

## **GARTH HILL COLLEGE JOB DESCRIPTION**

SALARY GRADE: Bracknell Forest

POST TITLE: Behaviour Support Manager

SALARY/GRADE: BGE 37 - 42

### **PURPOSE:**

- As a member of the senior team to provide strategic leadership and management of behaviour and inclusion across the College
- Lead the Behaviour Support Team and work with other key staff to bring about a positive change in our learners who are experiencing difficulties with their behaviour and/or emotional or social development. This will include ensuring appropriate provision and/or intervention is in place for pupils who have Social, Emotional and Mental Health difficulties.
- Guiding, advising, supporting and training staff across the College on matters relating to behavior management and support.
- Monitoring, reviewing and evaluating the performance and impact of the College's Behavior Policy, procedures and practices.

RESPONSIBLE TO: Vice Principal

LINE MANAGEMENT: Inclusion Manager, Deputy Behaviour Support Manager, Learning Mentors

LIAISON WITH: SLT, SENDCo, Inclusion Manager, Heads of House, Heads of Faculty, teachers and support staff, LA representatives, external agencies, pupils and parents.

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### **Behaviour Support across the College**

The College aims to improve behaviour, ensure learning is disruption free and reduce the risk of exclusion. The Behaviour Support Team lead this work and seek to bring about a positive change in our learners who are experiencing difficulties with their behaviour and/or emotional or social development. As well as managing sanctions in line with the College's Behaviour Policy, the Behaviour Support Team will provide advice, support, counselling, guidance and training to pupils, parents/carers and other College staff. The Behaviour Support Team will:

- Carry out triage, apply sanctions in line with the College's Behaviour Policy and work to support those pupils experiencing difficulties with their behaviour to bring about positive change.
  - Advise teachers and other staff about learners' progress and behaviour.
  - Observe learners in class and around College.
  - Give advice to staff on appropriate intervention strategies and support with particular learners.
  - Work directly with individuals and small groups.
  - Take part in meetings where plans are devised to support learners experiencing difficulties with their behaviour.
  - Talk to other professionals and agencies to help support those pupils experiencing difficulties.
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## **MAIN RESPONSIBILITIES:**

1. To provide strategic and operational leadership and management of behavior and inclusion across the College
2. Chair the pastoral leaders group, setting agendas and maintain oversight of the strategic direction of the work of that team.
3. Managing the Behaviour Support Centre, including organising appropriate provision and supervision of pupils in the BSC, scheduling the allocation of staff and directing their work accordingly.
4. Coordinate programmes of study for all pupils in the Behaviour Support Centre in line with the College's curriculum and schemes of work and appropriate to age related expectations.
5. Responsible for the supervision and care of all pupils in the Behaviour Support Centre, offering practical support and guidance and empowering them to address their behavior through a restorative justice approach, whilst maintaining the highest standards of behaviour in the Behaviour Support Centre.
6. Keeping accurate records relating to the operation of the Behaviour Support Centre including monitoring and reviewing e.g. pupils' attendance, behaviour, learning and progress etc.
7. Oversight of the College's online behavior management software, including planning, developing, monitoring and reviewing its use across the whole College, and evaluating behavior analytics.
8. Completing regular analysis of data for those pupils who are engaged in additional provision for a SEMH need. This to include in depth analysis by pupil premium, gender, ethnicity and SEND and produce reports on a weekly basis.
9. Monitoring, reviewing and evaluating the performance and impact of the College's Behaviour Policy, procedures and practices. To review and revise the Behaviour Policy as appropriate.
10. Use sensitive data and evidence to influence Behaviour Support Centre procedures and policies where appropriate.
11. Guiding, advising, supporting and training staff across the College on matters relating to behavior management and support.
12. To play a lead role with the Inclusion Centre Manager in the forming of support plans for pupils experiencing difficulties with their behaviour, liaising closing with key college staff and other professionals in a multi-agency context.
13. Work to College behaviour plans/guidelines and create coping mechanisms and support to facilitate pupils returning to normal classes.
14. To work with individual pupils and groups of pupils to help in meeting behaviour targets and in maintaining a positive and productive teaching and learning environment.
15. To have strategic oversight of alternative provision internally and externally, ensuring appropriate place planning, robust monitoring and review to meet all legal requirements and ensure pupils are receiving appropriate education for SEMH pupils.
16. To chair the internal alternative provision panel.
17. To appraise and facilitate Continuing Professional Development for Behaviour Support Centre staff.

18. To provide support, guidance and advice to teaching and non-teaching staff on behavior management and strategies to support specific pupils.
19. Deliver training and INSET as appropriate.
20. To plan and budget for the resources to support the work of the Behaviour Support Centre, including development planning.
21. To make appropriate arrangements for lunch time detention and reflection.
22. Carry out any other responsibilities generally relating to this role and as reasonably directed by the Principal.

**GARTH HILL COLLEGE  
PERSON SPECIFICATION**

**Post: Behaviour Support Manager**

KEY CRITERIA	ESSENTIAL	DESIRABLE
Qualifications and Training	<ul style="list-style-type: none"> <li>▪ Degree</li> <li>▪ Training or certification in Behaviour Management, Youth Counselling etc. or equivalent experience of.</li> <li>▪ Proficient in Microsoft office.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Relevant training for working with young people aged 11-16.</li> </ul>
Competence Summary (Knowledge, Abilities, Skills, Experience)	<ul style="list-style-type: none"> <li>▪ Experience of working in an educational setting with young people with emotional and behavioural difficulties and or other needs (SEN, ASD, ADHD etc.)</li> <li>▪ Good organisational skills.</li> <li>▪ Good time-management and the ability to cope with work pressure.</li> <li>▪ An ability to work both independently and as a member of a team.</li> <li>▪ An effective communicator, able to project a positive and effective message both orally and in writing.</li> <li>▪ Knowledge and understanding of strategies to remove barriers to learning in young people.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Knowledge of the main aspects of the organisation of secondary schools.</li> </ul>
Work-related Personal Requirements	<ul style="list-style-type: none"> <li>▪ Able to remain calm and defuse conflict.</li> <li>▪ Works harmoniously with others.</li> <li>▪ Responds positively to instructions and procedures.</li> <li>▪ Commitment to the protection/safeguarding of all students.</li> </ul>	

Other Work Requirements	A satisfactory enhanced Disclosure and Barring Service check.	

**Signed .....**      **Name.....**