

Job Description Teachers and Support Staff

Role:	Behaviour Support Worker
School:	Beckfoot Thornton
Salary/Grade:	Band 7, SCP 11-17
Reporting to:	Assistant Headteacher

Core Purpose of the Post:

To provide direct support in and/or out of class for pupils who have been identified as having severe emotional and behavioural difficulties at Key Stages 3 and 4 when starting or transferring schools, ensuring appropriate integration into classes.

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 directed by the Class Teacher and/or Assistant Headteacher.

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 in order 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.

Main Duties and responsibilities:

- Provide appropriate support for pupils, in line with the curriculum, that meets with their identified needs, under the guidance of the subject Teacher, that will 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 carry out 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, ensuring health and safety of pupils at all times.

- 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 Assistant Headteacher through weekly meetings and formal channels, eg performance management processes, monitoring reports required.
- Will deal with any issues, immediate problems or emergencies that arise in line with school policies and procedures liaising with colleagues where necessary, eg dealing with a sick, injured or distressed child.
- Will contribute to the overall ethos/work/aims of the school.
- Additional duties may include being a qualified first aider.
- Additional duties may include being a fire marshal.

Supervision and range of decision making:

- Will assist with the supervision of pupils in and out of lesson times, including before and after school and at lunchtimes.
- No supervisory responsibility for other staff.

Communications and working with others:

- Establish constructive relationships with parents/carers, exchanging information, facilitating their support for their child's attendance, access and learning and supporting home to school and community links.
- Will appreciate and support the role of other professionals.

Resources:

- Operate equipment/ICT packages that are relevant to the position.

Professional development:

- Engage fully with the school's appraisal / performance management system
- To actively participate in continuous professional development

Other Considerations:

- To be aware of and comply with policies and procedures relating to child protection; being vigilant for signs that children may be being abused and to report any such suspicions to the school's nominated Child Protection Co-ordinator or the Headteacher.
- To comply with Health and Safety regulations and act as a Fire Marshall as directed do so.
- To act in accordance with the Data Protection Act and maintain confidentiality at all times e.g. access to staff/student/parent and carers files.
- Accept and commit to the principles underlying the Schools Equal Rights policies and practices.
- Will have long periods of sitting or standing.
- Available to work during school hours during term time and a willingness to be flexible as may be required to attend staff meetings/training sessions outside of usual hours.
- The post holder may occasionally be subjected to antisocial behaviour from pupils directly or members of the public/parents/site users.
- This post may include a degree of manual lifting and handling. You are expected to be aware of health and safety policies and procedures and frequently assess your ability to carry out the lifting tasks required of you.

- Be able to perform all duties and tasks with reasonable adjustment, where appropriate, in accordance with the Equality Act.
- Must be legally entitled to work in the UK.

Safeguarding: No contra-indications in personal background or criminal record indicating unsuitability to work with children/young people/vulnerable clients/finance (An enhanced DBS check is required).

Intermediate Fluency Duty required: In line with the Immigration Act 2016; the Government has created a duty to ensure that all Public Authority staff working in customer facing roles can speak fluent English to an appropriate standard. For this role the post holder is required to meet the Intermediate Threshold Level. The post holder should demonstrate: They can express themselves fluently and spontaneously with minimal effort and, only the requirement to explain difficult concepts may hinder a natural smooth flow of language.

Notes: This is illustrative of the general nature and level of responsibility of the work to be undertaken, commensurate with the grade and is not a comprehensive list of all the duties and responsibilities of the post. Successful postholders should not refuse to undertake work, which is not specified on this form and the job description may be amended at any time in consultation with the postholder.
Beckfoot Trust is an Equal Opportunities Employer and requires its employees to comply with all current equality policies both in terms of equal opportunity for employment.
The Trust is committed to making any necessary reasonable adjustments to the job role and the working environment that would enable access to employment opportunities for disabled job applicants or continued employment for any employee who develops a disabling condition

Date:	27/05/2021
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Person Specification
Teachers and Support Staff

Role:	Behaviour Support Worker	
	Essential Requirements	How Identified
Qualifications	<ul style="list-style-type: none"> GCSE Mathematics and English (A-C). NVQ or equivalent or the ability to demonstrate high level of experience. Recognised qualifications or able to demonstrate high level of experience in an EBD setting. Awareness and training in specific needs for Autism, Attachment Disorder, ADHD and Tourette's syndrome. 	Application
Experience	<ul style="list-style-type: none"> At least one year positive experience of working with EBD pupils in a support role. Relevant experience, knowledge and understanding of young people whose behaviour is extremely challenging. Training in cross curriculum planning and approaches to learning and key areas of need e.g. Autism, ADHA, and Tourette's. Experience of cross curricular collaborative approaches to education. Experience and understanding of the benefit of Early Years practice to this setting. A familiarity with Early Years approaches. 	Application References Interview
Training	<ul style="list-style-type: none"> Demonstrate training or willingness to undertake training appropriate to the role. Ability to self-evaluate learning needs and actively seek learning opportunities 	Application Interview
Knowledge, Skills and Ability	<ul style="list-style-type: none"> 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 willingness to carry out a range of non-teaching and welfare tasks. The ability to produce comprehensive action plans and reports and maintain appropriate records. High levels of integrity, honesty and credibility which will inspire confidence and trust from both internal and external stakeholders. A personal and professional commitment to equal opportunities, diversity and the promoting of good race relations. Understanding of the ethos behind cross curricular teaching approaches. Knowledge of the development of children and their needs. An understanding and depth of knowledge of the many factors that contribute to emotional and social development. Knowledge of the importance of collaborative approaches in and beyond school and the use of rewards and sanctions. Ability to identify existing and potential barriers to learning. An understanding and depth of knowledge of the many factors that contribute to emotional and social development. 	Application Interview
Personal Circumstances	<ul style="list-style-type: none"> Must have the ability to be flexible and work to the requirements of a busy school. 	Application Interview

Disposition and Attitude	<ul style="list-style-type: none"> • A passion for education and a deep felt desire to make a difference for young people. • To like young people and be liked by them. • To possess educational vision underpinned by values. • Humility: a recognition that the more you know, the less you know! Not being afraid to say 'I don't know'. • Be emotionally intelligent: know when to direct, when to challenge and when not to; be able to inspire, present a positive perspective at all times; be able to listen and show awareness of others sensitivities; to have personal pride and lead by example. • Be happy to get your hands dirty. Don't ask people to do things you wouldn't do yourself. • Understand the importance of work/ life balance. • Enthusiastic, flexible, team player. Enjoy hard work and take constructive criticism. • Desire for significant professional development. • Imaginative. Visionary. Risk Taker, Good oral and written communicator. • Look smart and professional. • Good Numeracy / literacy skills. • Good co-operative, interpersonal and listening skills. • Ability to work proactively and independently as well as being Team Worker. • Good ICT skills . • Good organisational skills. 	Application Interview References
Physical	<ul style="list-style-type: none"> • Excellent attendance and punctuality. • Resilient. 	References Interview
Equality	A commitment to, and evidence of, promoting diversity and equal opportunities within the Trust, the curriculum and employment practice.	Application Interview