



### JOB DESCRIPTION

<b>POST TITLE:</b>	Behaviour Centre Deputy Manager
<b>RESPONSIBLE TO:</b>	Behaviour Centre Manager
<b>PAY GRADE:</b>	Grade 5 NJC points 13 to 14 (£26,873 - £27,334)
<b>JOB PURPOSE:</b>	To work with the Behaviour Centre Manager to support students to improve their behaviour and engagement in school. The aim of this role is to ensure that high standards of behaviour are achieved and maintained across the school.

### MAIN DUTIES AND RESPONSIBILITIES:

- Support the Behaviour Centre Manager in managing the day-to-day operation of the Behaviour Centre, which includes internal supervision and withdrawal
- Ensure that students are aware of the procedures and standards that are expected in the Behaviour Centre to ensure a safe, orderly and purposeful learning environment
- Deal promptly with conflict and incidents in line with school policy and encourage students to take responsibility for their own behaviour
- Sign students in and out of the Behaviour Centre and notify teachers, HoDs, HoYs, Form Heads, Learning support and the Pastoral team as appropriate
- Ensure that there is no social interaction between students in the Behaviour Centre and that students work in silence and put their hands up for help
- Check the working environment for damage both before and after use and ensure students take responsibility for any damage, with the Behaviour Centre Manager, and are billed for repairs
- Ensure that students who have been sent to withdrawal have adequate work for the remainder of that lesson
- Ensure that students who are in internal supervision have sufficient work for the entire day and contact the relevant teachers/HoD if insufficient work has been set.
- Develop and maintain a Behaviour Centre resource bank, in liaison with HoDs
- If necessary, set work for students who arrive at the Behaviour Centre without adequate work using the Behaviour Centre resource bank
- Support students as and when needed to complete their work when in the Behaviour Centre but being aware that this must not be seen as a reward for their poor behaviour (i.e. more enjoyable than being in lessons)
- Ensure that completed work is returned to the relevant staff
- Be responsible for keeping and updating records using Edukey (Provision Maps), Class Charts, SIMs and CPOMS as agreed with the Behaviour Centre Manager, contributing to reviews of systems or records as requested.
- Provide objective and accurate feedback and reports as required, to the relevant staff on pupils' performance and other matters in the Behaviour Centre
- Liaise sensitively and effectively with parents and carers as agreed with the Behaviour Centre Manager and participate in feedback/meetings as required

- Provide general clerical/admin support to Behaviour Centre Manager
- To be on the after school detention rota and support as required

#### **Support for Behaviour Centre intervention programmes**

- Support the Behaviour Centre Manager with the preparation and organisation of targeted behaviour intervention programmes
- Work directly with students with challenging behaviour in a variety of settings including 1:1, small groups and through peer-mentoring programmes focussed on improving behaviour
- Contribute both written and verbally to behaviour reviews
- Support the Behaviour Centre Manager in the writing, delivery and reviewing of behaviour support plans
- Support the Behaviour Centre Manager in monitoring student behaviour following a behaviour intervention through staff feedback
- Support the Behaviour Centre Manager with any engagement with outside agencies to support students with challenging behaviour

#### **Other responsibilities**

- Be aware of, and comply with, policies and procedures relating to child protection, health, safety and security, confidentiality and data protection, reporting all concerns to an appropriate person.
- Be aware of and support difference and ensure equal opportunities for all.
- Contribute to the overall ethos/work/aims of the school.
- Appreciate and support the role of other professionals.
- Attend and participate in relevant meetings as required.
- Participate in training and other learning activities and performance development as required.

#### **Health & Safety:**

The health & Safety at Work Act 1974 and amendments state it is responsibility of all employees to comply with Health and Safety Law. The post holder will be required to attend all statutory Health & Safety training as directed.

#### **Confidentiality:**

Staff and Pupil information is confidential. It is a condition of employment that any employees will not use or disclose any confidential information obtained during the course of their duties to any person or body other than as directed by their Line Manager.

***Job descriptions will be reviewed annually and there is the expectation that the post holder will have the capacity for flexibility. The post holder will be expected to comply with all reasonable requests from the Head teacher to undertake work of a similar level that is not specified in their job description.***

**This post requires an enhanced DBS check**



Head teacher: S. Jackson, M.A. (Oxon), M.Ed., FRSA  
 Keswick School Multi Academy Trust  
 a company limited by guarantee  
 Registered in England: Company Number: 07664297  
 Registered Office: Vicarage Hill, Keswick, Cumbria,  
 CA12 5QB. Tel. 017687 72605  
 Email: admin@keswick.cumbria.sch.uk  
 Web: <http://www.keswick.cumbria.sch.uk>

**PERSON SPECIFICATION**

**POST TITLE:** Behaviour Centre Deputy Manager

Attribute/Criteria	Essential	Desirable
Education/Qualifications/ Training	<p><i>This will include</i></p> <ul style="list-style-type: none"> <li>• GCSE C grade or above or equivalent qualification in literacy and numeracy</li> <li>• Relevant NVQ level 3 or equivalent qualification</li> </ul>	<p><i>This may include</i></p> <ul style="list-style-type: none"> <li>• Additional relevant specialist qualification</li> </ul>
Employment Experience	<p><i>This will include</i></p> <ul style="list-style-type: none"> <li>• Sufficient experience as a Teacher or Teaching Assistant or in a Behaviour/Inclusion setting</li> <li>• Experience working with young people with a range of special educational needs</li> <li>• Experience working with young people of relevant age</li> </ul>	<p><i>This may include</i></p> <ul style="list-style-type: none"> <li>• Experience of working in a school environment</li> <li>• Full working knowledge of policies and procedures relating to child protection</li> <li>• Understanding of the Early Help process</li> </ul>
Skills & Abilities	<p><i>This will include</i></p> <ul style="list-style-type: none"> <li>• Up to date knowledge and understanding of the practices and procedures within education relating to the welfare, safety and education of children</li> <li>• Some experience with conflict resolution or de-escalation strategies in an educational setting</li> </ul>	<p><i>This may include</i></p>
Personal Qualities	<p><i>This will include</i></p> <ul style="list-style-type: none"> <li>• Ability to relate well to children and adults</li> <li>• Able to work constructively as part of a team, understanding roles and responsibilities</li> <li>• Able to prioritise tasks and act on own initiative</li> </ul>	<p><i>This may include</i></p> <ul style="list-style-type: none"> <li>• Ability to use ICT effectively</li> </ul>



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	<ul style="list-style-type: none"> <li>• Able to motivate and encourage young people to develop to their full potential and modify their behaviours</li> </ul>	
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# The Selection Process

## Criteria

Essential criteria as identified by the person specification must be met in full. This includes qualifications, experience and any other requirements need to perform the role in relation to working with children and young people.

To be successful, you will need to demonstrate during the recruitment process that you have these criteria.

## Assessment of suitability to work with children

During the selection process your suitability to work with children and young people will be tested. This will be by means of specific questioning based on the essential and desirable criteria identified in the person specification as well as specific safeguarding questioning at interview.

## Anomalies

Upon shortlisting any discrepancies or anomalies in the information provided or issues arising from references will be discussed at interview.

This may include unexplained gaps in employment history.

## Verification

Keswick School MAT will contact current and previous employers if you are shortlisted as part of the pre-appointment check.

## Safeguarding

Keswick School MAT is committed to safeguarding and promoting the welfare of all children and young people. There is an explicit expectation that all employees share this commitment and adhere to all safeguarding policies and procedures.

## Sources of assessment

- Application form
- Performance at interview
- Verification of qualification.
- Original documents are required to be presented at interview when they are identified as essential criteria.



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# Equal Opportunities

It is the intention of Keswick School MAT that no member of its community will suffer unfair discrimination on the basis of their sex, age, racial origin, physical ability, educational need, sexual orientation, political persuasion or religious creed. Whether they are married or in a civil partnership, pregnant or on maternity leave or propose to, have started or have completed a process to change their gender.

## Curriculum

All aspects of the curriculum will be developed in ways that avoid the exclusion of particular groups or individuals for other than sound education reasons.

## Behaviour

We expect behaviour to always be impeccable. Intimidating or insulting language will not be tolerated.

## Staffing

In recruiting staff, Keswick School MAT will ensure that its practices do not discriminate against candidates or potential candidates in ways that are unconnected with their ability to perform the duties of the post.

Since young people see staff as role models every effort will be made to ensure that equality of opportunity is seen to operate at all levels in all areas of staffing.



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