**Crompton House Church of England Multi Academy Trust**

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| **JOB DESCRIPTION** | | | |
| **Post Title:** | Pupil Behaviour Manager | | |
| **Location** | Crompton House Church of England School | | |
| **Department** | Student Support Services | | |
| **Grade:** | Grade 4 (SCP 12 – 17) | **Hours:** | 36.40 Term Time plus 3 days |

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| **PURPOSE OF POST** | To support the Deputy and Assistant Headteacher to manage pupil behaviour and work directly with pupils to ensure positive outcomes.  To support and assist the Pastoral Team in developing and implementing effective, longer-term actions and interventions that improve students' behaviour and attitudes to learning. This includes supervising the Pupil Support Unit and actively patrolling the school to ensure good behaviour in classrooms and providing immediate support through the "on-call" system when required. |

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| **KEY TASKS** |
| 1. Maximise resources and strategies to ensure that students behavioural and emotional needs are being met and they are able to engage in learning effectively 2. Support the pastoral team and SLT to develop targeted procedures to support pupils with challenging behaviour. 3. Support coordination and supervision of the Pupil Support Unit/Reflection Room, ensuring behaviour standards are upheld in accordance with school policy. 4. Patrol school corridors to ensure students are in lessons and engaged in learning. Support the SLT and pastoral team with the "on-call" system during lessons, responding to behavioural issues promptly. 5. Develop and implement restorative practices and conduct interviews with students to improve behaviour and relationships with staff. 6. Keep accurate records on the MIS (Management Information System) and communicate effectively with parents and staff. 7. Investigate behaviour incidents and report findings to the appropriate Head of Year. 8. Meet with pupils and their parents to ascertain reasons for poor behaviour and to encourage them to make positive changes. 9. Manage a cohort of pupils on behaviour report. 10. Work with pupils, their parents and the pastoral team to plan and implement interventions for specific pupils or groups of pupils who are struggling with managing their behaviour. 11. Monitoring of CCTV footage for any incidents which occur 12. Use school systems to reinforce positive behaviour, manage conflicts, and address barriers to learning. Ensure adherence to safeguarding policies and promote student safety and well-being. 13. Collaborate with teaching staff and the pastoral team to create and implement Pastoral Support Plans. 14. Maintain regular contact with families/carers to encourage involvement in the student’s learning and provide information on available support services. 15. Communicate with and signpost parents to appropriate support services, including Early Help. 16. Assist in gathering, analysing, and reporting on behaviour, welfare, attendance, and other sources of behaviour data. 17. Assist with detentions at lunch and after school. 18. Provide support to Heads of Year in organising and delivering events as needed. 19. Participate in the first aid rota, administering care to students and liaising with parents/staff as per school procedures. 20. Provide additional support to the Hub team when required. |

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| **STANDARD DUTIES** | |
| 1. To understand and implement the school’s Behaviour Policy and act as an advocate of the school’s behaviour policies and practices at all times 2. To maintain a working knowledge of legislation and statutory framework relating to school behaviour 3. To understand the importance of equality and diversity in the workplace and service delivery and promote equal opportunities for all, respecting the rights of other staff and students to be treated with dignity at work. 4. To uphold and promote the values and the faith ethos of the school. 5. To implement and uphold the policies, procedures, and codes of practice of the school, including relating to customer care, finance, data protection, ICT, health & safety, anti-bullying, and safeguarding/child protection, ensuring confidentiality as appropriate. 6. To take a pro-active approach to health and safety, working with others in the school to minimise and mitigate potential hazards and risks, and actively contribute to the security of the school, e.g., challenging a stranger on the premises. 7. To participate and engage with workplace learning and development opportunities to continually improve own performance and that of the team/school. 8. To attend and participate in relevant meetings as appropriate. 9. To undertake any other additional duties commensurate with the grade of the post. | |
| **CONTACTS** | Pupils, colleagues within the school, staff of the local authority, other education and healthcare professionals, parents, carers and guardians and visitors to the school |
| **RELATIONSHIP TO OTHER POSTS THE DEPARTMENT** | **Responsible to:** Associate Pastoral Deputy Headteacher.  **Responsible for:** Not applicable |
| **ADDITIONAL NOTES** | An enhanced Disclosure and Barring Service (DBS) check will be requested on successful application to a position in the Trust or Academy. |
| **REVIEW ARRANGEMENTS** | The details contained in this job description reflect the content of the job at the date it was prepared. It should be remembered, however, that it is inevitable that over time, the nature of individual jobs will change, existing duties may no longer be required, and other duties may be gained without changing the general nature of the duties or the level of responsibility entailed. Consequently, the Trust will expect to revise this job description from time to time and will consult with the postholder at the appropriate time. |

This job description is a guide to the duties and should be read in conjunction with the accompanying person specification.

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|  | **DATE** | **NAME** | **POST TITLE** |
| **Prepared** | October 2024 | CR | Associate Pastoral Deputy Headteacher. |
| **Reviewed** | October 2024 | SH | Head of School |
| **Reviewed** | October 2024 | JB | Trust HR & Governance Manager |

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| **Person Specification** | | | |
| **Selection criteria** | **Essential** | **Desirable** | **How**  **Assessed** |
| **Education & Qualifications** | | | |
| 5 GCSEs at Grade C or above, including Maths and English or equivalent | ✓ |  | A/D |
| NVQ 4 – Learning, Development & Support Services (LDSS) or equivalent |  | ✓ | A/I |
| A’ Level or equivalent standard qualifications. |  | ✓ | A/D |
| Graduate status or evidence of higher education. |  | ✓ | A/D |
| Willingness to obtain basic first aid certificate as a minimum level | ✓ |  | A/I |
| First aid certificate |  | ✓ | A/D |
| **Experience** | | | |
| Experience of working with children and young people to overcome barriers to their personal, social, or learning development | ✓ |  | A/I |
| Experience of working with pupils/students in a pastoral role in an educational setting |  | ✓ | A/I |
| Experience of using and integrating ICT as part of the learning process | ✓ |  | A/I |
| Experience of supervising a team, giving instructions, and checking work has been completed to set deadlines and quality standards |  | ✓ | A/I |
| Experience of working in a team collaboratively to share ideas and achieve objectives | ✓ |  | A/I |
| Experience of drawing up individual action plans, monitoring their implementation and making adjustment relating to the progress of a young person or changes in their circumstances |  | ✓ | A/I |
| Experience of completing paperwork, writing straightforward reports, and undertaking clerical work | ✓ |  | A/I |
| **Skills & Abilities** | | | |
| Ability to draw up individual pastoral support plans. | ✓ |  | A/I |
| Communication skills to influence, persuade, motivate, and engage with a wide range of children, young people, and their families | ✓ |  | A/I |
| Interpersonal skills to form and maintain positive working relationships with pupils, their families, colleagues, and other education/healthcare professionals and partner organisations | ✓ |  | A/I |
| Listening skills to support children, young people, and their families through understanding their point of view in a non-judgemental approach | ✓ |  | A/I |
| Creative skills to develop options and alternatives that will support children and young people to engage in the learning process | ✓ |  | A/I |
| Analytical skills to interpret information and to solve problems, which could require in-depth investigation, and make recommendations for action | ✓ |  | A/I/T |
| Organisational skills to manage time effectively, meet potentially conflicting deadlines and work without close supervision | ✓ |  | A/I |
| **Knowledge** | | | |
| Knowledge and understanding of the range of potential barriers to learning faced by children and young people | ✓ |  | A/I |
| Understanding of how these barriers can be overcome or mitigated to reduce their impact on children and young people | ✓ |  | A/I |
| Knowledge of relevant legislation and government initiatives and how that relates to the curriculum within the school | ✓ |  | A/I |
| Knowledge of data protection, safeguarding and child protection issues and an understanding of appropriate action to take if a disclosure is made | ✓ |  | A/I |
| **Work Circumstances** | | | |
| To work flexibly as the workload demands | ✓ |  | I |
| To work occasionally out of school hours which may include home visits. | ✓ |  | I |

Key: I = Interview R = References A = Application D = Documentation T = Test