



## BfL provision 'Phoenix' Behaviour Support Co-ordinator job description

### School vision

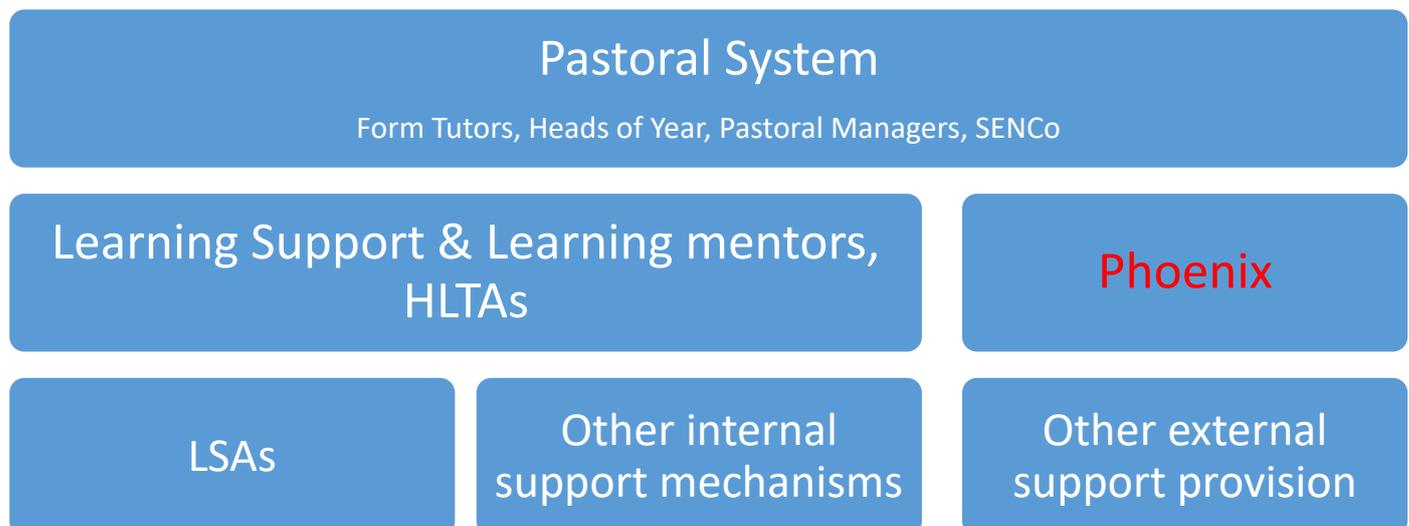
Our Phoenix room is so called since we have had several variants of this type of provision previously, however the range and diversity of other provisions which now sit around this planned provision has changed and become significantly more settled and structured in recent times. It is for this reason that we have created a space which is known as the Phoenix. In Greek mythology, a phoenix is a long-lived bird that cyclically regenerates or is otherwise born again. Associated with the Sun, a phoenix obtains new life by arising from the ashes of its predecessor. This is appropriate both in terms of this iteration of this type of provision but also in respect of the reconciliatory approach to the work on behaviour and rebuilding what has gone wrong to the point of successful reintegration and avoiding re-occurrence.

The strategy for this room is designed to provide a base where pupils, whose behaviour, for whatever reason, has fallen below the expectations that which is outlined in our school policy and procedure, receive therapeutic and structured support, intervention and activity to help them to reflect on their behaviour choices, and then re-integrate into mainstream lessons and become successful along with their peers. It is not a 'sin bin' nor is it somewhere where pupils are just to be 'dropped off'. Interventions in this room are planned and prepared for so that the work which they will be supported in doing, alongside targeted behaviour mentoring, is appropriate, meaningful and enables a swift, but appropriately managed and tracked, re-integration back into normal timetabled lessons. There will not be one single pattern of provision or model for admission/re-integration, the shape and size of the provision will be individualised. Parents/Carers will be informed and involved on a daily, weekly, basis. There will be some form of admission criteria/agreement which will be discussed with parents/carers. This will be done based on a scale of need and so short-term strategies may be discussed over the phone or via email, whereas longer term part or full time admissions will require a meeting with parents/carers.

The Phoenix is a place of work, it is not a soft option or a youth club, nor is it somewhere where an oppressive atmosphere is the order of the day. It is a provision that needs to sit alongside other interventions which ensures that learning for the majority is unaffected by repeated behaviours of those small minority of pupils whose understanding of behaviour for learning needs to be adjusted in line with school expectations.

The successful appointee will need to be robust and resilient enough to insist on the admission processes and re-integration processes being closely adhered to.

### PUPIL SUPPORT DIAGRAM:





## Employment details

**HARRYTOWN CATHOLIC HIGH SCHOOL**

### Job description

<b>Job title:</b>	'Behaviour for Learning' Lead
<b>Reports to:</b>	Assistant Headteacher (Behaviour)
<b>Hours of work:</b>	37 hours per week (Term time plus 2 weeks)
<b>Salary Scale:</b>	NJC Scale 5 points 12-17

## Main duties/responsibilities

### General

Take a lead role in the team supporting the provision for behaviour management and attendance at the school for pupils who have behaved poorly in class and have disrupted the learning of others

Act as an advocate of the school's Behaviour for Learning Policy at all times, maintaining a positive and well-managed learning environment

Continuously promote and facilitate independent learning

Coordinate programmes of support for pupils referred to the Phoenix, working directly with pupils

Take a lead in delivering appropriate behaviour strategies within the ethos of our school

To administrate and supervise the Phoenix and co-ordinate the work from subject areas, including the use of resources designed to support personalised learning and reflection

Establish and maintain effective working relationships with teachers and other staff within the school

Have an understanding of pupil behaviour and a variety of behavioural management strategies

Take the necessary steps to effectively manage pupil behaviour, such as placing pupils on report, re-integration or monitoring programmes where appropriate

Facilitate achieving school objectives and improvement initiatives related to pupil behaviour and attendance

Undertake training, attend INSET days and carry out relevant CPD to further develop understanding of pupils' social, mental and emotional health (SEMH) needs and resulting behavioural difficulties

Participate in appraisal arrangements

Undertake necessary administrative work, ensuring all records of behaviour management are accurately recorded and kept up-to-date

**Supporting staff – this role is part of a team which will collaborate on the following**



*'I have come that they have life and have it to the full'* John 10:10





Ensure all staff members are aware of the correct procedure to follow when reporting a behaviour related incident for consideration for admission to Phoenix.
Work with the senior leadership team (SLT) and other staff members to ensure continuity of behaviour provisions throughout the school
Provide staff members with advice regarding behaviour management strategies to improve classroom behaviour and create a healthy learning environment
Make necessary staff members aware of individual pupils' behavioural needs
Act as a point of contact for staff members with behaviour related concerns
Assist with implementing individual pupils' learning plans, pastoral support plans and behaviour contracts
Liaise with staff members in planning, assessing and adapting learning activities to pupils' needs
Support behaviour for learning focused training to staff members, as well as any other relevant CPD opportunities
Advise staff members on how to effectively support pupils' SEMH and meet their resulting needs
Make staff members aware of effective de-escalation and calming strategies
Ensure resources are suitable for learning activities and effectively support the needs of pupils
<b>School procedures</b>
Ensure consistent compliance of policies and procedures relating to safeguarding and child protection, health and safety, confidentiality and data protection throughout the school
Support and help develop and implement effective behaviour management strategies across the school, including reward and discipline systems
Ensure all behavioural events, both positive and negative, are recorded on the school's management information system
Contribute to and undertake risk assessments of pupils, identifying where help is needed
Support, help develop and implement policies and procedures in order to support pupils' SEMH
Identify and report safeguarding and child protection concerns following the procedure outlined in the school's Child Protection and Safeguarding Policy
<b>Pupil wellbeing in the Phoenix</b>
Ensure all pupils have equal access to learning using appropriate strategies and resources, where necessary. Making sure that the work provided by departments is of value and does not create gaps in learning
Liaise with pastoral staff members to ensure the wellbeing of pupils and their full participation in school life





Raise any concerns regarding pupils' behaviour with the relevant Head of Year/Pastoral Manager
Implement any specific arrangements for individual pupils, ensuring that relevant staff members are aware of the measures in place
Provide individual pastoral support to pupils, where necessary
Continuously motivate and challenge pupils, whilst promoting and reinforcing self-esteem
Place a strong focus on pupils' SEMH needs
Establish constructive relationships with pupils, parents and colleagues to assist home-school communication and facilitate attendance
Implement effective de-escalation and calming strategies in order to support pupils during times of crisis
Discuss individual pupils' needs with relevant members of staff, parents and external agencies, where appropriate
<b>Assessments and referrals</b>
Work with the SLT and other leads in school to implement systems which support the work of the Phoenix
Assess the needs of pupils and use specialist knowledge to support pupils' learning and behavioural development
Provide feedback in relation to pupils' progress, achievement, behaviour and attendance
Contribute to the writing of individual pupils' learning plans, pastoral support plans, behaviour risk assessments and behaviour contracts
<b>Monitoring and review</b>
Monitor the progress of pupils who are accessing additional behaviour support
Review and evaluate the effectiveness of behavioural strategies in place, and adjust where necessary
Take a proactive role in the monitoring and support of pupils returning to school following exclusion or an extended period of absence
Evaluate the use of resources, adapting materials where necessary in order to meet the needs of pupils

