



<b>Job description</b>	
<b>Job title</b>	Head of Behaviour and Attendance
<b>Grade</b>	Grade Q (£48,587 to £49,590) Plus SEN Allowance of £1,347 per annum 46 weeks
<b>Directorate</b>	Children's Services
<b>Section/team</b>	Meadow Park School
<b>Accountable to</b>	Headteacher
<b>Responsible for</b>	Learning Support Lead Attendance Officer
<b>Date reviewed</b>	October 2023

### **Purpose of the job**

To ensure that children and young people at Meadow Park School have access to high quality, age-appropriate education. The Head of Behaviour and Attendance core purpose is to provide professional leadership and management for the school. This will promote a secure foundation from which to achieve high standards in all areas of the school's work.

The Head of Behaviour and Attendance will support the Headteacher and Deputy Headteacher in:

- Communicating the school's vision compellingly and supporting the Headteacher's strategic leadership
- The day-to-day management of the school
- Formulating the aims and objectives of the school
- Establishing policies for achieving these aims and objectives
- Managing staff and resources to that end
- Monitoring progress towards meeting the school's aims and objectives

The Head of Behaviour and Attendance may also be required to undertake any of the duties delegated by the Headteacher and if the Deputy Headteacher and Assistant Headteacher is absent, the Head of Behaviour and Attendance will deputise, as directed by the Headteacher.

### **Duties and responsibilities**

This is not a comprehensive list of all the tasks, which may be required of the post holder. It is illustrative of the general nature and level of responsibility of the work to be undertaken.

All duties will be carried out in line with the duties contained in the School Teachers' Pay and Conditions Document.

### School Culture and Behaviour

Under the direction of the Headteacher, the Head of Behaviour and Attendance will:

- Create a culture where pupils experience a positive and enriching school life
- Uphold behavioural standards in order to prepare pupils from all backgrounds for their next phase of education and life
- Analyse and evaluate behaviours
- Adapt and refine the Behaviour for Learning Policy
- Ensure a culture of staff professionalism
- Encourage high standards of behaviour from pupils, built on rules and routines that are understood by staff and pupils and clearly demonstrated by all adults in school
- Manage behaviour on a daily basis, both operationally and strategically
- Use consistent and fair approaches to managing behaviour, in line with the school's Behaviour for Learning Policy
- Ensure that robust systems are in place to secure high quality plans for all pupils so that they have access to support appropriate to their needs, both in and out of the school environment, embracing the principles of early help, early intervention and restorative practice
- Work with partner schools and services to promote opportunities for children to ensure they are 'school / learning ready'
- Develop effective links and collaborate with schools and services in local authorities, to maximise the development potential for pupils
- Consult on placement moves for vulnerable, excluded and marginalised children, ensuring the holistic needs of children are considered and planned for in a manner that promotes future success and sustainability of placement

### Safeguarding, Personal Development, Attendance and Welfare

Under the direction of the Headteacher, the Head of Behaviour and Attendance will:

- Work as part of the safeguarding team, which involves, but is not limited to:
  - Working with others
  - Raising awareness
  - Undergoing relevant training
  - Providing support to staff
  - Understanding the views of children

- Holding and sharing information
- Take lead responsibility for attendance across the school, by directing the Attendance Team
- Ensure effective pastoral support for pupil's
- Organise and evaluate personalised timetables
- Work with external agencies
- Ensure that pupils embrace school life and have access to extra-curricular activities and roles that give pupils opportunities for leadership and responsibility, so that they develop new skills and refine existing skills
- Ensure Personal Plans (Pupil Profiles) for pupils are of high quality, are effectively implemented, and that these are reviewed at regular intervals, with targets reviewed and pupil's achievements celebrated.
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### Additional and Special Educational Needs and Disabilities (SEND)

Under the direction of the Headteacher, the Head of Behaviour and Attendance will:

- Promote a culture and practices that enables all pupils to access the curriculum
- Have ambitious expectations for all pupils with SEN and disabilities
- Make sure the school works effectively with parents, carers and professionals to identify additional needs and provide support and adaptation where appropriate

### Organisational Management and School Improvement

Under the direction of the Headteacher, the Head of Behaviour and Attendance will:

- Establish and sustain the school's ethos and strategic direction together with the governing board and through consultation with the school community
- Establish and oversee systems, processes and policies so the school can operate effectively
- Ensure staff and pupils' safety and welfare through effective approaches to safeguarding, as part of duty of care
- Manage staff well with due attention to workload
- Ensure rigorous approaches to identifying, managing and mitigating risk
- Allocate financial resources appropriately, efficiently and effectively
- Identify problems and barriers to school effectiveness, and develop strategies for school improvement that are realistic, timely and suited to the school's context
- Make sure these school improvement strategies are effectively implemented
- Work closely with key admissions staff in both Knowsley and other local authorities to ensure children are placed in the school that best meets their needs

- To be responsible for designated areas of school development including, for example, behaviour and restorative practice, admissions and reintegration, attendance improvement, commissioned placements, and timetabling
- Ensure programmes are personalised and that any commissioning decisions are informed by promoting well-being, preventing, delaying and reducing barriers to learning, exclusion and marginalisation
- To take responsibility for the management of termly reviews making recommendations to schools and teaching staff which enables the reintegration of pupils
- Ensure staff that you line manage are effectively performance managed through the schools appraisal system

### Professional Development

Under the direction of the Headteacher, the Head of Behaviour and Attendance will:

- Ensure staff have access to appropriate, high standard professional development opportunities
- Keep up to date with developments in education
- Seek training and continuing professional development to meet needs

### Governance, Accountability and Working in Partnership

Under the direction of the Headteacher, the Head of Behaviour and Attendance will:

- Understand and welcome the role of effective governance, including accepting responsibility
- Ensure that staff understand their professional responsibilities and are held to account
- Ensure the school effectively and efficiently operates within the required regulatory frameworks and meets all statutory duties
- Work successfully with other schools and organisations
- Maintain working relationships with fellow professionals and colleagues to improve educational outcomes for all pupils

### Other areas of Responsibility

- Please note that this is illustrative of the general nature and level of responsibility of the role. It is not a comprehensive list of all tasks that the Head of Behaviour and Attendance will carry out. The post holder may be required to do other duties appropriate to the level of the role.
- Other duties related to the work of the School as appropriate to the post may be assigned.

## **Health and safety**

- To ensure suitable and sufficient risk assessments are carried out considering employee's capabilities
- To inform management of any health and safety issues which could place individuals in danger

## **Data Protection and Information Security**

- Implement and act in accordance with the Information Security Acceptable Use policy and Data Protection Policy,
- Protect the council's information assets from unauthorised access, disclosure, modification, destruction or interference,
- Report actual or potential security incidents.



Person specification			
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**This post is exempt from the provisions of the Rehabilitation of Offenders Act – applicants must disclose all criminal convictions including those which are ‘spent’, in addition to any cautions and bind over orders received in the last 12 months.**

**Please read the guidance notes before completing your application form. Please demonstrate, with examples, how you meet the criteria for the post, as set out below.**

Criteria		* M.O.A	Essential or Desirable
<b>Qualifications</b>			
1	Relevant degree	A, C, I	Desirable
2	Excellent IT skills, including spreadsheets, databases, word processing and internet/intranet/email.	A, C, I	Essential
<b>Skills, knowledge and experience</b>			
3	Experience of management / leadership role in an education setting including early years, statutory schools department, post 16 learning, youth education services, probation or criminal justice service or mental health service.	A, I	Desirable
4	Substantial experience of working in a pupil referral unit	A, I	Desirable
5	Substantial experience of developing a highly exciting and innovative curriculum which is personalised to the needs of the whole child	A, I	Essential
6	Highly successful practitioner	A, I	Essential
7	Effective leader, able to advise and collaborate with others	A, I	Essential
8	Experience of evaluating and presenting attendance data	A, I	Desirable

9	Evidence of setting and maintaining high expectations in all areas	A, I	Essential
10	Substantial experience of managing, developing, inspiring, challenging and motivating staff	A, I	Essential
11	Demonstrable success in raising standards and meeting challenging targets	A, I	Essential
12	Evidence of appropriate Continuing Professional Development	A, I	Essential
13	A sound knowledge of strategies to enhance teaching and learning opportunities for children attending schools within the immediate locality, regionally and further afield	A, I	Essential
14	Influential and confident in a range of different environments	A, I	Essential
15	Thorough understanding of all aspects of safeguarding and promoting the welfare of children and young people including: <ul style="list-style-type: none"> <li>• Motivation to work within multi-disciplinary environments</li> <li>• Ability to form and maintain appropriate relationships and personal boundaries with children, young people, parents/carers, other disciplines</li> <li>• Emotional resilience in working with challenging behaviours</li> </ul>	A, I	Essential
16	Communicate well orally and in writing at all levels	A, I	Essential
<b>Strategic Leadership</b>			
17	Ability to articulate and share a vision of primary and secondary education	A, I	Essential
18	Evidence of having successfully translated vision into reality at whole-school level	A, I	Essential
19	The confidence and ability to inspire and motivate staff, pupils, parents and members of the Governing Body to achieve the aims of the school	A, I	Essential
20	Evidence of successful strategies for planning, implementing, monitoring and evaluating school improvement	A, I	Essential
21	An ability to analyse data, develop strategic plans, set targets and monitor/evaluate progress towards these	A, I	Essential
22	Knowledge of what constitutes quality in education provision, the characteristics of effective schools and strategies for raising pupils' standards and the attendance and behaviour of pupils	A, I	Essential
23	Understanding of and commitment to promoting and safeguarding and welfare of pupils'	A, I	Essential
24	Ability to identify the need for change through critical self-evaluation methods and implement this successfully	A, I	Essential
<b>Leading and Managing Staff</b>			
25	Experience of working within and leading staff teams	A, I	Essential

26	Ability to apply safer recruitment practices and to develop a safe culture within the school	A, I	Essential
27	Ability to delegate work and support colleagues in undertaking responsibilities	A, I	Essential
28	Experience of performance management and supporting the continuing professional development of colleagues	A, I	Essential
29	Experience of working effectively with governors to enable them to fulfil whole school responsibilities	A, I	Essential
30	Effective communication skills in all its forms to engage a range of audiences e.g., staff, pupils, parents, governors, local authority and external agencies	A, I	Essential
31	Experience of whole school self-evaluation and improvement strategies	A, I	Essential
32	Ability to provide clear information and advice to staff and governors	A, I	Essential
33	Secure understanding of strategies for performance management	A, I	Essential
<b>Skills, Qualities and Abilities</b>			
34	High quality pastoral skills	A, I	Essential
35	Empathy with children	A, I	Essential
36	High expectation of pupils' learning and attainment	A, I	Essential
37	A strong commitment to school improvement and raising achievement for all	A, I	Essential
38	Ability to be self-reflective on your own practice, particularly around your own self improvement	A, I	Essential
39	Ability to build and maintain good relationships	A, I	Essential
40	Ability to remain positive and enthusiastic when working under pressure	A, I	Essential
41	Ability to organise work, prioritise tasks, make decisions and manage time effectively	A, I	Essential
42	Excellent communication skills	A, I	Essential
43	Excellent interpersonal skills	A, I	Essential
44	Perseverance in the face of challenge	A, I	Essential
<b>Health and safety</b>			
45	Ability to ensure suitable and sufficient risk assessments are carried out considering employees capabilities	A, I	Essential
<b>Additional Requirements</b>			
46	Regulated Activity Certificate of Disclosure from the Disclosure and Barring Service	A, C	Essential
47	Additional criminal record checks if applicant has lived outside the UK	A, C	Essential



Other			
48	Ability to understand and demonstrate a commitment to equality and diversity	A/I	Essential
49	Must be legally entitled to work in the UK	C	Essential
50	The Council operates a no smoking policy. Employees are not allowed to smoke in the workplace or to take smoking breaks during work time		Essential

**\*Method of assessment (\*M.O.A)**

**A** = Application form      **C** = Certificate      **E** = Exercise      **I** = Interview      **P** = Presentation

Date	Approved by authorised manager	Designation
21/10/2023	J. Cleary	Headteacher

**Where the post involves working with children, in addition to a candidate's ability to perform the duties of the post, the interview will also explore issues relating to safeguarding and promoting the welfare of children, including:**

- **Motivation to work with children and young people**
- **Ability to form and maintain appropriate relationships and personal boundaries with children and young people**
- **Emotional resilience in working with challenging behaviours**
- **Attitudes to use of authority and maintaining discipline**



We have a positive attitude to the employment of disabled people and guarantee an interview to those who meet **all** the necessary criteria of the person specification.