

## Job Description

### Positive Behaviour Lead and ASC Class Teacher

#### **Purpose of the role:**

Mary Elliot Academy is a school for students aged 11-18 years with severe and profound learning difficulties. We are part of Thrive Education Partnership, a specialist multi-academy trust committed to providing the very best outcomes for students with a range of special educational needs.

The Academy is looking for an outstanding Positive Behaviour Lead and ASC Class Teacher, who is aspirational, enthusiastic, creative, caring and committed to the delivery of education and management of behaviour within our academy. The duties outlined in this job description are in addition to those covered by the latest School Teachers' Pay and Conditions Document.

#### **Duties and Responsibilities**

##### **Job Purpose**

- ✚ To lead positive behaviour management across the academy
- ✚ Be an ambitious example setter for the wider teaching and support staff, striving for provision excellence
- ✚ Contribute to overarching school improvement strategy through delivery of specific objectives
- ✚ Work collaboratively with department leads and Senior Leadership Team
- ✚ The Positive Behaviour Lead is responsible for supporting staff and parents/carers to create and implement appropriate behaviour management strategies to support students' needs.

##### **Key Responsibilities**

- ✚ Monitoring and evaluating standards of behaviour management, implementing whole school policies and approaches
- ✚ Model and nurture positive behaviour and attitudes, demonstrating high expectations for all learners and staff
- ✚ Provision of professional development and support opportunities to ensure the highest standards of behaviour management among staff
- ✚ Organising and managing day to day behaviour processes and procedures to enable the smooth running of the behaviour support team
- ✚ Actively support the safeguarding, mental health and wellbeing of staff and young people

##### **Behaviour Leadership**

- ✚ Undertake performance management process, including target setting for the behaviour support team
- ✚ Regularly evaluate the effectiveness of Behaviour and Attitudes, collating findings to a Self-Evaluation Form
- ✚ Development of an agreed plan to be linked with the Academy Development Plan
- ✚ Support and empower class teams to provide appropriate behaviour management for their students

- ✚ Monitor and review Positive Behaviour Support Plans and provide support to class teams to develop plans
- ✚ Development and implementation of an appropriate rewards system that supports the positive behaviour of students in all departments
- ✚ Deliver training to all staff in recording appropriate and effective behaviour incidents
- ✚ Analyse and report on behaviour incidents termly, and draw up targeted action plans where further behaviour support strategies are required
- ✚ Support the referral of students to appropriate behaviour support agencies. E.g. CAMHs
- ✚ To support the sensory needs of students
- ✚ Liaise with external behaviour support professionals

### **Teaching, Learning & Assessment**

- ✚ Set high expectations, which inspire, motivate and challenge pupils.
- ✚ Promote good progress and outcomes by pupils.
- ✚ Demonstrate good subject and curriculum knowledge.
- ✚ Plan and teach well-structured lessons.
- ✚ Adapt teaching to respond to the strengths and needs of all pupils.
- ✚ Make accurate and productive use of assessment.
- ✚ Manage behaviour effectively to ensure a good and safe learning environment.
- ✚ Fulfil wider professional responsibilities

### **Learner Welfare**

- ✚ Safeguarding is a clear part of the academies culture and is routinely discussed, monitored and developed within the extended leadership team
- ✚ To ensure that behaviour associated plans are implemented and reviewed as necessary
- ✚ Promote the mental health and wellbeing of all learners, in line with the whole academy approaches

### **Culture and Environment**

- ✚ The academy has a culture of high expectations, aspirations for children, and excellence in provision
- ✚ The learning environment is welcoming, presented to a high standard, and reflective of young people's experiences in the department. There is a tangible link between learners, their needs, and the environment
- ✚ As Positive Behaviour Lead, you hold high expectations for the conduct of students and staff, and relationships between staff and students are exemplary
- ✚ Maintaining excellent levels of communication with all stakeholders, most crucially, parents
- ✚ All actions are based on a deep understanding of the academy's effectiveness of Behaviour Management, informed by self-evaluation and stakeholder (parent/carers/students/staff) feedback

### **Use of Financial Resources**

- ✚ Ensure any delegated budget is used effectively to positively impact behaviour management
- ✚ Ensure that any additional funding a student may be entitled to (i.e. Pupil Premium) is used effectively, and that the department measures impact to contribute to the schools financial reporting

### **Human Resources (inc. External Agencies)**

- ✚ Management of the behaviour support team
- ✚ Lead CPD initiatives to ensure all staff receive necessary training and development to fulfil responsibilities.
- ✚ Having an overview of any multi agency working, complete relevant referral forms to external professionals when needed and liaise with external professionals as needed

- ✚ Contribution to Annual Review of EHCP meetings; ensure all relevant paperwork is checked and completed in a timely manner.

### **Other**

- ✚ Ensure safeguarding and welfare of students across the school is paramount
- ✚ Contribute to the creation of a positive academy ethos, in which every individual is treated with dignity and respect and the safety and welfare of children and young people is paramount
- ✚ To undertake other tasks as directed by the Headteacher or Academy Leaders, and to always operate in the ethos and style that is consistent with the values, ethos and vision of the Academy
- ✚ To ensure equal opportunity and access to all across the wider academy
- ✚ Set high expectations for your own performance and that of others
- ✚ Engage in relevant professional development activity as necessary, identified by self or by others
- ✚ Guide staff in understanding their own accountability, and implement approaches to its review and evaluation
- ✚ Contribute to policies and practices which promote equality of opportunity and tackle prejudice
- ✚ Attend occasional meetings during unsociable hours, as required (to be minimised)
- ✚ You will be required to meet the general requirements of this post as specified in the Academy Teachers' Pay and Conditions. In addition, you will be required to fulfil any reasonable expectations from the Headteacher.
- ✚ Ensure that all personal care related plans are adhered to, removed as necessary and complications with plans are communicated to the correct stakeholder(s) either personally or under delegation
- ✚ Ensuring students' emotional regulation is well managed, that learning plans are in-place, up to date, are well written and accurate, and that all agreed strategies identified within policies are consistently applied
- ✚ Provide additional support to any students who may present with additional support needs due to the nature of their complex special educational needs.

### **General Expectations**

The duties may be varied to meet the changing demands of the academy at the reasonable discretion of the Headteacher.

This job description does not form part of the contract of employment. It describes the way the post holder is expected and required to perform and complete the particular duties as set out above, in conjunction to being awarded a Teaching and Learning Responsibility.

### **Personal and Professional Conduct**

- ✚ Teachers are to follow the expected Teacher Standards.
- ✚ Teachers uphold public trust in the profession and maintain high standards of ethics and behaviour, within and outside school, by
  - Treating students with dignity, building relationships rooted in mutual respect, and at all times observing proper boundaries appropriate to Teacher's in professional position.
  - Having regard for the need to safeguard students' well-being, in accordance with statutory provisions.
  - Showing tolerance of and respect for the rights of others
  - Not undermining fundamental British Values, including democracy, the rule of law, individual liberty and mutual respect, and tolerance of those with difference faiths and beliefs.
  - Ensuring that personal beliefs are not expressed in a way which exploit students' vulnerability or might lead them to break the law

- Teachers must have proper and professional regard for the ethos, policies and practices of the school in which they teach and maintain high standards in their own attendance and punctuality.
- Teachers must have an understanding of and always act within the statutory frameworks which set out their professional duties and responsibilities.

Whilst every effort has been made to set out the main duties and responsibilities of the post, each individual task may not be identified. All staff may be required to undertake other such reasonable duties as may be required in line with the grade of this post.

## Person Specification for Positive Behaviour Lead Role

The successful candidate is should to be able to demonstrate the following:-

Requirements	Essential (E) or Desirable (D) requirements	Measured by: Application form (A) or Interview process (I)
<b>Education</b>		
A good honours degree	E	A
PGCE or equivalent	E	A
QTS/QTLS	E	A
Completion/undertaking of relevant professional development (i.e. NPQML)	D	A
<b>Experience of</b>		
Min. 3 years after QTS in a SEND setting	D	A/I
Developing and implementing Schemes of Learning	E	I
Curriculum development / innovative delivery models	E	I
Leading and motivating teams or working groups	E	I
Experience of Pastoral Leadership (departmental or whole school)	E	A/I
<b>Behaviours</b>		
Natural communicator; relationship building skills with students, colleagues and other stakeholders.	E	I
Ability to use academic/social data and evidence to enhance learning and progress	E	I
Proactive and innovative; willing to take risks	E	I
<b>Knowledge and Understanding</b>		
Significant understanding of SEND Teaching and Learning pedagogy	E	I
Experience of ASC/PMLD/SLD and associated conditions and characteristics	E	I
Experience of EHCP administration	D	I
Understanding of tracking and monitoring student progress	E	A/I
<b>Leadership and Skills</b>		
Ability to effectively, motivate, enthuse and inspire classes and colleagues	E	I
Ability to plan strategically and effectively	E	I
Excellent ICT skills	E	A
Excellent communication skills, both verbal and written	E	A/I
<b>Attributes</b>		
Committed to the aims of the school	E	I
Committed to Equality and Diversity	E	I
Committed to own continuing professional development	E	A/I
Clear view of what high standards and performance looks like	E	I
Passionate about SEND	E	I
Proactive / strong problem solver with the ability to make things happen	E	I
Sense of humour, patient and forgiving nature	E	I