

## Job Description

<b>Job Title:</b>	Operational Lead - Behaviour Intervention Team
<b>Directorate:</b>	Children and Young People's Services
<b>Service Area:</b>	Education - SEND Support Services – Behaviour Intervention Team (BIT)
<b>Grade:</b>	L6 to L9 (on experience)
<b>Competency Level:</b>	Qualified Teacher Status qualification with experience of working with pupils with SEMH and/or Behavioural needs
<b>Salary:</b>	£56,316 to £60,644
<b>Job Type:</b>	Hybrid: Office based and peripatetic role to various Liverpool schools, settings and beyond, including mainstream schools, resourced provisions, academies, and early years providers.
<b>Location:</b>	Parklands Customer Focus Centre and peripatetic
<b>Disclosure and barring service (DBS):</b>	Enhanced
<b>Job Evaluation Ref No:</b>	N/A

## Job Purpose

- To lead the Behaviour Intervention Team (BIT), delivering advice and support through in-person and telephone consultations with schools seeking assistance for students displaying challenging behaviours and who may be at risk of exclusion.
- To oversee thorough auditing of local services and resources dedicated to behavioural support and SEND, enabling effective signposting and referral to appropriate services for schools and educational settings.
- To offer specialised training and workshops aimed at equipping school staff with strategies and interventions for early, targeted support to manage and improve student behaviour, thereby enhancing learning environments and reducing the likelihood of exclusions.
- To raise the attainment, achievement, attendance and outcomes for pupils across education and reducing the risk of exclusion through robust quality assurance and managing and supporting a team of advisory teachers.
- To work alongside other managers to promote LCC's inclusive arrangements such as early identification of need and sign-posting to other specialist services (SEND Support), Educational Psychology and commissioned Outreach providers.

### Directly Responsible For:

Supporting and advising early years, primary and secondary settings in inclusive arrangements and the inclusion of pupils that may present with communication and behaviour challenges

Managing all referrals into the BIT from schools and providing them with timely advice, guidance and support through a robust triage process, and allocating staff accordingly

Supporting settings and pupils with research-based intervention and implementing quality Behaviour Support Plans and Risk Assessments

Be responsible for ensuring quality assurance and performance falls in line with any internal policies including those related to Teachers Standards and Safeguarding

## Directly Responsible To:

Service Manager: SEND Support

## Main Areas of Responsibility:

- To comply with the expectations of the Department for Education Teachers' Standards
- Managing the day-to-day operations of the Behaviour Intervention Team, including advisory teachers and business support
- To work across early years settings, primary and secondary maintained schools, academies and free schools, by providing timely advice over the telephone, email and in person
- Specific responsibilities can include consultation and timely advice on inclusive practices across settings or assessment, advising, individual/small group focussed intervention as part of assess, plan, do and review cycle, whilst offering training, develop and review resources that the advisory teachers use in education settings.
- To ensure the advice education colleagues receive around appropriate use and planning of Behaviour Support Plans and related Risk Assessments that is monitored and in place by the team and implement and advise on SMART targets as detailed in individual Behaviour Support Plans where appropriate and through observations, learning walks and other quality assurance such as work sampling can inform CPD and performance management

- To analyse data from triage and identify long term positive outcomes with clear planning to achieving positive outcomes.
- To liaise with Pastoral Teams, SENDCos, Senior Leaders, Headteachers, setting managers and external agencies/voluntary organisations, and parents/carers as appropriate in meetings around inclusive arrangements in settings, termly review meetings, transition meetings, team around the school meetings, EHAT and provision planning meetings to support and challenge schools and other professionals to effectively meet the needs of pupils in this area of need
- To work alongside other Operational Leads in the SEND Support Service to identify support that is required from the commissioned Outreach providers
- To take responsibility for the planning and encourage the team engagement with professional development, whilst keeping up to date with current research on behaviour, SEMH, communication needs and attachment and trauma-based approaches and have a full and developed understanding of curriculum design.
- To fully engage in the Performance Appraisal process in line with the LCC Teacher Appraisal Policy, Service Improvement Plan, and the current local educational landscape
- To continuously update knowledge and understanding of new strategies, resources, and publications, to implement and review effective practices
- To encourage and develop service standards so the team can ensure they work with the school/setting and alongside the Outreach providers and other professionals such as Social Care and Health to ensure the best possible outcomes for pupils
- Develop the City Council's commitment to equal opportunities and to promote non-discriminatory practices in all aspects of work undertaken.

It must be understood that every employee has a responsibility to ensure that their work complies with all statutory requirements with Standing Orders and Financial

Regulations of the City Council and to ensure that all work functions are undertaken in accordance with health and safety legislation, codes of practice and the City Council's safety plan.

## **Supervision and Management Responsibility:**

You will line manage a team of advisory teachers that will range from MPR to UPR and Business Support Officer.

## **Budget and Financial Responsibility:**

- Being fully accountable for managing the council's resources well and complying with statutory requirements. This includes managing time, avoiding unnecessary waste, reuse and recycle resources to reduce personal impact.
- Work alongside Service Manager: SEND Support and Childrens Finance Officers to keep budgets under review and report accordingly.

## **Social Value Responsibility:**

- Drive for social value through all activities, ensuring wider social, economic and environmental benefits for the council, residents and communities.

## **Physical Demands of the Job:**

- There may be a requirement of peripatetic working that will include travel between schools/settings throughout the day. It is also likely to include the carrying of resources, teaching materials and agile laptop at varying points. A large part of the job is recording, communicating electronically and using case

management systems at an agile laptop computer which may require sitting and typing.

## Corporate Responsibility:

- Contribute to the delivery of the Council Plan.
- Delivering and promoting excellent customer service, externally and internally.
- Commitment to customer excellence by dealing with customer feedback, including complaints, and learning from feedback in the drive for continuous improvement.
- Making the council a great place to work, living the council's values, actively engaging in regular communications including team meetings, undertaking training as required and being responsible for managing own performance.
- Develop the City Council's commitment to equal opportunities and to promote non-discriminatory practices in all aspects of work undertaken.
- To ensure that all work functions are undertaken in accordance with health and safety legislation, codes of practice and the City Council's safety plan.

## Competency Framework:

We operate a competency framework, a set of core behaviours which define how we are expected to approach our work, how we perform in certain situations and how we treat each other. Each competency details the standards of behaviours and skills required by all staff and this in turn supports delivery of our aim and our council plans linking them together with our values.

The post holder will be required to demonstrate the ability to perform at the following competency level [**Level 2**].

[The competency framework can be found here.](#)

This job description is not intended to be either prescriptive or exhaustive. It is issued as a framework to outline the main areas of responsibility. You will be expected to carry out any other duties that may reasonably be required in line with your main duties and changing priorities of the organisation.

## Person Specification

Assessment methods used: I = Interview, P = Presentation, A = Application, E = Exercise, T = Test, AC = Assessment Centre

### Qualification and training

#### Essential

- A recognised degree and qualified teacher status \* (A and I)

#### Desirable

- Additional relevant qualification or extensive training in the area of behaviour and/or attachment trauma approaches
- Engagement with professional leadership qualifications such as NPQLT (Leading Teaching) /NPQSL (Senior Leadership) or similar

### Experience

#### Essential

- Significant experience in teaching at primary or secondary (A)
- Recent practice of working with pupils that have challenging behaviour (A, I, E)
- Recent practice of managing a team in education or LA (A, I, E)

## Desirable

- Experience of working in an advisory capacity within school or other relevant setting
- Experience of planning and implementing research-based specialist support strategies
- Experience of understanding the importance of transition from early years to primary, primary to secondary or secondary to post-16
- Experience of working and managing a multi-disciplinary team
- Experience of delivering training around a variety of aspects of behaviour and/or attachment/trauma

## Skills/Abilities

### Essential

- Proven ability to effectively raise the attainments and achievements of pupils in either primary or secondary (I)
- Skills to manage people in a high-pressured educational or LA environment and working to deadlines
- A working knowledge in relevant and recent DfE statutory guidance, educational legislation and current research in the area that the role covers (A and I)
- Ability to work alongside school/setting staff to develop inclusive arrangements and pupil level specific planning within the context of curriculum, Ofsted inspection frameworks and Safeguarding guidance (A and I)
- A willingness to challenge practice within the team you are directly responsible for and Headteachers and Governors with sensitivity to effectively meet the needs of pupils and settings (A, I, E)
- Ability to produce documentation/resources of the highest professional standards (I)
- Good time management and organisational skills with the ability to manage the teams work demands and cases (A, I, E)



- Ability to work without direct supervision (A and I)
- Ability to use ICT competently to support the development of resources, input data, produce training materials and report writing for senior managers, cabinet members and school leaders (A, I, E)
- Ability to work collaboratively and confidently with a wide range of other professionals and have confidence to present a rationale for decisions (A, I, E)

### Desirable

- A willingness to work across all Key Stages if and when required
- A willingness to work across educational setting across the city with the ability to travel when necessary

## Commitment

### Essential

- An understanding of and a personal commitment to the Vision and Values of Liverpool City Council (A and I)
- To have a commitment to ensuring all policies are in place and the highest quality of service is delivered for service users (I)

### Desirable

## Other

### Essential

- This post is subject to an Enhanced Disclosure and Barring Service (DBS) (A and I)