Imberhorne School

Role Profile

Job Details

Job Title:	Behaviour Support Supervisor
Salary/ Grade:	NJC Grade 5
Hours:	37 p.w TTO 08:00 – 16:00 Monday – Friday
Contract Type:	Permanent
Reporting to:	**Behaviour Support Manager**

Main purpose

Behaviour Support Supervisor will:

- Supervise the behaviour support provision, currently known as The Bridge, across both key stages.
- Ensure high standards of behaviour and student engagement in learning while accessing the behaviour support provision.
- Support the school's behaviour policy by helping reduce suspensions through the delivery of an effective alternative behaviour provision.
- Communicate with key staff to ensure students have appropriate and adapted work to support their learning within the behaviour support provision.
- Undertake preventative and proactive interventions aimed at reducing behaviour incidents among targeted students.
- Under the direction of the Deputy Head Teacher – Behaviour & Attitudes and the Behaviour Support Manager, directly support restorative work with students and staff across the school.
- Be an active member of the behaviour support team, working alongside school leaders to promote positive behaviour throughout the school.
- Support the school's after-school detention system.

Duties and responsibilities

Operational

- Ensure the day in the provision is clearly structured by reviewing the daily log before the start of the school day, registering students and liaising with attendance and pastoral teams when students are late or absent.
- Liaise with teachers to ensure suitable and adapted work is provided for students each day in a timely manner.
- Oversee the behaviour support provision, maintaining clarity and consistency in upholding school expectations of behaviour.
- Maintain accurate records and documentation related to interventions and support provided, tracking and logging students' daily progress using the school's reporting system
- Work co-operatively and effectively with team members and the Behaviour Support Manager
- Work collaboratively with pastoral teams, the SENDCO, and SLT to ensure appropriate support is available for students.
- Apply school behaviour policies and procedures consistently when addressing behaviour across the school.
- Stay up to date with research and best practices in inclusive education and behaviour management by participating in professional development activities, including half-termly departmental meetings and CPD.
- Mentor students as directed by the Behaviour Support Manager.
- Lead after-school detentions when required, working alongside the leadership team.
- Support restorative conversations between staff and students as directed by the Behaviour Support Manager.

General

Working with colleagues and other relevant professionals

- Collaborate and work with colleagues and other relevant professionals within the school.
- Develop effective professional relationships with colleagues.
- Uphold the highest levels of confidentiality, professionalism and integrity so that every engagement contributes to a positive outcome for students, parent/ carers, colleague and other professionals

Health and safety

- Promote the safety and wellbeing of pupils, and help to safeguard pupils' well-being by following the requirements of Keeping Children Safe in Education and our school's child protection policy
- At all times act in accordance with the schools Health and Safety policies, procedures and good practice guidance, following clear reporting lines and instructions.

Professional development

- Take personal responsibility to update knowledge and understanding by reflecting on own practice, liaising with school leaders, and identifying relevant professional development to improve personal effectiveness.
- Take opportunities to build the appropriate skills, qualifications, and/or experience needed for the role, with support from the school.
- Take part in the school's appraisal procedures

Personal and professional conduct

- Uphold public trust in the education profession and maintain high standards of ethics and behaviour, within and outside school.
- Have proper and professional regard for the ethos, policies and practices of the school, and maintain high standards of attendance and punctuality.
- Demonstrate positive attitudes, values and behaviours to develop and sustain effective relationships with the school community.
- Respect individual differences and cultural diversity.

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 individual will carry out. The postholder may be required to do other duties appropriate to the level of the role, as directed by the headteacher or line manager.

Person Specification

Criteria	Qualities	Requirements
Qualifications and experience	Equivalent of GCSE A-C in English and Maths	Essential
	Experience of working in an education environment with students who are vulnerable and/or disengaged	Desirable
	Experience of supporting behaviour in schools.	Desirable
Skills and Knowledge	Willingness to learn behaviour management strategies to support students. Prior experience of these in an education setting would be useful but not essential	Desirable
	Ability to apply, with training, a range of behaviour management strategies to promote and sustain high standards across a school.	Desirable
	Knowledge of the day-to-day operation of behaviour support provision, with the ability to supervise and maintain purposeful and productive environments.	Desirable
	Practical experience of working with vulnerable and disaffected students.	Desirable
	Awareness of external factors that impact student behaviour in schools.	Desirable
	Ability to use data effectively to set targets, review progress, and report outcomes to a range of audiences.	Desirable
Personal Qualities	Ability to use computer systems effectively, including Google Workspace, Microsoft Office, and Outlook.	Essential
	Effective interpersonal skills, adaptable to different audiences, with the ability to manage difficult conversations and potential conflict.	Essential
	Skilled in de-escalation and experienced in managing challenging situations.	Essential
	Able to work autonomously, organising and prioritising tasks—even under pressure—to meet deadlines and respond to unplanned situations.	Essential
	Able to work flexibly and constructively as part of a team, contributing to a positive and supportive environment.	Essential
	Committed to continuous professional development, with a willingness to enhance and expand skills and knowledge through CPD.	Essential