**Job Title:** Behaviour Manager

**Pay Scale:** TBD

**Location:** The Birley Academy

**Line Manager:** Deputy Headteacher (Pastoral)

**Job Purpose:**

To lead and manage the school’s behaviour systems, ensuring a positive learning environment by overseeing rewards and consequences. The Behaviour Manager will work closely with staff, students, and parents to promote high standards of conduct and engagement.

**Key Responsibilities:**

**Behaviour Management:**

* Ensure the effective implementation of the school’s behaviour policy. For example, ensuring consistency in applying rewards and consequences.
* Support and coach staff in managing behaviour incidents effectively, providing guidance and intervention where necessary.
* Monitor behaviour trends and implement strategies to address patterns of concern and / or direct targeted support as required.
* Attend behaviour meetings, working alongside other colleagues, directing required actions with urgency.
* Promote and develop an inclusive culture in which all students have a sense of belonging and purpose.
* Develop focussed and appropriate education programmes to help to address recidivous behaviour.

**Rewards & Recognition:**

* Support with the effective implementation of the whole school rewards system to celebrate student achievements and positive behaviour.
* Organise and promote recognition events and incentives to encourage engagement and effort.
* Work with staff and student leaders to ensure the rewards system is inclusive and motivating.

**Consequences & Interventions:**

* Grip, gather and quality assure all required paperwork and statements following a behaviour incident ready for review and action.
* Oversee detentions, behaviour reports, and internal exclusions, ensuring clear communication with students and parents.
* Develop, monitor and review targeted intervention plans for students at risk of persistent poor behaviour.
* Track and coordinate the logistics for Off Site Directions (in and out), including communication with partner schools and any other relevant stakeholders.

**Communication & Collaboration:**

* Maintain clear records of behaviour incidents, actions and interventions.
* Communicate effectively with parents/carers regarding behaviour concerns, processes and support strategies.
* Work closely with leaders to implement, review and improve behaviour policies, systems and practices.
* Lead and manage the work of the behaviour officer/s

As job descriptions cannot be exhaustive, the post-holder may be required to undertake other duties which are broadly in line with above key responsibilities. Job descriptions are reviewed periodically and update from time to time in line with requirements.

The Trust is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment and individually take responsibility for doing so.

**Behaviour Manager Person Specification**

This job description lists the competencies expected of an experienced/fully trained post-holder. The two right-hand columns provide guidance for the appointment of new staff. (E = Essential criteria, D = Desirable criteria)

|  |  |  |  |
| --- | --- | --- | --- |
|  |  | E | D |
| **Qualifications and Attainments** | * Minimum of GCSE (Grade A\* - C or Grades 9 - 4), or equivalent, in English and Maths. | E |  |
| * Relevant qualifications in education, pastoral care, or student welfare (e.g., Level 3 Diploma in Supporting Teaching and Learning). |  | D |
| * **Other training/qualifications:** Safeguarding training, behaviour management training, or SEND-related qualifications. |  | D |
| **Skills and Knowledge** | * **Excellent communication skills** (written and oral) to effectively liaise with students, parents, staff, and external agencies. | E |  |
| * **Strong organisational skills** to manage year group activities, attendance, behaviour interventions, and welfare initiatives. | E |  |
| * **Ability to analyse and interpret student data** (e.g., behaviour reports, attendance trends, academic performance) to inform decisions and interventions. | E |  |
| * **Basic report writing skills** for preparing written updates on student progress, attendance, and welfare for leadership and parents. | E |  |
| * **Team player** with the ability to collaborate with staff and work within a multi-disciplinary environment. | E |  |
| * **Proficient in MS Office** (Word, Excel, Outlook, PowerPoint) and familiar with educational management systems (e.g., SIMS, Behaviour Management Systems). |  | D |
| * **Strong time management skills** with the ability to prioritise tasks and manage multiple deadlines. | E |  |
| * **Excellent record-keeping abilities** for maintaining detailed and confidential student records. | E |  |
| * **Proactive self-starter** with the ability to manage own workload, show initiative, and respond to challenges effectively. | E |  |
| * **Ability to manage student behaviour** and from relationships consistently and proactively, using restorative practices and evidence-based approaches. | E |  |
| **Experience** | * **Experience working with students** in a pastoral or behaviour management role within an educational setting. | E |  |
| * **Previous experience as a Head of Year, Tutor, or in a pastoral role** with responsibility for student welfare, behaviour, and attendance. |  | D |
| * **Experience of working with parents/carers** to address attendance and behaviour issues and implement strategies for improvement. | E |  |
| * **Proven ability to monitor and address behaviour** using data and develop intervention strategies tailored to individual students. | E |  |
| * **Experience of liaising with external agencies** such as educational psychologists, social services, and local authorities to support students' welfare. |  | D |
| * **Experience managing challenging student behaviour** and implementing effective behaviour management plans. | E |  |
| **Personal Attributes** | * **Openness to learning and development** to stay current with best practices in student welfare, behaviour management, and educational support. | E |  |
| * **Positive attitude towards personal development and training** to continuously improve skills and knowledge relevant to the Head of Year role. | E |  |
| * **Commitment to promoting equality of opportunity, diversity, and inclusion** within the school community. | E |  |
| * **Strong interpersonal skills** with the ability to build positive relationships with students, staff, and parents. | E |  |
| * **Integrity, confidentiality, and empathy** in managing sensitive student information and welfare concerns. | E |  |
| * **Ability to remain calm and professional** in high-pressure situations and when managing student crises. | E |  |
| * **Flexibility and adaptability** to work with students from diverse backgrounds and varying needs. | E |  |
|  | * **Self-reflective** to enable personal effectiveness and improvement |  |  |
| **Additional Requirements** | * **Enhanced DBS check** required. | E |  |
| * **Driving licence and access to own vehicle** (if required for travel to external agencies or other schools). |  | D |

March 2025