and manage own workload.</p> <p>Ability to plan and work independently and without supervision.</p> <p>Good IT skills</p> <p>Ability to work as part of a team.</p>



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Dispositions and Attitudes	<p>Demonstrate a positive attitude and enthusiasm for the job.</p> <p>Demonstrate a commitment to the aims and ethos of the Academy and the Trust</p> <p>Demonstrate tact and diplomacy in all interpersonal relationships with the students, their families and colleagues at work.</p> <p>Demonstrate resilience and the ability to work calmly under pressure.</p>
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**BFET is committed to safeguarding and promoting the welfare of children and young people and it is expected that all applicants will share this commitment. DBS checks will be carried out on all successful candidates**