

JOB DESCRIPTION

Section: Behaviour	Reports to: Behaviour Team Lead
Job Title: Deputy Support Lead	Grade/Salary Range: Bucks Pay 4 £24,232 - £26,219
Working Pattern: 42.5 hours per week	Working Weeks per annum: 39

PURPOSE OF JOB

The post holder will play an active role in managing the behaviour of SECID students (Social, Emotional, Communication and Interaction Difficulties) on a day to day basis. The post holder will support the Team Leader in implementing ongoing behavioural interventions and ensuring effective communication is maintained throughout the school.

MAIN DUTIES AND RESPONSIBILITIES

Communication/Relationship Skills

- To promote all methods of communication and behavioural practice effectively
- The post holder will take ownership and responsibility for communicating complex behavioural information and interventions to staff, pupils and family members / carers / members of staff within the team regarding personal, psycho-social problems in an empathic and supportive way. This will involve using inter-personal and de-escalation skills in situations which can be highly emotional / emotive, sometimes antagonistic and require a satisfactory outcome, e.g. highly agitated pupil
- To work successfully alongside parents, stakeholders and outside agencies in fulfilling responsibilities taking ownership when the need arises
- To interact appropriately, sensitively and effectively with all members of the school community and its stakeholders.
- To provide care, support, guidance, discipline and encouragement to the students in our care.
- To sponsor and care for all youngsters: offering them fairness, boundaries, compassion and being a positive role model
- To do so in a safe and cared for environment.
- To work alongside the support team lead to ensure the organisation and delivery of post incident reviews following significant incidents within school.
- To work alongside the support team lead to ensure all detentions, physical / serious incidents and Fixed Term and Internal exclusions are recorded communicated and reported according to the school's policies and guidance.

- To adopt and implement the values and principles of the school policy on Physical Restraint alongside the school's stated policies on safety, care and control and behaviour management.
- Delivering coaching and mentoring for staff that both addresses the school's improvement and the effectiveness, safety and happiness of front line staff
- Delivering meaningful performance management for staff as required by the support team lead.
- Ensuring that behaviour is proactively managed on a day to day basis across functions in response to school and student needs and as directed by the support team lead / Head of Campus including:
 - one to one mentoring and support,
 - small group and whole class support,
 - "behaviour buddy" function alongside teacher colleagues,
 - walkabout support
- the deployment of behaviour support staff both in class and during breaks and lunchtimes
- curriculum staffing deployment / sickness cover
- To be proactive in maintaining the school environment: taking appropriate action where necessary.
- Supporting teachers and other frontline staff to take increased ownership of behaviour in their lessons, interventions and interactions
- To deputise for the Support Team Lead where necessary

Personal, Professional Development

- High standards of personal presentation, punctuality and courtesy
- Maintaining a comfortable, orderly and stimulating environment
- Emphasising and modelling to all the importance of proactive measures and reflection to improve outcomes for young people, rather than simply dealing with reactive situations
- Placing a high value on the students
- Having the highest expectations of students
- Take an active role in management of student behaviour and performance
- To work alongside the support team lead in ensuring all staff consistently apply sanctions and discipline in an assertive, measured and fair way, promoting and rewarding pupils when applicable
- Seeking and exploiting opportunities for success and relationship building
- A desire to improve, develop and progress as a practitioner
- A determination to succeed and thrive in the face of at times deeply unsettling, challenging and even upsetting behaviour
- A willingness to give freely of time and commit wholly and fully to the post
- A willingness to commit fully to the whole of school life
- A recognition of the precious opportunities for relationship building that can then enhance learning in the classroom
- The necessary resilience and determination to manage challenging behaviour bringing enthusiasm, fun and warmth to the activities offered to the youngsters

- Rigorously observing and maintaining the routines and conventions of school life (mealtimes, dispersals etc)
- Seeking out new activities, visits and trips that will engage and interest the pupils
- Being there at significant moments both in the life of the school and individual pupils
- Seeing disciplinary issues through regardless of time or inconvenience and therefore demonstrating commitment and care to the student
- Caring about the quality and value of your contribution, being willing to seek support/ advice

Analysis & Problem Solving

- An ability to deal with difficult situations, using complex problem solving skills to interpret, analyse and resolve / diffuse the situation to a satisfactory outcome, e.g. restorative intervention when two pupils fighting / arguing
- The post holder will have to advise on complex challenging and high risk behavioural situations to ensure safety of pupils, staff within school and at times the general public or external stakeholders. This may also inform and contribute to the legal, professional framework appropriate to the pupil e.g. LAC reviews, Annual Review Process, etc..

Personal Attributes

- Have knowledge of the theoretical and practical knowledge of a range of behavioural interventions, procedures and practices relevant to the specialist area e.g. positive & negative reinforcement.
- Ability to be a positive part of a successful team.
- A calm but positive attitude to all aspects of school life.
- A caring and sensitive attitude towards pupils.
- Ability to foster a feeling of mutual respect in both pupils and adults.
- Ability to engender a feeling of control and security within the classroom.
- A commitment to developing consistency within the team which in turn affects the whole of school life.
- Vigour, enthusiasm and warmth
- Ability to change, adapt, develop and improve

Physical Skills

- Up to date competency in the Management of Physical Restraint, trained as a tutor in some form of physical restraint, this training will be refreshed as required.

Responsibilities for Human Resources

- To work alongside the support team lead to identify and implement competency development within the Behavioural team.
- To have an understanding of and follow the in place Policies & Procedures as set by the Academy, the Governing Body and the Head Teacher

Responsibilities for Information Resources

- To provide accurate and timely information on behavioural issues to the Head of Campus / Support Team Lead as and when requested

- To work alongside the support team lead in ensuring all staff have adequate skills, knowledge and resources to implement record keeping standards.
- Maintain up to date training and basic knowledge in IT skills & Data protection.
- Maintain the on-line Bullying system, updating and monitoring of this daily

Responsibilities for Research and Development

- To participate in specific audit projects related to practice, e.g. audit of behaviours, standards of record keeping and to work with the Support Team Lead to develop action plans
- To maintain awareness of contemporary research specific to BESD and it's implications to inform practice
- To utilise research and evidence based practice
- To demonstrate professional accountability and effectiveness through day to day practice

Health and Safety at Work Act

The post holder is required to take responsible care for the health and safety of him/herself and other persons who may be affected by his/her acts or omissions at work. The post holder is also required to co-operate with the School ensuring that the statutory and departmental safety regulations are adhered to.

Confidentiality

The post holder has a responsibility to comply with the Data Protection Act 1998 and Code of Practice on Confidentiality and Data Protection.

MAIN DUTIES AND RESPONSIBILITIES – OTHER

To carry out duties in accordance with the Academy's values, mission and vision.

Attend INSET, appropriate training and relevant meetings as required and participate in the school's staff performance.

Carry out all duties and responsibilities with reasonable care for the health and safety of yourself and any other persons who may be affected by your acts or omissions at work and to co-operate fully with the Academy in health and safety matters.

Chiltern Way Academy is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment.

Note: This JD is not a comprehensive statement of procedures and tasks, but sets out the main expectations of the Academy in relation to the post holder's professional responsibilities and duties. The duties of this post may vary from time to time, as required by the Line Manager, without changing their general character or the level of responsibility entailed.

Signature Line Manager:

Signature Job Holder:.....

Date:.....