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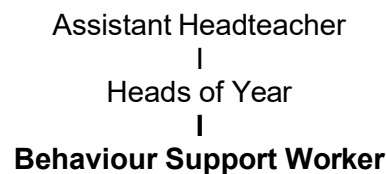
*Learning today, leading tomorrow.*

## BEHAVIOUR SUPPORT WORKER

<b>TITLE:</b>	Behaviour Support Worker
<b>RESPONSIBLE TO:</b>	Assistant Headteacher / Line Manager
<b>GRADE:</b>	L3
<b>HOURS:</b>	37 hours per week, 39 weeks per year

### PURPOSE OF POST:

To assist the Pastoral Team in all aspects of pastoral work, including inclusion and improving academic outcomes.



### PRINCIPAL RESPONSIBILITIES:

The following is a generic job description for Behaviour Support Workers. These are the types of roles undertaken by a post holder. The proportion of time taken up by any kind of task will differ depending on what is asked of the post holder.

The post holder will be required to:

- Monitor the academic progress of individuals and groups of pupils.
- Monitor the attendance of individuals and groups of pupils.
- Resolve behaviour issues for individuals and groups of pupils, and monitor behaviour in lessons, corridors and at break / lunch times.
- Support pupils to, for example, develop more effective social skills, resolve conflict positively through counselling and advice.

- Support learning in lessons through one-to-one and small group work.
- Act as key worker for a number of pupils.
- Attend meetings with families and complete home visits.
- Support the roles of Head of Year and teacher.
- Collect work for students removed from lessons and suspended pupils.
- Supervise pupils in inclusive learning and alternative provision.
- Make phone calls to families, outside agencies or others as required.
- Record information electronically and in other reports as appropriate.
- Collate reports on individuals and groups of pupils.
- Monitor behaviour near the school, before and after the school day and during the school day as required.
- Attend visits and trips as required.
- To be a member of the safeguard team.
- To be proactive with multi-agency working.
- To deliver EHA plans.
- Undertake any additional duties as required by the Assistant Headteachers or Deputy Headteacher.

**DIMENSIONS:**

**Supervisory Management:** none

**Financial Resources:** n/a

**Physical Resources:** n/a

**Other:**

### **Safeguarding Children**

**CONTEXT:**

All support staff are part of a whole school team. They are required to support the values and ethos of the school and school priorities as defined in the School Improvement Plan. This will mean focussing on the needs of colleagues, parents and pupils and being flexible in a busy pressurised environment. A Teaching Assistant at this level will take responsibility for pupils on placement. S/he should be involved in promoting the acceptance and integration of pupils with special educational needs and would be involved in promoting the acceptance and integration of pupils with English as a second language.

This post meets the definition of 'Regulated Activity' as defined in the Safeguarding Vulnerable Groups Act 2006.

Because of the nature of this job, it will be necessary for an enhanced DBS check to be undertaken. This post is exempt from the Rehabilitation of Offenders Act 1974 and therefore applicants are required to declare all unspent cautions and convictions; and also any adult cautions (simple or conditional), and spent convictions that are not protected as defined by the Rehabilitation of Offenders Act 1974 (Exceptions) Order 1975 (as amended in 2020). A person's criminal record will not in itself prevent a person from being appointed to this post. Applicants will not be refused posts because of offences, which are not relevant to, and do not place them at or make them a risk in, the role for which they are applying. However, in the event of the employment being taken up, any failure to disclose such offence, as detailed above, will result in dismissal or disciplinary action by the Trust.

Disclosures are handled in accordance with the DBS Code of Practice which can be accessed via [www.disclosure.gov.uk](http://www.disclosure.gov.uk)

### Person Specification: Behaviour Support Worker

This acts as selection criteria and gives an outline of the types of person and the characteristics required to do the job.

Essential (E):- without which candidate would be rejected

Desirable (D):- useful for choosing between two good candidates.

Please make sure, when completing your application form, you give <u>clear examples</u> of how you meet the <u>essential and desirable</u> criteria.				
Attributes	Essential	How Measured	Desirable	How Measured
<b>Experience</b>	Demonstrable experience of working effectively with vulnerable children / young people in either education, social work, youth work or another related area of work.	1,2	Some experience of working effectively with a range of professionals to promote children's / young people's learning or welfare Some experience of working effectively with the parents / carers of children / young people.	1,2       1,2
<b>Skills / Abilities</b>	Ability to write an action plan for a pupil / student, maintain pupil / student records and write other short reports as required. Ability to work on one's own initiative, balance competing priorities and organise a work schedule. Ability to motivate children / young people by establishing empathic and supportive working relationships. Ability to work as part of a team to reach agreed targets and outcomes for children / young people. The ability to use word processing packages, the internet and IT based management information systems. Able to converse with ease with members of the public and provide	1,2,3,5  1,2,5  1,2 12  1,2,3,5  1,2,3,5		

	effective help or advice in accurate and fluent spoken English			
<b>Equality Issues</b>	A commitment to equal opportunities and an awareness of the way in which discrimination affects the achievement and inclusion of pupils from minority ethnic communities.	1,2		
<b>Specialist Knowledge</b>	Demonstrable knowledge of the principals involved in giving advice and guidance to children / young people, including the place of confidentiality. Demonstrable knowledge of the range of additional support / agencies, which can be of assistance to vulnerable pupils / students and families. To be within the Safeguarding team	1,2,5  1,2	Knowledge of the responsibilities of agencies towards vulnerable children such as the Child Protection Procedures.  Multi Agency working  Safeguarding experience  EHA Training	1,2
<b>Education and Training</b>	A willingness to undertake training, including training that would lead to an NVQ in childcare Level 4, STAC, STA, Part-Qualified teacher or relevant qualification.	1,2,4	Evidence of post-compulsory education. First Aid Training  Self-Harm Training	1,4
<b>Other Requirements</b>	Ability to travel to meet work commitments in all parts of Luton. Ability to work flexibly and attend evening and early morning meetings (up to 5 per month).	1,2  1,2	Experience of home visits	

(1 = Application Form    2 = Interview    3 = Test    4 = Proof of Qualification    5 = Practical Exercise)

Date: March, 2023

We will consider any reasonable adjustments under the terms of the Equality Act (2010) to enable an applicant with a disability (as defined under the Act) to meet the requirements of the post.

The Jobholder will ensure that the Trust's policies are reflected in all aspects of his/her work, in particular those relating to;

- (i) Equal Opportunities
- (ii) Health and Safety
- (iii) Data Protection Act (2018)

In addition to candidates' ability to perform the duties of the post, the interview will also explore issues relating to safeguarding and promoting the welfare of children including:

- Motivation to work with children and young people;
- Ability to form and maintain appropriate relationships and personal boundaries with children and young people;
- Emotional resilience in working with challenging behaviours; and, attitudes to use of authority and maintaining discipline.