

### Job Description

<b>Job Title</b>	Behaviour Support Officer
<b>Grade</b>	F
<b>Responsible To</b>	Behaviour Manager
<b>Staff Managed</b>	None
<b>Job Family</b>	Attendance & Behaviour
<b>Job Purpose:</b>	<p>The core focus of this job is to complement the professional work of teachers by taking responsibility for implementing the school's Behaviour Policy and improving the behaviour of identified students whose behaviour is a barrier to their performance. Working during the school day to maintain good pupil behaviour so that pupils can enjoy a safe and orderly environment.</p> <p>Responsible for recording, monitoring, evaluating and reporting on behaviour data and co-ordinating intervention strategies for students.</p>
<b>Job Context:</b>	<p>Works within the school, promoting good behaviour and identifying students with poor behaviour and working with them and their family to improve their behaviour at school.</p> <p>Is available all at all times during the school day to respond to infringements of the school behaviour policy, providing reactive on-call support as and when required.</p>
<b>Accountabilities / Main Responsibilities</b>	
<b>Operational Issues</b>	<ul style="list-style-type: none"> <li>● Support the implementation of the school's behaviour policy across the school day</li> <li>● Provide reactive support to staff by responding to on-call incidents and de-escalating situations as required</li> <li>● Work directly with students exhibiting challenging behaviour to improve conduct and engagement</li> <li>● Supervise students temporarily removed from class, including in the internal reflection/seclusion area</li> <li>● Build positive relationships with students to support consistent behaviour improvements</li> <li>● Work with identified students and their parents/carers on short and medium term strategies to remove barriers to learning at school, using advisory and persuasive skills as appropriate</li> <li>● Undertake home visits as necessary</li> <li>● Work with the school's agreed Behaviour Policy to anticipate and manage behaviour constructively, promoting self-control and independence</li> <li>● Monitor and evaluate the effectiveness of strategies with individual students</li> <li>● Actively promote good behaviour with all students</li> <li>● Undertake general administration duties as required</li> <li>● Develop support materials and information to communicate clearly to students the school's behaviour policy, raising the profile of good behaviour within the school</li> <li>● Provide time out if there is a classroom incident or where a student's behaviour difficulties lead them to leave the classroom, and monitor the students behaviour whilst in their care</li> <li>● Organise and manage an appropriate learning environment and resources to provide appropriate educational provision in liaison with subject staff for students temporarily excluded from lessons</li> <li>● Be the front line First Aider and Fire Marshall within the Academy</li> </ul>
<b>Communications</b>	<ul style="list-style-type: none"> <li>● Communicate with school staff to update them on student behaviour and work with the staff to identify students with issues that are affecting their performance at school</li> <li>● Meet regularly with year leaders to discuss current issues and developments relating to behaviour</li> </ul>

	<ul style="list-style-type: none"> <li>● Establish links and communicate with feeder schools to gain any relevant information about behaviour records of new students to feed into the teaching staff in producing an action plan to support the pupils to ensure the smooth transition of pupils between phases</li> <li>● Respond to enquiries from parents/carers by telephone, email or letter and direct them to relevant sources of advice and guidance as appropriate</li> <li>● Develop and maintain regular contact with parents/carers of students with behavioural difficulties to inform them of incidents and identify triggers for poor behaviour, including home visits where appropriate</li> <li>● Liaise with Year Leaders, SENCOs, pastoral leads and classroom staff to ensure consistent implementation of support strategies</li> <li>● Communicate with parents/carers regarding behaviour concerns, interventions and progress</li> <li>● Communicate work as set out by the classroom teacher to the pupils</li> <li>● Challenge inappropriate behaviour where appropriate</li> <li>● Provide pastoral support where required</li> <li>● Provide challenge and encouragement to the pupils to persuade them to learn</li> </ul>
<b>Partnership or Corporate Working</b>	<ul style="list-style-type: none"> <li>● Attends meetings with external agencies and parents as appropriate and follow up on actions required</li> <li>● Liaise with external agencies and share information appropriately</li> <li>● Liaise with specialist support service to ensure appropriate support is in place for students as required</li> <li>● Participate in staff meetings</li> </ul>
<b>Skills Development</b>	<ul style="list-style-type: none"> <li>● Support the Teaching Assistants who work directly with students with behavioural difficulties</li> <li>● Participate in meetings with staff, external agencies and parents, regarding students, under the supervision of the teacher</li> <li>● Participate in team meetings and attend any necessary training events</li> <li>● Undertake relevant training and CPD to support role development</li> </ul>
<b>Safeguarding</b>	<ul style="list-style-type: none"> <li>● Maintain confidentiality as appropriate</li> <li>● Be responsible for promoting and safeguarding the welfare of children and young people that you are responsible for and come into contact with, by knowing who to report concerns to</li> <li>● Have an awareness and basic knowledge where appropriate of the most recent safeguarding legislation</li> </ul>
<b>Systems and Information</b>	<ul style="list-style-type: none"> <li>● Maintain records of all communication with parents/carers</li> <li>● Assist with administrative support e.g. dealing with correspondence, analysis, presentation of displays, making phone calls, reporting on exclusions etc.</li> <li>● Record and maintain accurate logs of behavioural incidents in line with school systems</li> <li>● Monitor trends in behaviour data across year groups, cohorts and individuals</li> <li>● Produce regular reports for senior leaders and pastoral staff to inform interventions and strategy</li> <li>● Identify students requiring targeted behavioural support based on data and staff feedback</li> </ul>
<b>Planning and Organising</b>	<ul style="list-style-type: none"> <li>● Assist in development and implementation of appropriate behaviour management strategies</li> <li>● Prepare a bank of planned activities to be delivered when students are withdrawn from lessons for poor behaviour</li> </ul>
<b>Data Protection</b>	<ul style="list-style-type: none"> <li>● To comply with the Trusts policies and supporting documentation in relation to Information Governance this includes Data Protection, Information Security and Confidentiality</li> <li>● Know about data protection issues in the context of your role</li> </ul>

<b>Health and Safety</b>	<ul style="list-style-type: none"> <li>● Be aware of and implement your health &amp; safety responsibilities as an employee and where appropriate any additional specialist or managerial health &amp; safety responsibilities as defined in the Health &amp; Safety policy and procedure</li> </ul>
<b>Equalities</b>	<ul style="list-style-type: none"> <li>● We aim to make sure that services are provided fairly to all sections of our community, and that all our existing and future employees have equal opportunities</li> <li>● Ensure services are delivered in accordance with the aims of the Equal Opportunities Policy Statement</li> <li>● Develop your own understanding of equality issues</li> </ul>
<b>Flexibility</b>	<ul style="list-style-type: none"> <li>● Whilst this job outline provides a summary of the post, this may need to be adapted or adjusted to meet changing circumstances</li> <li>● Reasonable additional duties commensurate with the grading of the job role may be requested from your line manager</li> <li>● Permanent &amp; significant changes would be subject to consultation. All staff are required to comply with Policies and Procedures</li> </ul>
<b>Customer Service</b>	<ul style="list-style-type: none"> <li>● The Trust requires a commitment to equity of access and outcomes, this will include due regard to equality, diversity, dignity, respect and human rights and working with others to keep vulnerable people safe from abuse and mistreatment</li> <li>● The Trust requires that staff offer the best level of service to their customers and behave in a way that gives them confidence. Customers will be treated as individuals, with respect for their diversity, culture and values</li> <li>● Understand your own role and its limits, and the importance of providing care or support</li> </ul>

### Person Specification

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<b>Grade</b>	F	
<b>Responsible To</b>	Behaviour Manager	
<b>Staff Managed</b>	None	
<b>Job Family</b>	Attendance & Behaviour	
<b>Essential</b>		<b>Desirable</b> (if not attained, development may be provided for successful candidate)
<b>Knowledge</b>		
<ul style="list-style-type: none"> <li>● An understanding of issues that may affect a student's ability to attend school and behave</li> <li>● Knowledge of Behaviour Management techniques and behaviour intervention strategies</li> </ul>		<ul style="list-style-type: none"> <li>● Knowledge of child protection legislation and procedures</li> <li>● Knowledge of school procedures</li> <li>● Knowledge of support service available to signpost students and families to</li> </ul>
<b>Experience</b>		
<ul style="list-style-type: none"> <li>● Experience of working with SIMS or a similar data management system</li> <li>● Administrative experience</li> <li>● Experience of working with children and young people and their parents/carers</li> </ul>		<ul style="list-style-type: none"> <li>● Experience of working in a school environment</li> <li>● Experience of working with children and young people who have behavioural difficulties</li> <li>● Experience of implementing behavioural policies</li> </ul>
<b>Occupational Skills</b>		
<ul style="list-style-type: none"> <li>● Excellent communication skills, including advisory and persuasive skills</li> <li>● Ability to establish positive and effective relationships with children and young people</li> <li>● Listening skills</li> <li>● Time management and organisational skills</li> <li>● Excellent ICT skills</li> <li>● Analytical skills</li> <li>● Ability to keep accurate records</li> <li>● Ability to work successfully as part of a team</li> <li>● Ability to work on own initiative</li> <li>● Ability to work calmly and quickly</li> <li>● Confidentiality</li> <li>● Report writing skills</li> </ul>		<ul style="list-style-type: none"> <li>● Ability to analyse the reasons for behavioural problems of the pupils to ascertain the needs of the pupils and formulate an action plan</li> </ul>
<b>Qualifications</b>		
<ul style="list-style-type: none"> <li>● Level 2 qualification or equivalent to demonstrate good literacy and numeracy skills</li> </ul>		<ul style="list-style-type: none"> <li>● Level 3 qualification in business/finance/administration or equivalent</li> <li>● Counselling qualification</li> <li>● Appropriate first aid training (<i>dependant on the school's needs</i>)</li> </ul>
<b>Other Requirements</b>		
<ul style="list-style-type: none"> <li>● Enhanced DBS clearance</li> <li>● Commitment to the schools policies and ethos</li> <li>● Commitment to Continuing Professional Development</li> <li>● Motivation to work with children and young people</li> <li>● Ability to form and maintain appropriate relationships and personal boundaries with children and young people</li> </ul>		

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| <ul style="list-style-type: none"><li>● Emotional resilience in working with challenging behaviours and attitudes, using authority and discipline where appropriate</li><li>● Flexibility</li><li>● Ability to use authority and implement behaviour management techniques where appropriate</li></ul> |  |
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