

Director of Learning: Learning behaviours

Role Title: Director of Learning: Learning behaviours

Responsible to: Assistant Headteacher: Safeguarding and Inclusion

Role Purpose: The purpose of this role is to promote positive behaviour management. This is done through systems and processes, support to staff, support to students (either in groups or individually) and liaising between staff.

General Duties and Responsibilities:

Behaviour systems

- To contribute to whole-school planning, review and decision making for individual interventions via internal CARMs.
- To lead staff on the use of Bromcom to log and record behaviour
- To develop the school's use of Bromcom as an effective tool for recording behaviour.
- In conjunction with the Assistant Headteacher: Safeguarding and Inclusion lead on the implementation of Therapeutic Thinking.

Supporting staff

- To lead all staff in ensuring they can deliver Quality First Teaching to all students, especially those where a 'behavioural' need has been identified.
- To provide guidance to staff on the choice of appropriate teaching and learning methods to meet the needs of different pupils with a 'behavioural' need, highlighting the principles of Therapeutic Thinking;
- To train and lead staff to deliver interventions
- To monitoring the effectiveness of Individualised approaches to behaviour management within the classroom
- To Support with identifying and delivering CPD for teachers of all levels of experience.
- To Lead CPD sessions including those on Therapeutic Thinking

Celebrating and communicating learning behaviours

- To lead on the co-ordination and development of systems of rewards
- To co-ordinate assemblies that promote and celebrate positive behaviour
- To produce and disseminate reports to inform further actions such as punctuality and positive points.
- To design and disseminate activities to help students to reflect upon their behaviour as part of the behaviour curriculum.

Supporting students

- To assess, plan and lead therapeutic behaviour interventions as part of the whole-school inclusion programme ensuring that students are able to access a mainstream curriculum and to meet their potential socially, emotionally and academically.
- To complete observations on groups and individual students providing feedback to the relevant member(s) of staff.
- To liaise with the Educational Psychologist to design effective and bespoke interventions to meet the needs of students.
- To design and adapt behaviour interventions to meet the needs of individuals

- To create, collate and manage resources for the delivery of interventions.

Co-ordination and liaison

- To line manage and co-ordinate the timetables of the two dedicated Learning Behaviours LAs
- To line manage the Behaviour Support Assistant who has overall responsibility for the internal exclusion facility.
- To share allocation of Learning Behaviour LAs with the Director of Learning: SEND
- To liaise with the Director of Learning: SEND on the provision and intervention needed for students with an EHCP allocating time and resource where necessary.
- To ensure that relevant staff are kept informed of interventions, their outcomes and any resulting actions;
- To support Heads of Learning Community and Heads of Faculty in any interventions and provisions required within their own areas of responsibility based upon the principles of Therapeutic Thinking.

Additional responsibilities:

- To manage and create records that effectively monitor interventions and their impact using the Assess, Plan, Do, Review model.
- To collate and prepare reports in a timely fashion
- To act as the school's expert in behaviour therapy and behaviour management and (along with the Assistant Headteacher: Safeguarding and Inclusion) Therapeutic Thinking
- To attend and contribute to internal CARMs
- To stay up to date with research and other developments in behaviour management
- support the DHT: Teaching and Learning by engaging in the production of the School Improvement Plan, to include staff development and training implications;
- Work with Director of Learning: CPD to devise and deliver CPD to all staff.
- To undertake other duties, as required by the Headteacher, as appropriate to the role and position of Director of Learning: Learning behaviours.

In order to perform this role well, the Director of Learning: Learning behaviours is expected to:

- maintain a thorough working knowledge of the school's policies and procedures related to SEND and behaviour management, including the SEND Information Report, Child Protection, Safeguarding and Inclusion policies and West Sussex's Inclusion Framework;
- act in the best interest of all the pupils of the school; and behave in a professional manner, including maintaining confidentiality as required.

Person Specification Qualifications and Training:

- A good honours degree or equivalent
- Qualified Teacher Status
- Experience of supporting students and their families to improve behaviour and a proven track record of success in this area
- Relevant qualification(s) in addition to their qualified teacher status or extensive experience in promoting positive behaviour management.
- Other professional development in the area of behaviour management

Knowledge and Experience:

- Experience of teaching with evidence of having achieved successful pupil outcomes
- Experience of teaching across all key stages (KS3, KS4)
- experience in promoting positive behaviour management
- Knowledge and understanding of how best to manage behaviour
- A sound understanding of the principles of inclusive practice as evidenced in West Sussex's Inclusion Framework
- A sound knowledge of the SEND Code of Practice
- Experience of working closely with parents in successful home-school partnerships that support pupils' needs
- Experience of multi-agency working
- Knowledge and experience of using basic diagnostic tests for identifying specific needs
- Experience of interpreting assessment reports and using them to inform target-setting (desirable)
- Experience of developing and delivering appropriate CPD to colleagues (desirable)
- Knowledge of alternative curriculum options (desirable)
- Knowledge of issues relating to equal opportunities
- Knowledge of current educational issues including assessment.

Skills and Abilities:

- Ability to inspire, challenge and influence the practice of others
- Team building, fostering and maintain relationships with students, school staff and other professionals.
- Planning and delivering highly engaging learning opportunities
- Work under pressure and deliver to time scales
- Fostering resilience
- Capable of planning intervention work, assessing the needs and achievements of children and maintaining appropriate records
- Excellent written and oral communication skills.