

## **Job Description**

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| Title:         | Positive Behaviour and Learning Manager                             |
| Reports to:    | Curriculum and Behaviour Director                                   |
| Based at:      | Yorkshire Rose College                                              |
| Hours of Work: | 37 hours per week                                                   |
| Annual Leave   | 55 days including 8 bank holidays to be used during school holidays |
| Basis:         | Permanent                                                           |

## **Job Purpose**

We have the exciting opportunity for a Behaviour Manager to join the pastoral team at Yorkshire Rose College. The role will lead on the day-to-day delivery of Positive Behaviour Support with our young people. They will lead on the development of action plans and support strategies that will grow and develop throughout the young person's journey. This will involve regular assessment and observations of the young people and those who support them, offering advice and guidance where required.

To enhance the culture within the organisation by identifying development needs for the staff teams and delivering face-to-face training for groups within the college.

- Participate in and contribute to staff meetings.
- Support colleagues in difficult or potentially difficult situations within the workplace.
- Ensure issues of concern are elevated to a more knowledgeable member of staff if the situation requires specific expertise.

## **Key Duties and Responsibilities**

The positive behaviour manager is responsible to the Curriculum and behaviour director for carrying out the following duties effectively and efficiently:

- Develop Positive Behaviour Support (PBS) Plans in a timely and effective manner.
- Regularly review and adapt PBS plans in line with individual needs and current best practice.
- Gather and analyse information from a variety of sources, including direct observation, written and verbal reports, and structured discussions with students and staff.

- Liaise with multidisciplinary teams across the college to support wider behavioural and engagement needs.
- Work collaboratively with the safeguarding team to support the wellbeing, safety, and protection of all young people, ensuring appropriate interventions are implemented where necessary.
- Work closely with Curriculum Managers to implement and embed PBS strategies within learning environments.
- Collaborate with parents/carers and external health and social care professionals to ensure a coordinated approach to student support.
- Support staff teams in creating tailored resources such as social stories, augmentative and alternative communication (AAC) aids, and sensory support tools.
- Lead and facilitate focused team meetings, including structured debriefs where required.
- Oversee and implement the RAG (Red, Amber, Green) monitoring system to support students in achieving their full potential.
- Produce clear, accurate data and reports for Governors and Senior Leadership, providing insights to inform strategic decision-making and drive continuous improvement
- Chair staff meetings and develop clear, outcome-focused action plans.
- Promote a collaborative, team-focused culture at all times.
- Maintain a professional, respectful, and supportive approach with all colleagues.
- Demonstrate flexibility in working hours to meet the needs of the organisation.
- Provide cover for staff absence, including sickness and annual leave, where required.
- Lead on Positive Behaviour Support training as part of staff induction and ongoing development.
- Ensure all work is carried out in line with organisational policies, procedures, and training standards
- To provide high quality support for students in particular, learning activities, effective tutorials, work skills, pastoral and welfare support along with targeted activities to support all students at risk of withdrawal or failure to complete their identified curriculum and Education Health Care Plan outcomes.
- Support and encourage attendance and punctuality
- To liaise with staff, parents and relevant outside agencies to provide appropriate intervention for students experiencing disruption to their learning
- Work with the attendance officer to identified poor attendance and disengaged students and their parents/carers on short- and medium-term strategies to remove barriers to regular attendance at college, using advisory and persuasive skills as appropriate.

- Make and action home visits when needed to re-engage the young person back into college.
- Chair student focus meetings, work with professionals within the foundation to develop strategies and communicate these to the young person and their families.
- Support the staff team to debrief following a student issue.
- Offer pastoral support and advice to staff teams across college.
- To provide accurate detailed reports on the performance of students as requested.
- Have an enthusiasm for the role which motivates and supports other staff and encourages a shared understanding of the contribution the College can make to all aspects of students' lives.
- To work closely with managers, tutors and support staff to achieve positive outcomes for all students.
- Actively contribute to the development, review, and auditing of student support documentation including tutorials, risk assessments, behaviour plans, and care plans ensuring consistency, high quality, and the implementation of identified improvements.
- Attend students EHCP and inform the process on outcomes and progress.
- Support the DSL in attending TAC and LAC meetings where appropriate.
- Produce and monitor rotas for lunch and break time support for all students in college.

### **Quality and Standards**

- Raise standards and foster an ethos of excellence and endeavour to give every student the opportunity to meet their potential.
- Establish productive working relationships with students, act as a role model and provide information and guidance about their own learning, behaviour and consequences of their own actions to promote self-esteem.
- Ensure adherence to the Quality Framework and provide comprehensive feedback into the annual Self-Assessment Report and Quality Improvement Plan.
- Support all aspects of the learner journey and contribute as requested to internal and external audit processes.
- To critically review performance within learning environments in conjunction with other staff, develop and implement a plan for the delivery of excellence across learning pathways.

## Safeguarding responsibilities

- Working collaboratively with the Designated Safeguarding Lead to plan, deliver and review projects that improve outcomes for vulnerable students
- Work with families where there are low level concerns of safeguarding but do not meet thresholds. Complete assessments and targeted work, always following conversations with the DSL.
- To work with students on low level concerns (in conjunction with the DSL) on social media and relationship issues.
- Support others in completing reports on college systems and ensure that records accurate and up to date records of all safeguarding concerns and incidents, reporting any concerns promptly and following up as required.
- Liaise Deputy Designated Safeguarding Lead for the organisation, and support staff in following all safeguarding policies and procedures and statutory requirements

## General

- To strictly observe and follow staff code of conduct.
- Be aware of the responsibility for personal health, safety and welfare and that of others who may be affected by your actions or inactions
- Support the college's implementation of all current statutory requirements, e.g. Equalities Act, Equal Opportunities, Child Protection and Data Protection (GDPR)
- To fulfil personal requirements, where appropriate, with regard to Trust and college policies and procedures, health, safety and welfare, emergency, evacuation and security
- To have responsibility for promoting and safeguarding the welfare of all students
- The Trust is committed to safeguarding and promoting the welfare of children and young people and expects all staff to share this commitment
- To work positively and inclusively with colleagues and stakeholders so that the Trust provides a workplace and delivers a service that does not discriminate against people on the ground of their age, sexuality, religion or belief, race, gender or disabilities
- To attend training as required by the Trust to ensure that the best possible service is provided to our students and to each other.
- To observe at all times the Trust's policies, in particular those relating to Health and Safety at Work and Data Protection.

- To undertake other duties which may be reasonably required.

## Person Specification

|                | Essential                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       | Desirable                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |
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| Qualifications | <ul style="list-style-type: none"> <li>• Level 2 Math's and English (willingness to work towards)</li> <li>• BSL qualification (willingness to work towards)</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         | <ul style="list-style-type: none"> <li>• Relevant, recent training and development</li> <li>• PRICE training (willingness to work towards)</li> <li>• Level 2 BSL (willingness to work towards)</li> <li>• Full UK driving license, with willingness to travel and use own vehicle or Trust provided vehicle</li> <li>• Understanding of CPOMs systems</li> <li>• A relevant qualification in behaviour support, behaviour management, or Positive Behaviour Support (PBS), with a strong understanding of evidence-based strategies to promote positive outcomes for young people</li> </ul> |
| Experience     | <ul style="list-style-type: none"> <li>• Experience of working with adults with hearing impairments, learning difficulties and/or disabilities</li> <li>• Able to work as part of a team and communicate clearly</li> <li>• Able to understand and carry out instructions</li> <li>• Ability to provide information in report format</li> <li>• Delivering training to staff teams</li> <li>• Chairing meetings</li> <li>• Experience of working with individuals with behavioural support needs, Autism Spectrum Disorder/Neurodiversity and Learning Disabilities.</li> <li>• A Person-centred approach to individuals and all aspects of work.</li> <li>• Ability to utilise evidence of work to support direction of behavioural support to staff members.</li> <li>• Ability to take a team approach and feedback to the broader Clinical Team.</li> </ul> | <ul style="list-style-type: none"> <li>• Experience in multi-agency working.</li> <li>• Experience of supporting adults with hearing impairments, learning difficulties and/or disabilities</li> <li>• Leading a team</li> </ul>                                                                                                                                                                                                                                                                                                                                                              |

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|                     | <ul style="list-style-type: none"> <li>• Ability to 'think outside of the box'.</li> <li>• Clean driving licence</li> <li>• Ability to work electronically using a laptop utilising electronic recording and documentation systems.</li> </ul>                                                                                                                                                     |                                                                                                                                                                                                                                                                               |
| Knowledge           | <ul style="list-style-type: none"> <li>• Commitment to safeguarding, equality and diversity and health and safety at the college</li> <li>• Understanding of the importance of maintaining confidentiality</li> <li>• IT literate with a working knowledge of MS office, in particular: Word, Excel and Outlook.</li> </ul>                                                                        | <ul style="list-style-type: none"> <li>• Behaviour management strategies</li> <li>• Reporting and writing</li> <li>• Knowledge of Databridge</li> <li>• Experience/Knowledge or understanding of specialist</li> <li>• Knowledge of CPOMS methods of communication</li> </ul> |
| Personal Attributes | <ul style="list-style-type: none"> <li>• Flexibility is essential to meet the needs of our learners</li> <li>• Resilient to daily changes at short notice</li> <li>• Willingness to deliver personal care</li> <li>• Positive, proactive approach to all aspects of the job</li> <li>• Innovative and creative in meeting the needs of learners</li> <li>• Warm and adaptable approach.</li> </ul> | <ul style="list-style-type: none"> <li>• Understanding of own abilities, limitations and when to seek support</li> <li>• Leadership skills</li> </ul>                                                                                                                         |