



JOB TITLE: Pastoral & Behaviour Manager

REPORTS TO: Head of School

BAND: Grade E

JOB PURPOSE

- To develop, lead and manage the pastoral support for pupils at the school.
- To work alongside the Head of School to support a consistent and effective approach to behaviour management.
- To establish and maintain productive working relationships with vulnerable pupils, acting as a role model and mentor.
- To act as the central point of contact between the school and multi-agency professionals and to support pupils and the families with behavioural, emotional and social needs.
- To oversee and manage CAFs produced by the school.
- To monitor and analyse behaviour patterns across the school.
- To proactively support all staff in addressing the behavioural, emotional and social needs of all pupils, but especially those pupils who need particular help to overcome barriers to learning.
- To act as the lead professional in the immediate management of behaviour incidents and planning the schools response and intervention work with the Head of School.
- To analyse behaviour trends across the school and lead on appropriate actions to address those trends on an individual or small group basis.

KEY CORPORATE ACCOUNTABILITIES

- To actively promote the Trust's Equal Opportunities Policy and Diversity Strategy and observe the standard of conduct which prevents discrimination taking place.
- To maintain awareness of and commitment to the Trust's Equal Opportunity Policies in relation to both employment and service delivery.
- To fully comply with the Health and Safety at Work Act 1974 etc, the Trust's Health and Safety Policy and all locally agreed safe methods of work.
- At the discretion of the Head of School, such other activities as may from time to time be agreed consistent with the nature of the job described above.
- To work with colleagues to achieve service plan objectives and targets.
- To participate in Employee Development schemes and Performance Management and contribute to the identification of own team development needs.

PRINCIPAL ACCOUNTABILITIES

- Using specialist knowledge and skills to support positive pupil behaviour choices.
- Support the work of senior staff in managing incidents of discrimination, bullying and peer on peer abuse.
- To coordinate external agency referrals and to communicate interventions, actions and outcomes to key personnel.
- To develop constructive and supportive relationships with the families of vulnerable pupils.
- To be responsible for ensuring that pupil safeguarding records are accurate and up to date.
- To develop and implement an intervention programme of activities to address behavioural, social and emotional needs of individuals and small groups
- Providing appropriate support and response in relation to safeguarding disclosures from

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pupils.

- In partnership with senior staff, oversee and assist in the day to day management of behavioural incidents.
- Be a visible presence across the school, modelling expected behavioural routines and effective behaviour management techniques

General Requirements

- Having due regard to confidentiality, child protection procedures, health and safety, other statutory requirements and the policies of the governing body and the academy
- Undertaking additional duties and responsibilities commensurate to the role, as directed by the Head of School and the Assistant Headteacher (SENCO).
- Attending meetings, liaising and communicating with colleagues in the academy, outside agencies and other relevant bodies.
- Analysing behaviour and safeguarding records.
- Attending and participating in training and development activities as required
- Engaging actively in appraisal and Professional Development.

Professional Values and Practices

- Having high expectations of all pupils; respecting their social, cultural, linguistic, religious and ethnic backgrounds; and being committed to raising their educational achievement
- Treating pupils consistently with respect and consideration, and being concerned with their development as learners
- In line with the academy's policy and procedures, using behaviour management strategies which contribute to a purposeful learning environment
- Working collaboratively with colleagues as part of a professional team; and carrying out roles effectively, knowing when to seek help and advice from colleagues
- Reflecting upon and seeking to improve personal practice
- Working within school policies and procedures and being aware of legislation relevant to personal role and responsibility in the academy
- Recognising equal opportunities issues as they arise in the academy and responding effectively, following academy policies and procedures
- Building and maintaining successful relationships with pupils, parents/carers, staff and external agencies.

The duties and responsibilities in this job description are not restrictive and the post-holder may be required to undertake any other duties that may be required from time-to-time. Any such duties should not, however, substantially change the general character of the post.

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

I confirm that I have read and understood, and that I accept, the above job description:

Signature : Date: Name in full



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General heading	Detail	Examples
Qualifications & Experience	Specific qualifications & experience	Relevant or similar experience working with young people in a school or college setting. Academic or professional qualifications which would support the post holder in the role.
	Knowledge of relevant policies and procedures	Being aware of and working with the School's policies in relation to inclusion, Child Protection and physical contact with pupils
	Knowledge of multi-agency work	An understanding of multi-agency working and the support mechanisms available to schools to support their pupils beyond the school gates.
	Literacy	At least a GCSE Grade C / Grade 5 in English (or equivalent)
	Numeracy	At least a GCSE Grade C / Grade 5 in Maths (or equivalent)
	Technology	Good working knowledge of ICT to support learning
Communication	Written	Ability to write detailed and complex reports, complete returns and write complex letters.
	Verbal	Ability to use clear language to communicate information unambiguously Ability to listen effectively
	Languages	Overcome communication barriers with children and adults
	Negotiating	Ability to negotiate effectively with adults and children
Working with children	Safeguarding	A detailed understanding of the safeguarding responsibilities and expectations on schools and staff.
	Behaviour Management	Ability to demonstrate effective implementation of the school's behaviour management policy
	SEN	Encourage the inclusion of pupils with emotional and/or behavioural difficulties in a mainstream setting
	Child Development	Detailed understanding of child development Ability to assess progress and performance and recommend appropriate strategies to support development
	Health & Well being	Understand and support the importance of physical and emotional wellbeing
Working with others	Working with partners	Participate in the evaluation and review of the agreed support in conjunction with other behaviour support/school staff. Ability to make a proactive contribution to the work of the team supporting children, their families and carers



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		Ability to work with parents and carers to improve support for children
	Relationships	Ability to establish rapport and respectful and trusting relationships with children, their families and carers and other adults
	Team work	Ability to work effectively with a range of adults. Influences the attitudes and opinions of others according to an agreed plan, gaining their agreement through persuasion to ideas, proposals and courses of action
	Information	Contribute to the development and implementation of effective systems to share and safeguard information
Responsibilities	Managing growth	As the school grows, so will the number of staff employed in this area. An ability to manage sustainable growth is crucial.
	Organisational skills	Excellent organisational skills Ability to remain calm under pressure
	Line Management	To support the induction, mentoring and supervision for applicable staff. Ability to manage and support the work of others
	Time Management	Ability to manage own time effectively
	Creativity	Demonstrate creativity and an ability to resolve problems independently
General	Equalities	Demonstrate a commitment to equality
	Health & Safety	Basic understanding of Health & Safety
	Child Protection	Good understanding of and commitment to child protection procedures
	Confidentiality/Data Protection	Understand procedures and legislation relating to confidentiality
	CPD	Be prepared to develop and learn in the role
	Personal characteristics	To have an immense sense of humour and an ability to manage the pressures that can accompany this type of role. Supervision is available.