



Job Title: Operational Behaviour Manager

Responsible to: Headteacher

Salary range: LSEAT H30 to H36

Hours: 36 hours per week / term time only

Job Summary:

To work closely with the Senior Leadership Team in overseeing the daily allocation of support staff for learning and behaviour and to take responsibility for support staff cover arrangements. To set standards of effective practice and ensuring a consistent approach in line with school policies. To work as part of the whole staff team in managing and modifying the behaviour of children and young people and supporting them in their learning. To pro-actively support the emotional and behavioural difficulties experienced by the client group through providing direct interventions for out of class behaviours and non-engagement in learning, developing personalized, time limited mentoring programmes to help young people remove the barriers to learning. Modelling appropriate social skills and supporting students in making the right choices, taking a lead in resolving conflict and encouraging young people to develop thinking skills. Working with colleagues to promote good learning habits in pupils whilst promoting the highest expectations of behaviour. Supervising pupils and engaging positively with them in both structured and unstructured times. Maintaining professional boundaries at all times and observing / upholding the values and ethos of the School whilst contributing to the overall vision of the Trust.

PRINCIPAL ACCOUNTABILITIES

1. Working across the school in partnership with the SLT with staff that support students who are struggling to engage in learning, encouraging participation and promoting the highest expectations of behaviour.

2. Maintaining order and promoting a calm learning environment around the school building through establishing a constant staff presence in the corridor areas as well as being available to support with behaviour both in and out of the classrooms.
3. In partnership with SLT, to coordinate personalized, time limited intervention programmes to address and remove the barriers to learning and engagement.
4. To lead on the challenge for out of class behaviours, uniform, morning checks and punctuality of pupils.
5. To establish high standards of behavioural expectation and monitor the management of behaviour by all staff throughout each day, undertaking on going checks and ensuring that staff are adhering to the Behaviour Policy.
6. To take responsibility for ensuring that all pupils are debriefed following any significant incident and that the debriefing of staff involved in any positive handling takes place within 24 hours of any incident.
7. Contribute to the whole school ethos of restorative practices and solution-focused work to support children and young people in making the right decisions and developing improved personal strategies for managing and modifying their own behaviour.
8. Monitor the quality of the environment in relation to damage and graffiti – using restorative practices to address issues and work with site staff in ensuring the building is maintained in a timely manner.
9. To coordinate with SLT the review of all risk assessments and positive handling plans and attend relevant meetings in relation to this.
10. To complete daily checks on incident reports being completed and bound book entries being fully compliant, liaising with SLT on quality.
11. Attend daily briefing and debriefing meetings as well as other staff meetings and team training as directed by the Head of School.

12. Develop a stimulating and exciting learning environment for students with opportunities for broadening experiences and learning new skills.
13. Undertake supervisory duties during unstructured time in line with the team ethos of the school and any other reasonable duties as directed by the Head of School.
14. To engage with professional development and undertake tasks and responsibilities associated with the training completed*.
15. To abide by the school's policies, including those relating to safeguarding, health and safety and equal opportunities.
16. To undertake other reasonable duties which are consistent with both the needs of the school and commensurate with the role of the post holder.

**Staff who undertake PRICE Instructor Training or First Aid training will be expected to fulfil the duties associated with these roles following completion of training and must undertake refreshers annually or bi-annually as required.*

PERSON SPECIFICATION

1. Experience of working effectively with disaffected pupils who display SEMH and/or on the autistic spectrum and to evidence progress and outcomes for those pupils in relation to academic and behavioural progress.
2. Recognised ability to engage pupils positively whilst maintaining consistent boundaries.
3. Ability to demonstrate to others high levels of skill in developing positive, professional relationships with young people which enable escalating situations to be diffused.
4. Confidence in managing highly challenging behaviour and ability to resolve issues independently, showing initiative in personalizing approaches within a framework of agreed strategies which then impact on the behavior of individual pupils over time.

5. Excellent written and verbal communication skills and an ability to work effectively with schools, parents, young people and other agencies.
6. Confidence in training, advising and supporting colleagues in managing behaviour.
7. Evidence of being able to re-engage disaffected pupils in lessons and reduce out of class incidents through personal engagement strategies.
8. Knowledge of a range of additional educational needs that may affect the emotional welfare and behaviour of young people and evidence of strategies to overcome these and support inclusion.
9. Ability to be able to lead and mentor others in setting the highest standards of behaviour and to present solutions to challenging situations, guiding others in operational decisions.
10. Excellent organizational skills and ability to communicate operational demands to other staff.
11. Confidence in challenging professional practice and willingness to hold others to account whilst enabling staff to meet required standards through motivating, encouraging and training.
12. Understanding of restorative justice practices/approaches used in a classroom setting or willingness to undertake training in order to adopt this approach.
13. Experience of effective team working.
14. Confidence in delivering training to others.
15. Able to demonstrate robust skills and understanding of operational management.
16. Willingness to be flexible and responsive to individual student's needs but able to work within the framework of consistent, agreed approaches.
17. Strong personal boundaries in relation to self management and interaction with others.
18. PRICE instructor trained or willingness to undertake this training.
19. Ability to demonstrate confidence, resilience and perseverance.

20. Ability to be flexible and cope with changing priorities and demands.

21. Basic IT skills and willingness to engage in further training and support to be able to use management information systems.

22. A firm grasp of the importance of confidentiality and the duties of education professionals in relation to safeguarding concerns.

This job description is provided to assist the post holder to know their principal duties. It may be amended from time to time in consultation with you without change to the level of responsibility appropriate to the grading of the post.