

Job Description

Post Title: Higher Level Behaviour and Learning Practitioner (Behaviour Lead)

Pay Range/Grade: Band 8, SCP17-SCP22

Line Manager: Headteacher

Purpose of the Role:

To support the Headteacher in making excellent provision for pupils. This will include a curriculum that meets their identified needs and the requirements of legislation and local policy.

Responsible for individual pupils and groups of pupils both within the AP, within the scope of the duties of the Higher-Level Behaviour and Learning Practitioner (HLBLP) post.

Generic Introduction:

The following information is furnished to assist staff joining the School to understand and appreciate the work content of their post and the role they are to play in the organisation. The following points should be noted:

1. Whilst every endeavour has been made to outline the main duties and responsibilities of the post, a document such as this does not permit every item to be specified in detail. Broad headings, therefore, may have been used below, in which case all the usual associated routines are naturally included in the job profile.
2. Employees should not refuse to undertake work, which is not specified on this form, but they should record any additional duties they are required to perform and these will be taken into account when the post is reviewed.
3. Our School is an Equal Opportunities employer and requires its employees to comply with the Exceed Academies Trust Equality Statement and Objectives.
4. We are committed, where possible, 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 condition covered under the Equality Act 2010.

Fluency Duty

In line with the Immigration Act 2016; the Government has created a duty to ensure that all 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 Advanced Threshold Level.

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Supervision and Guidance:

- To work under the guidance of teaching/senior staff. This would be on an AP site designated by the Headteacher.

Key Responsibilities:

Support for pupils:

- Be aware of and follow up on safeguarding procedures that arise.
- Provide pastoral support to pupils.
- Receive and supervise pupils excluded from, or otherwise not working to, a normal timetable.
- Attend to pupils' personal needs and provide advice to assist in their social, health & hygiene development.
- Participate in assessment of pupils to determine baseline and exit levels.
- Assist the teacher with the development and implementation of Individual Education/Behaviour/Support/Mentoring plans.
- Support provision for pupils with special educational needs.
- Establish productive working relationships with pupils, acting as a role model.
- Develop 1:1 mentoring arrangement with pupils and provide support for distressed pupils.
- Provide information and advice to enable pupils to make choices about their own learning/behaviour/attendance.
- Challenge and motivate pupils, promote and reinforce self-esteem.
- Provide feedback to pupils in relation to progress, achievement, behaviour, attendance etc.
- Use a 'Team Teach' methodology to support positive behaviour management of pupils.

Support for Teachers:

- Being a skilled professional in de-escalation techniques and lead by example.
- Support the Teachers / Behaviour Learning Practitioners in their roles and drive the Positive Behaviour Policy.
- Liaise with colleagues to gather pupil information.
- Support pupils' access to learning using appropriate strategies, resources etc.
- Assist staff in planning, evaluating and adjusting learning activities as appropriate.
- Monitor and evaluate pupils' responses and progress against action plans through observation and planned recording.
- Provide objective and accurate feedback and reports as required, to other staff on pupil achievement, progress and other matters, ensuring the availability of appropriate evidence.
- Be responsible for keeping and updating records as agreed with other staff, contributing to reviews of systems/records as requested.
- Assist in the development and implementation of appropriate behaviour management strategies.
- 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.
- Assist in the development, implementation and monitoring of systems relating to attendance and integration.



Support for the Curriculum:

- Implement agreed learning activities/teaching programmes, adjusting activities according to pupil responses/needs.
- Be aware of and appreciate a range of activities, courses, organisations and individuals to provide support for pupils to broaden and enrich their learning.
- Determine the need for, prepare and use specialist equipment, plans and resources to support pupils.

Support for the AP:

- Be aware of and comply with policies and procedures including child protection, health and safety and data protection, reporting all concerns to an appropriate person.
- Be aware of, and support difference and ensure all pupils have equal access to opportunities to learn and develop.
- Contribute to the overall ethos/work/aims of the AP.
- Establish constructive relationships and communicate with other agencies/professionals, in liaison with the teacher, to support achievement and progress of pupils.
- Attend and participate in regular meetings.
- Participate in training and other learning activities as required.
- Recognise own strengths and areas of expertise and use these to advise and support others.
- Supervise pupils on visits, trips and out of school activities as required.
- To support, uphold and contribute to the development of the Trust's Equal Rights policies and practices in respect of both employment issues and the delivery of services to the community.
- Assist in the supervision, training and development of staff.
- Implement planned supervision of pupils out of school hours.
- Contribute to the school's self-evaluation process.

Professional Development:

- Participate in arrangements for the appraisal and review of your own performance.
- Participate in arrangements for your own further training and professional development and, where appropriate, that of other staff including induction.

Working in Partnerships with Parents/carers and external agencies:

- Internal contact with staff at all levels across the school and Trust, Parents/Carers, Governors, Community Groups, Social Services, Police, Local Education Authority, Contractors and External Agencies.

Maintaining Professional Competencies:

- To operate within agreed legal, ethical and professional boundaries when working with children and young people and those involved with them.
- Ensure high level of professional competences by attending regular training, undertaking further qualifications and self-study.

Safeguarding and Compliance:

- Work in line with statutory safeguarding guidance (e.g. Keeping Children Safe in Education, Prevent) and our safeguarding and child protection policies.
- Safeguarding the welfare of pupils and reporting any concerns to the Deputy Headteachers and/or Headteacher.
- To be aware of the school's duty of care in relation to staff, students and visitors and to comply with the health and safety policy at all times.
- Promote the safeguarding of all pupils in the school.

Management of Resources:

- To maintain the confidential nature of information relating to the school, its pupils, parents and carers.
- The provision, use and storage of equipment and materials used by pupils with whom the post holder is working. General responsibility for the care of all equipment and materials within the classroom/designated area of the school.

Additional Requirements Specific to the Role of the HBLP Behaviour Lead:

- Support in the management of behaviour of students as they move through the Behaviour Management Flow Chart under the guidance of the Head of Centre.
- Support differentiated approaches to better meet the additional needs of students who are not engaging with the recognised approaches that support positive behaviour.
- Working with small groups of students to promote engagement and to become successful learners.
- Record and share any information or data to support the behaviour of students
- Support the Head of Centre as required within the spirit of the role.

Other Considerations:

- 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 members of the public/parents/site users.
- This post may include a degree of physical intervention or 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 tasks required of you.

This job description should be seen as enabling rather than restrictive and will be subject to regular review.

Person Specification

Area of specification	Essential/ Desirable	Method of Assessment
<p>QUALIFICATIONS</p> <ul style="list-style-type: none"> • Minimum of GCSE English and Mathematics at grade C or above (or equivalent). • Will work towards a HLTLA qualification if not already achieved. • L2 Team Teach Trained. • Safeguarding Child Protection Training. 	E E D D	Application and interview
<p>EXPERIENCE</p> <ul style="list-style-type: none"> • Experience of working with secondary school age children. • Experience of working with pupils with special educational needs, including social emotional and mental health needs. • Experience of working as part of a team. • Knowledge and experience of working within school procedures, relevant policies/codes of practice and awareness of relevant legislation. • Experience of delivering high impact intervention for groups of disadvantaged children. • Experience of leading initiatives that have a positive impact for young people. • Experience of organising and promoting activities. 	E E E D E E D	Application and interview
<p>KNOWLEDGE/SKILLS/ABILITIES (Core competencies)</p> <ul style="list-style-type: none"> • Have an ability to understand pupils who have additional learning needs, special educational needs and SEMH needs. and the issues relating to them. • Proven communication, organisational and interpersonal skills. • Evidence of ability to work effectively with others. • Evidence of ability to meet deadlines and work under pressure. • In line with the Immigration Act 2016; you should be able to demonstrate fluency of the English Language at an Intermediate Threshold Level. • Excellent written and spoken communication in English. Good mathematical ability. • Understanding of principles of child development and learning processes as appropriate. • Knowledge of Health and Safety requirements. • Excellent ICT skills including use of Word, Excel and email. • Hold a First Aid qualification, or willingness to undergo first aid training. 	E E E E E E D D D D	Application and interview

<p>PERSONAL QUALITIES</p> <ul style="list-style-type: none"> • Be committed to raising standards • Be someone who can create an atmosphere in which children can thrive and succeed • Have excellent interpersonal skills • Effective communication and organisation skills • Ability to manage workloads and work calmly under pressure 	<p>E E E E E</p>	<p>Application and interview</p>
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This job description is not your contract of employment, or any part of it. It has been prepared only for the purpose of school organisation and may change either as your contract changes or as the organisation of the school is changed. Nothing will be changed without consultation. This document must not be altered once it has been signed but it will be reviewed annually as part of the performance management process or as appropriate.

The post holder must be able to perform all duties and tasks with reasonable adjustment, where appropriate, in accordance with the Equality Act 2010.

In addition, the post holder must have the ability to cope with requirements of the post, which may include working with pupils who have emotional and behavioural difficulties or physical difficulties. For posts working with pupils who have physical difficulties, it may be an unavoidable core component of the job for the post holder to be capable of lifting and carrying. However, suitable training will be provided, should this be the case.

