

**Post Title:** Behaviour Support Officer  
**Status:** Permanent, 36 hours per week, Term Time only  
**Salary:** Scale 6  
**Line Manager:** SLT for Behaviour and Exclusions

## Job Details

Behaviour Support Officer reporting to SLT for Behaviour and Exclusions.

## Purpose

Manage the Behaviour Support Unit  
Provide clerical and administrative support for SLT for Behaviour and Exclusions.

## Dimensions of the post

Liaison with external bodies
Home-school liaison
Liaison with School Governors

## Staff – liaison with staff

Inclusion Team & heads of Learning
SLT for Behaviour & SLT for Exclusions
Teaching and Support Staff

## Principal Accountabilities

1. Manage the Internal Exclusion Unit
2. Provide support and mentoring to students at risk of exclusion
3. Operate, monitor and evaluate behaviour systems
4. Liaise, as required, with appropriate staff, parents and external agencies
5. Provide general and confidential clerical services to the relevant SLT for behaviour & exclusions
6. Assist with the maintenance of manual and computerised record systems used within behaviour administration
7. Run after school detentions and support with the administration, including phone calls home, letters or emails.

## **Haggerston School**

<b>POST TITLE:</b>	Behaviour Support Officer
<b>STATUS:</b>	Permanent Term Time, 36 Hrs
<b>SALARY:</b>	Grade 6 / Point 18-20    £30,063 - £31,155 FTE
<b>LINE MANAGER:</b>	SLT for Behaviour and Exclusions

### **JOB DESCRIPTION**

Manage the Behaviour Support Unit and provide clerical and administrative support to the Assistant Headteacher in charge of Behaviour and Exclusions. At all times work towards achieving the priorities of the School Improvement Plan.

### **DUTIES AND RESPONSIBILITIES**

The post holder will be expected to;

#### **General duties**

- Produce a wide range of reports, documents and correspondence, including confidential material for the relevant members of SLT.
- Assist with the maintenance of manual and computerised record systems used within the school administration.
- Maintain filing systems and data archives.

#### **Pupil Services**

- Manage the Behaviour Support Unit.
- Provide training and support for all staff responsibility for staffing the unit.
- Liaise with Heads of Faculty and teaching staff to develop a bank of resources for use in the Behaviour Support Unit.
- Work with and provide support for the Leadership Group and Heads of Learning in matters relating to behaviour and internal exclusions.
- Assist in the production of statistical returns for the relevant members of SLT.
- Monitor and evaluate behaviour systems and the work of the Behaviour Support Unit.
- Provide home-school liaison with regard to behaviour and exclusions as required.

## Behaviour Administration

- Produce behaviour incident reports and refer to the relevant members of SLT responsible for behaviour and exclusions.
- Produce letters in relation to behaviour issues and protocols.
- Administrate SLT and period seven detentions: letters and follow up calls.
- Log on-calls onto SIMS and send out behaviour incident letters.
- Liaise with the Learning Trust and Governors, as and when required.

Whilst every effort has been made to set down the main duties and responsibilities of the post, each individual task to be undertaken may not be identified. This job description is current at the date shown, but, in consultation with you, may be changed by the Head teacher to reflect or anticipate changes in the job commensurate with the grade and job title.

The post holder will be expected to work flexibly and carry out all duties in compliance with the school and learning Trust policies.

Signed:..... Date .....

Headteacher

I acknowledge that I have seen, understood and received a copy of the job description.

Signed:..... Date .....

Behaviour Support Officer

## Haggerston School

Behaviour Support Officer

### SELECTION CRITERIA

<b>Qualifications:</b>	
• Relevant GCSEs or equivalent	<b>E</b>
• Degree or equivalent	<b>D</b>
<b>Experience:</b>	
• Delivering mentoring services and intervention programmes to young people	<b>E</b>
• Working with and advocating for young people with behaviour needs and their families	<b>D</b>
• Developing, implementing and evaluating action plans	<b>E</b>
• Managing and implementing recording and reporting systems	<b>E</b>
• Budget management	<b>D</b>
• Multi-agency working	<b>E</b>
• Producing reports	<b>E</b>
• Developing banks of educational resources	<b>D</b>
<b>Management skills:</b>	
• The ability to motivate	<b>E</b>
• The ability to implement strategic plans	<b>E</b>
• The ability to build good relationships at all levels	<b>E</b>
• The ability to train and develop staff	<b>D</b>
<b>Professional knowledge and understanding:</b>	
• Knowledge and understanding of issues facing an inner-city community	<b>E</b>
• Knowledge and experience of working within an educational setting	<b>E</b>
• Understanding of the Every Child Matters agenda	<b>E</b>
• The ability to use ICT effectively to support tasks and activities	<b>E</b>
• An ability to interpret and manipulate data.	<b>D</b>
• The ability to communicate effectively both orally and in writing.	<b>E</b>
<b>Skills, abilities and personal qualities:</b>	
• The ability to promote and maintain quality control in all aspects of work	<b>E</b>
• Team player with energy, enthusiasm and perseverance.	<b>E</b>
• Excellent organisational skills encouraging positive collaborative working practices	<b>E</b>
• Excellent communication skills showing sensitivity and strength	<b>E</b>
• Ability to take instruction and work on own initiative	<b>D</b>
• Evidence of a commitment to equality and diversity policies and an understanding of their effective operation within an institution.	<b>E</b>