

Hadrian Learning Trust

JOB DESCRIPTION

Post Title:	Behaviour Support Worker	Director/Service/Sector:	Children's Services
Band:	4	Workplace:	HMS and QEHS Part of HLT
Responsible to:	Assistant Headteacher Pastoral	Date:	Jan 2022
Job Description Ref:	HLT SG19		

Responsible for:

Job Purpose:

To work within the pastoral staff team and take a lead role in coordinating the provision for pupils with particular needs and barriers to learning; developing resources and interventions to enable them to access lessons

Resources	Staff	Not Applicable
	Finance	Not Applicable
	Physical	Shared responsibility for classroom equipment and materials.
	Clients	Relevant School pupils.

Duties and key result areas:

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Support for Pupils

1. Supervise and coordinate student attendance in the school's behaviour unit as directed by Pastoral Leaders and AHT Pastoral
2. Provide wellbeing support for all pupils
3. Supervise and support pupils excluded from, or otherwise not working to, a normal timetable.
4. Maintain a calm working environment conducive to individual and group work
5. Set and maintain high expectations for all children
6. Establish productive relationships with pupils, acting as a role model and responding to the needs of each individual child
7. Support pupils consistently whilst recognising and responding to their individual needs.
8. Provide intervention and support for pupils to enable them to access learning both in the classroom and on a 1-1 level



9. Ensure that the content and delivery of the mentoring sessions is tailored to the needs of individual pupils
10. Liaise with external agencies and parents when appropriate to coordinate support for pupils
11. Develop positive and constructive relationships with parents and families
12. Support pastoral and attendance staff with home visits when required
13. Attend meetings with parents and external agencies
14. Maintain clear and accurate records of all interventions for pupils
15. Manage behaviour of pupils secluded by senior staff
16. Support with after school detentions until 4.30pm when required
17. Meet regularly with pastoral team to discuss needs and support of pupils
18. To have knowledge of wider agencies and organisations and additional support available
19. Support with supervision of lunchtime detentions
20. Any other duties as directed by Assistant Headteacher Pastoral

Support for the Teacher

1. Collate work for students working in isolation and support with completion of it and ensure it is returned to teaching staff
2. Monitor and evaluate students' responses to interventions and provide supporting data of impact
3. Develop positive working relationships with teaching and support staff
4. Communicate attendance in the behaviour unit with teaching staff
5. Support teachers with restorative work with students to re-integrate them to lessons
6. Where necessary and appropriate, provide in-lesson support for teaching staff the management of pupil behaviour for key pupils
7. Assist in the development, implementation and monitoring of systems relating to student attendance and reintegration.
8. Provide administrative support to teachers in the preparation of reports on students with social, emotional and behavioural needs including:
 - Dealing with correspondence
 - Analysis of attendance data
 - Compilation of data
 - Making telephone calls

Support for the School

1. Comply with all school policies relating to:
 - Health and Safety
 - Equal Opportunities
 - Child Protection
 - Confidentiality and data protection.
2. Work in such as to promote the ethos and vision of the school.
3. Participate in training and development, and activities that contribute to the management of performance.
4. Assist with the management of students outside the classroom e.g. lunch times and outside the school e.g. school trips as directed by the class teacher and member of the school's management.
5. Attend and participate in regular meetings
6. Assist in the development multi agency contacts to support the learning and development of children.
7. To undertake other duties and responsibilities as required commensurate with the grade of the post.
8. This school is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment. You are therefore under a duty to use the school's procedures to report any concerns you may have regarding the safety or well-being of any child or young person.
9. The duties and responsibilities highlighted in this Job Description are indicative and may vary over time. Post holders are expected to undertake other duties and responsibilities relevant to the nature, level and extent of the post and the grade has been established on this basis.

Work Arrangements

Transport requirements:	None
Working patterns:	Monday to Friday
Working conditions:	Office based

PERSON SPECIFICATION

Essential	Desirable	Assess by
Knowledge and Qualifications		
Very good numeracy and literacy skills (Level 2);	HSAW First Aid Certificate or equivalent;	(a), (i)
NVQ 3 for teaching Assistants or equivalent qualifications (NNEB)	Related teaching or mentoring qualifications	(t)
Participated in relevant training related to various national strategies e.g. literacy and numeracy	Knowledge of relevant policies including safeguarding, health and safety, data	



	<p>protection etc.</p> <p>Training and qualifications related to working with young people with social, emotional and behavioural needs</p>	
Experience		
<p>Working with children of the relevant age Supervising small groups of children (a), (i)</p> <p>Working with children with SEND/additional needs including behavioural counselling skills difficulties.</p>	<p>Basic clerical skills</p> <p>Experience of working with young people with difficult behaviour</p>	<p>Working with children with additional needs</p>
Skills and competencies		
<p>Ability to relate well to young people and adults.</p> <p>Effective ICT skills and 3 years' experience of using ICT in a learning environment</p> <p>Ability to complete admin requirements to a high standard including the use of Microsoft Office</p> <p>Ability to use other types of learning technology:</p> <p style="padding-left: 40px;">Photocopying Whiteboards AV equipment Video</p> <p>Understanding of codes of practice and recent relevant education issues;</p> <p>Good understanding of the principles of child development and the learning process</p> <p>Can work as a member of a team, understanding their role in the classroom and associated responsibilities.</p> <p>Outstanding interpersonal and communication skills</p> <p>Ability to work with a diverse range of individuals</p>	<p>(a), (i)</p> <p>Working with children with SEND/additional needs including behavioural Counselling skills difficulties.</p> <p>Experience of working in the school environment.</p>	<p>(a), (r)</p> <p>(i)</p>



Physical, mental and emotional demands		
Can demonstrate emotional resilience.		
Self-motivation.		
Ability to manage change and to adapt to unexpected demands and resilience to working in challenging environments		
Ability to assess priorities and manage competing deadlines		
Other		
Willingness to participate in training and personal development.		
Positive attitude and high energy when approaching your work		

Key to assessment methods; (a) application form, (i) interview, (r) references, (t) ability tests (q) personality questionnaire (g) assessed group work, (p) presentation, (o) others e.g. case studies/visits