

**Job Description: Behaviour and Relational Lead****Reports to: SLT****Review and Amendment:**

This job description will be reviewed annually and may be subject to modification and amendment following consultation between the Headteacher/Senior Leadership Team (SLT) and the position holder.

**Purpose of Job:**

- Take a lead on student Positive Behaviour Support Plans
- Lead on aspects of whole school training focusing on risk reduction & reporting
- To collate, analyse and use data effectively in order to identify hotspots and develop strategies to drive down negative incidents/RPI.
- Work alongside the leadership team, sharing key data and information that can be shared with the Headteacher and Governors on a termly basis.
- To ensure that Robin's Way School is compliant in all areas of restrictive physical intervention & recording, measured by the guidance set by the RRN (risk reduction network).
- To coordinate and lead others within the behaviour and relational team, ensuring that resources are effectively used to promote a calm & safe environment, making them an integral part of the schools support systems.
- To work under the instruction / guidance of the SLT
- To support the welfare, development and behaviour of all pupils and staff, enabling access to learning for pupils and modelling of appropriate and relevant interventions for staff
- To support and assist in the accurate implementation and development of school policies, modelling a high standard of intervention when supporting pupils and staff

**Knowledge and Understanding:**

The position holder is to have knowledge and understanding of:

- The school's aims, priorities, targets, curriculum policies and local offer.
- The implications of the code of practice of special educational needs for teaching and learning, with the aim of reducing students' barriers to learning and education and psychological, physical, and sensory, social communication and interaction development leading to all pupils achieving their full potential.
- The CPI Safety Interventions approaches and interventions to lead on whole school implementation and training.
- The Restraint Reduction Network (RRN) core values and their implementation across the school to drive down the use of Restrictive Interventions
- The Companies Code of Conduct
- Support and develop the implementation of strategies to manage SEMH/ASC issues and challenging behaviour, such as Emotion Coaching, P.A.C.E approach and any other relevant and current strategies.

### **Restrictive Physical Intervention Duties:**

- Assist in the application, development, and compliance of the schools RPI Policy
- Support the school team by responding to situations across the school
- Ensuring appropriate actions are completed and effectively logged on Sleuth- school recording system
- Quality assurance of whole school practice and identification of Training Need
- Quality assurance of Restrictive Physical Interventions on Sleuth and identify staff training and support through the process.
- Ensure the standards of RRN are applied and embedded across the school and assure themselves of the quality of this practice
- Debrief of staff following an incident within appropriate time frames.
- Model/scaffold restorative practices with students and staff as required.
- Monitoring of RPI across school and reduction of hotspots through the use of analysis to identify relevant strategies for staff and students.
- Assist in the record keeping, planning, and delivery of CPI Safety Interventions for all staff.
- Demonstrate best practice across the school in de-escalation, crisis management and the use of RPI for all staff.

### **Team Working and Collaboration**

*The post holder will:*

- Work as a lead and team member and identify opportunities for working with colleagues and sharing the development of effective practice with them
- Work with other settings to develop and share best practice

### **Training and Professional Development:**

The post holder will:

- Positively contribute to regular supervision and Line Management and participate in training activities; supporting the overall aims of the school
- Undertake regular training in Safeguarding
- Undertake regular training, to include First Aid, Medication Handling, fire evacuation and the schools universal offer to meet SEMH, physical and sensory and communication and interaction needs of each pupil
- Participate in training during designated training days, and at other times, including inset and external training opportunities, as directed by the Senior Leadership Team
- Will receive training to advance CPI safety interventions level.
- In line with recognised best practice and a company drive for research and evidence based practice and strategies, the post holder is expected to enrol on relevant training courses which underpin the therapeutic theory of the school and company. This will be determined and documented via Performance Management.
- Lead and support in delivery of staff training and development.

### **Physical and Mental Demands:**

Whilst performing day to day duties the post-holder will need to be physically and mentally fit to undertake necessary physical duties including the management of behaviours that challenge and of potential / actual violence through the use of RPI. All of this must be undertaken in accordance with the chosen RPI provider / models methodology.

Whilst performing day to day duties the post-holder must demonstrate a calm and collected frame of mind in line with provided induction training. An appropriate level of confidence when dealing with challenging behaviour of students and ability to redirect staff in a supportive manner will be necessary.

**Relations with Parents/Carers and Wider Community:**

- Communicate effectively, orally and in writing with parent(s) / carer(s) and with internal and external professionals in accordance with the school's policies
- Develop positive and purposeful relationships with parent(s)/carer(s) and with internal and external professionals in accordance with the school's policies

**Managing own Performance and Development:**

- Prioritise and manage own time effectively
- Achieve challenging professional goals
- Take responsibility for your own professional development
- Undertake training as directed by the school

**Managing Resources:**

- Establish resource needs and advise the SLT of likely priorities for expenditure, and allocate available resources with maximum efficiency to meet the objectives of the school and achieve value for money
- Maintain existing resources and explore opportunities to develop or incorporate new resources from a wide range of sources inside and outside the school.

**Confidentiality:**

It is expected that all school employees understand the nature of our work is confidential and details about our staff, pupils, their families, associated services, pupil records and activities / incidents at the school should not be divulged to members of the public. If there is a breach of confidentiality, this may result in disciplinary action being taken.

A job description can never be fully descriptive and exhaustive of unforeseen changes or circumstances. It is expected that staff will, within reason, respond to unforeseen circumstances and emergencies as they arise, commensurate with their qualifications, experience and the situation.

**PERSON SPECIFICATION**

**Job Title:** Welfare Support Team

<b>ATTRIBUTES</b>	<b>ESSENTIAL</b>	<b>DESIRABLE</b>
<b>Relevant Experience</b>	<p>CPI trained</p> <p>Worked with a wide age range of students</p> <p>Trauma informed practice (TIP) or similar approach training or good working knowledge</p>	<p>CPI trainer training completed (or equivalent)</p> <p>Worked(ing) as part of the welfare team</p>
<b>Education &amp; Training</b>	<p>Safeguarding L2</p> <p>Good standard of written English &amp; numeracy skills</p>	<p>Further evidence of training and qualifications relevant to the post</p> <p>Competent ICT skills</p>
<b>Special Knowledge &amp; Skills</b>	<p>Organisational skills</p> <p>Good communication skills</p> <p>A commitment to safeguarding the welfare of all children</p> <p>Awareness of the causes of behavioural difficulties</p> <p>Ability to plan and implement, under guidance effective strategies for pupils with Behavioural, Emotional, Social needs, at risk of underachieving or at risk of disaffection or suspension</p> <p>Experience working within education settings</p>	<p>Knowledge of issues relevant to education and child development</p> <p>Experience of working successfully within an SEMH setting.</p>