



Job Description

Post Title:	Behaviour Support Worker
Salary:	Band 7, Points 11 - 17
Hours of Work:	35 Hours per week, TTO + 5 Days
Post Status:	Permanent
Disclosure level:	Enhanced
Responsible to:	Head of School

Main Purpose of the Post:

To provide direct support in and/or out of class for pupils who have been identified as having social emotional and behavioural difficulties at Key Stages 3 / 4 ensuring appropriate integration into class(es).

Main Responsibilities:

- To work with identified pupils within class or those who may need time away from class, individually or in groups, supporting their continued learning and the successful reintegration into class, as part of an intervention programme
- To establish a working partnership with pupils that models social interactions and improves their social and academic skills, raises their self-esteem, and provides small group opportunities for numeracy and literacy and other educational tasks.
- To assist in keeping detailed records of pupil's behaviour, attainment, and attendance to produce reports for meetings, half termly reviews or when required.
- May from time to time be required to undertake other duties commensurate with the grade and level of responsibility defined in this job description.
- Will deal with any issues, immediate problems or emergencies that arise in line with school policies and procedures consulting with colleagues where necessary, e.g., dealing with a sick, injured or distressed child.
- Provide appropriate support for pupils with anxieties, social, emotional and mental health difficulties and those caused by sensory processing disorders, in line with the wider curriculum, that meets with their identified needs, under the guidance of the Teacher, support the pupil to engaging in learning and develop socially acceptable behaviours within and outside the school environment.
- Provide appropriate support for teaching staff to ensure a purposeful, orderly, and productive working environment and that the classroom is adequately prepared and appropriate for the work to be undertaken.
- Provide timely and accurate preparation and use of specialist equipment/resources/materials as required by the Teacher in line with the curriculum and lesson planning that has been identified for the pupil.
- Provide regular and accurate feedback to pupils in relation to progress and achievement, identifying learning successes and achievement and prepare additional support where required.
- Supervise and support pupils that may have been isolated from lessons, ensuring they conduct the work that has been provided by teaching staff, ensuring that the safety and security of the pupils are maintained at all times through registers and appropriate class management.

- To report on the work progress and behaviour of pupils whilst they have been in isolation.
- In conjunction with the Teacher, administer routine tests and invigilate exams in isolation room if required.
- To assist in the preparation of monitoring and progress reports on a daily, weekly, half termly and annual basis, or as required, in conjunction with the Teacher, and ensure records are maintained as requested and updated with referrals and actions.
- Promote positive values, attitudes, and good pupil behaviour, dealing promptly with conflict and incidents in line with established policy and encourage pupils to take responsibility for their own behaviour, always ensuring health and safety of pupils.
- Liaise sensitively and effectively with parents/carers as agreed with the Teacher within your role/responsibility and participate in feedback sessions/meetings with parents with, as directed.
- Support and assist regular reporting, where necessary, for SEN Reviews or professional meetings such as Looked After Child Reviews or Strategy Meetings for children in need.
- Have an instrumental role in transition arrangements between schools and phases, supporting the Teacher where necessary.
- Provide support in relation to administrative duties when required.
- To be accountable to the Behaviour & Inclusion Manager through weekly meetings and formal channels, e.g., performance management processes, monitoring reports required.
- The post holder may occasionally be subjected to antisocial behaviour from pupils directly or members of the public/parents/site users.

Person Specification

Essential:

- At least one-year positive experience of working with pupils with SEMH or sensory processing difficulties in a support role.
- Relevant experience, knowledge and understanding of young people whose behaviour is extremely challenging.
- The ability and tenacity to manage pupils who have social, emotional, and behavioural difficulties.
- The ability to communicate effectively with a range of adults and students.
- The ability to work as part of a team.
- The ability to produce comprehensive action plans and reports and maintain appropriate records.
- Important levels of integrity, honesty and credibility which will inspire confidence and trust from both internal and external stakeholders.