

JOB DESCRIPTION

Inclusion Team – Positive Behaviour Support

Job Title	Positive Behaviour Lead
Responsible to	Senior Leadership Team
Key Internal Contacts	Other staff within the education team Staff in other departments within the school Staff in other schools in the region Regional office staff
Key External Contacts	Student relatives, advocates and others Placing Authorities and Service Providers Registration, Regulatory and Inspection bodies Local Services - Statutory, Voluntary and Community Neighbours

JOB PURPOSE

To support the Senior Leadership and Education Teams to establish effective strategies in all areas of positive behaviour support and pastoral care. To develop and implement long-term behaviour plans that will guide staff to support students to overcome barriers to learning and maximise the opportunities provided for them. Working in conjunction with the Family Support Officer and SENCO to provide support to all students in enabling them to achieve their potential both academically and socially. This role will also contribute towards the school's commitment to reduce exclusions and physical interventions, in the delivery of pastoral and/or academic interventions and, crucially, in responding to and supporting *behaviour that challenges* in all phases of the school.

RESPONSIBILITIES

- To monitor incidents on Sleuth to identify student behaviours causing concern
- To monitor behaviour, emotional and social issues within all year groups and make positive interventions when necessary
- To contribute to pupil celebration events and schemes e.g. reward trips, Student Council and Student Leadership opportunities
- To respond to significant or escalating behavioural events, modelling CPI best practice
- To empower class teams working directly with students to implement strategies as detailed within a child's EHCP, personalised behaviour plan or Pupil Passport
- To offer strategies supported by therapy and inclusion teams
- Initiate/request MDT meetings when there are concerns regarding behaviour and attend meetings
- To conduct recorded observations of pupils and groups of pupils under review
- To liaise with class teams and ensure agreed MDT actions are being implemented by all staff involved with the student
- To identify personal issues that may be affecting students' performance, behaviour or wellbeing and share this information with relevant staff
- To liaise with inclusion team daily
- To contribute to Pupil Support Plans in partnership with Inclusion and Therapy teams
- To ensure Sleuth records are kept up-to-date and support staff in maintaining the quality of these i.e. location, trend, time of day, day, etc.
- To liaise with SMT and Therapy team on behavioural analysis and interventions.
- To update the SMT on actions regarding concerning students
- To develop, model and support class teams to implement Behaviour Support Plans (with support of the wider MDT)
- To observe classroom practice and suggest specialist strategies for support
- To participate in the transition processes and procedures from key stages and year groups
- To establish and maintain positive relationships with parents
- To participate in the review, development and management of activities relating to the pastoral functions of the school
- To contribute to whole-school events such as Open Days and Parents' Evenings

- To contribute to the development of effective links with external agencies
- To have a visible presence around the environment, particularly with meeting and greeting at the start of the day, after school duties, break and lunch times, promoting good behaviour.

Whole school

- To contribute to and implement the School Development Plan
- To play a full part as a member of the School's multi-disciplinary team, ensuring effective working relationships with colleagues
- To maintain regular communication both informally and in meeting times, ensuring the individual needs of the student are being met effectively.
- To make, use and keep records in accordance with Company policies and procedures and standards set by the Regulatory Body
- Safeguard all students and ensure their safety and wellbeing

General

- Exercise vigilance in respect of Health and Safety and promptly report all hazards and/or remedying them where appropriate. Undertake all duties in a manner calculated to minimise or avoid unnecessary risks, personally or to others.
- Report issues and/or incidents relating to staff and pupils that have arisen in the day promptly to the relevant Line Manager or appropriate person
- Operate at all times in accordance with Company policies and procedures, with particular reference to Safeguarding, Child Protection, Whistleblowing, Complaints and Representations and Behaviour Policies
- Participate in training and take responsibility for personal development
- Participate in team meetings, supervisions and annual reviews in accordance with Company policy and the standards set by the Regulatory Body
- Work to promote the school as a valued, professional asset within its community and conduct themselves at all times in a manner that reinforces this image
- Ensure that all actions are in the interests of the students and the Company.
- To carry out any other reasonable and relevant duties as required

PERSON SPECIFICATION

	Essential	Desirable
Experience		
Experience of work with autistic spectrum disorders and/or challenging behaviour		
Experience of work within an education setting	✓	
Pastoral working experience in a care setting or the special educational needs sector	✓	
Experience of driving and advising on best practice in relation to positive behaviour support	✓	
Experience of working effectively with a range of support services with an ability to draw upon a range of support, information, opportunities and guidance		✓
Skills, Knowledge and Aptitudes		
Ability to work independently and as part of a team	✓	
Effective communication skills, verbal and written	✓	
Ability to record information accurately	✓	
Ability to mediate, negotiate and problem solve	✓	
Good organisational skills	✓	
Ability to deal with complex and challenging behaviour	✓	
Ability to demonstrate empathy	✓	
Good IT skills	✓	
Ability to lead and coordinate effectively	✓	
Qualifications and Training		
Further Training in Positive Behaviour Support or Trauma Informed Practice		✓
GCSE in Maths and English (Grade C/Level 4 and above) or Level 2 equivalent	✓	
Willingness to work towards further qualifications as required	✓	
Undertake relevant group induction training on commencement	✓	
Other		
Commitment to the values of the organisation	✓	
Driving licence	✓	