



Arts & Media School
ISLINGTON

Behaviour Manager

Recruitment Pack



Every child a scholar

Behaviour Manager

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Arts & Media School
ISLINGTON

Behaviour Manager

35 hours per week (Term Time Only)

Fixed Term for one year with a view to the role being made permanent.

Start Date: ASAP

Scale: 6. Pt 18 to.20 depending upon experience,

Actual pro rated Salary: £25496.90 - £26423.78

We are a comprehensive inner London secondary school with a diverse intake of students from a wide variety of backgrounds and cultures. We were graded as Good in all aspects during our last Ofsted Inspection (Nov 2017).

We are looking to appoint an experienced **Behaviour Manager** to manage the schools Inclusion Centre and administer the schools behaviour and sanctions system.

You should have a good working knowledge, understanding and experience of the following;

- The range of behaviours that students present in school.
- Working within an inner city context.
- Experience of working in a setting with school age children or in an educational setting.
- Coaching and mentoring young people,
- Good IT skills.

Closing date for applications: Friday 20th May @ 5pm

Shortlisting: From Monday 23rd May

Interviews: TBC

If you feel this role is for you and you would like to apply, please download an application form from our website

www.artsandmedia.islington.sch.uk.

Completed applications should be emailed to the Headteacher's P.A – Ms Hayley King.

h.king@amsi.school.

We do not accept applications from agencies or via C.V's



Arts & Media School
ISLINGTON

Behaviour Manager
Job Description

Confident

All members are actively learning and developing.

Aspirational

An academic core, enriched with creative and specialist pathways.

Respectful

All members manage themselves well and respect each other.

Reflective

All members celebrate, support and help each other.

Scale 6	Hours worked per week: 35	Working Times: 8.30am until 4.30pm (1 hour lunchbreak)
Range 18-20	Weeks worked per year: Term Time Only	Job description date: Feb 2022

*All appointments at Arts and Media school Islington are made in accordance
With the agreed School's Equal Opportunities Employment Policy.*

*All employees are expected to adhere to the agreed School Policies as set out in the Staff
handbook*

Job Title: Behaviour Manager

Responsible to: Deputy Head

Key Relationships/ Liaison with: Pastoral Deputy Head, Pastoral Assistant Head, Senior Behaviour Mentor, SENCO, Head of Welfare, Pastoral Team.

Responsible for:

Senior Behaviour Mentor.

Purpose of the post:

- To oversee, manage and quality assure the work of the Inclusion team.

Purpose of Job

- To oversee the operation of the schools Inclusion Centre and contribute to the Referral System, to understand and implement the school's Behaviour Policy including issuing rewards and sanctions within the school's policies and procedures.
- To oversee the administration of the school sanction system, including escalation of sanctions.
- To provide support and guidance to students, and staff working with them, by removing the barriers to learning, wellbeing, and raising aspirations so that students can achieve their full potential.
- To ensure that the Inclusion team promotes, develops and maintains effective and supportive mentoring relationships with students and liaise with other school teaching and learning professionals in order to achieve this.
- To understand, implement and support in the review of the school's behaviour policy and any policies that relate to the behaviour policy's implementation.
- To carry out investigations into student behaviour incidents with a particular focus on incidents that take place outside of lesson and practice and implement restorative justice, as directed.
- Under the reasonable direction of the Headteacher, carry out the professional duties of a School Intervention Manager as set out below.
- To work with the SENCO, Head of Welfare, Attendance Officer and Pastoral team in the management and development of the school inclusion strategy.

Duties

This may include but is not exclusive to the following tasks;

- To take responsibility for collation and communication of the names of students serving time in Inclusion to staff by 8.00 every morning.
- To take responsibility for collation and communication of the daily detention lists, including escalation of sanctions.
- To contribute to the smooth running of the Inclusion Centre.
- To ensure the Inclusion Centre is staffed throughout the day.
- To ensure that the environment is fit for purpose.
- To register students who are attending Isolation
- Ensure that all students are aware of the rules for the Isolation room.
- Be aware of the students who have been referred for Isolation and the reasons for this referral.
- Ensure that the students are on task when completing study.
- Ensure that the behaviour policy is actioned at all times.
- To mentor students formally and informally on positive behaviours for learning.
- Escort the students to lunch and back to the room – before the main school lunch period.
- To contribute to the on-call system and removal of students from lessons who have had a final warning or who have committed an act of gross misconduct.
- To organise the schedule for the Inclusion team on a daily basis.
- To manage and participate in routine classroom and corridor patrols ensuring students are in lessons and there are no instances of poor behaviour around the school site.
- To provide advice and guidance to staff on the implementation of the school's Behaviour Policy, including issuing rewards and sanctions within the school's policies and procedures.

- Actively participate in the Team Around the School (TAS) protocol.
- To assist with Y6 transition as required.
- To assist in strategic intervention groups across all ranges of ability.
- To ensure your line manager is informed immediately of any concerns in relation to the students mentored / supported by the mentoring team.
- To ensure the DSL is informed immediately of any concerns relating to safeguarding in relation to the students mentored / supported by the mentoring team.
- To deal with any immediate problems or emergencies according to the school's policies and procedures.
- Report back to the Deputy Head – at the end of each day.
- Establish positive relationships with students, acting as a role model and responding to the needs of each individual student
- Administrative tasks relevant to the post.
- Be an active member of the Pastoral team.
- Attend all team meetings and training.

Other duties – when Inclusion Room is not in use.

- To support the H.O.Y as directed.
- To be available to complete lunchtime and break-time duties as directed.

This job description will be reviewed annually and may be subject to amendment or modification at any time after consultation with the post holder. It is not a comprehensive statement of procedures and tasks but sets out the main expectations of the School in relation to the post holder's professional responsibilities and duties.

PERSON SPECIFICATION

Behaviour Manager

For the following criteria: E denotes essential/D denotes desirable

Personal Skills	
To work and communicate effectively with colleagues in school	E
To establish good relationships with children whilst setting firm boundaries	E
To work creatively with children to identify strengths and targets for development/achievement	E
To draw up action plans to meet targets	E
To demonstrate empathy, communication, listening and interpersonal skills when dealing with children, colleagues and parents/carers	E
To demonstrate a positive attitude to working with challenging pupils	E
To negotiate effectively with families/carers and support agencies	E
To work with small groups of children	E
To demonstrate good self-organisation skills	E
To be able to demonstrate a strong presence and authoritative nature.	E
To identify and liaise with appropriate resources and agencies of support	D
To demonstrate good administrative skills including report writing	D
To demonstrate teamwork skills	D
To demonstrate the ability to work flexibly with adaptability	D
To demonstrate a willingness to undertake training	D

Knowledge and Understanding	
Child development	E
Issues relating to social exclusion and an understanding of these issues	E
Methods of setting realistic programmes for disaffected and underachieving children	E
Local services and resources for children, young people and their families	D
Awareness of child protection issues and procedures	D
Awareness of data protection and confidentiality procedures	D

Qualifications	
NVQ level 2 or above in a related area or Degree in a related area	E

Experience	
Working with primary and or secondary aged children	E
Working with families /carers	E
Working with children with Special Educational Needs	D
Working within the voluntary sector	D
Community involvement	D
Working with a range of agencies	D



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