

Job Description

Job title: Behaviour Learning Support Practitioner

Reports to: Headteacher/Deputy Headteacher/ Behaviour Lead Mentor

Responsible for: n/a

Pay Scale: Scale 4, Point 7 -10

Overall Job purpose

- Provide a complementary service to teachers and other staff to address the needs of pupils who require help overcoming barriers to learning so they can reach their full potential.
- The purpose of this job description is to identify generic and specific individual responsibilities in order for the employee to participate at Horizon Academy, in a full and effective way.
- This job description takes into account the contract agreed between Eko Trust and the job holder. It relates to the professional and representative role that the job holder has within Eko Trust.
- It will reviewed at the beginning of each academic year or sooner if necessary
- The job description will be referred to by the job holder and the team leader during the Staff Appraisal process.
- The job description is not intended to restrict an individual's participation, especially in activities carried out voluntarily.

Duties and Responsibilities

- To champion all of the children and ensure they feel inspired to be the best they can be
- Provide support and guidance and coaching to those pupils who require extra confidence and encouragement to reach their full potential.
- To promote and teach skills around the school values of learn, grow, thrive
- Carry out 'Meet and Greets' where appropriate to support Persistent Absentees or vulnerable children coming into school.
- Working with groups or individuals as directed by SENCO or Behaviour Lead Support Practitioner and Lead Behaviour Mentor
- Help pupils overcome a variety of social, emotional, SEN and/or behavioural issues, ranging from punctuality, absence and challenging behaviour.
- Help pupils to increase their confidence and self-esteem by listening to them and devising appropriate strategies.

- Tailor the mentoring / coaching experience to the specific pupils. Identifying whether they would most benefit from one-to-one, group, in classroom or out of classroom support.
- Coach staff and deliver training to staff (individually, small groups or whole staff sessions)
- Work with families, the school and possibly external agencies to improve attendance, social/educational inclusion, and overall behaviour.
- Liaise with other staff to identify pupils who would benefit from additional support/mentoring.
- Creating bespoke plans and resources for pupils, detailing the aims of the mentoring, and monitoring progress against the plan.
- Maintain accurate records across all school systems (in an appropriate manner) for behaviour, progress, concerns, achievements and interventions.
- Help improve attendance and promote punctuality of pupils.
- Advise parents on behavioural strategies and parenting skills.
- Communicate effectively with key stakeholders any pertinent information about a pupil.
- Help with transition activities for pupils moving on to secondary school, leaving the school etc.
- Support the development of partnerships between families, the school and external agencies.
- Support the co-ordinated effort across the school for ensuring maximum inclusion of the most vulnerable children and families.

Management and Pastoral

- Maintain appropriate records and to provide relevant accurate and up-to-date information for MIS on behaviours, etc.
- To promote the general well-being and pastoral care of individual pupils and liaise with staff when appropriate.
- To encourage pupil attendance in lessons and encourage pupils to be full participants of the school community and aspects of school life.
- To evaluate and monitor the emotional well-being of pupils.
- To follow the school behaviour policy and implement accordingly.
- To communicate as and when appropriate, with parents, professionals or bodies out of school concerning the welfare of individual pupils.
- To contribute to the development and teaching of the PHSE and citizenship curriculum.

Communication and Liaison

- Communicate effectively with the parents of students as appropriate.
- Where appropriate, communicate and cooperate with persons or bodies outside the school.
- Follow agreed policies for communications in the school.

School Ethos

- Play a full part in the life of the school community, supporting its distinctive mission and ethos and encouraging staff and students to follow this example.
- Promote actively the school's corporate policies.
- Comply with the school's health and safety policy and undertake risk assessments as appropriate.
- Be proactive and positive and find solutions to problems.

General Duties

- To have due regard to the provisions of Health and Safety at work legislation
- To have due regard to the Trust's Equal Opportunities Policy
- To be aware of the confidential issues regarding this post including adhering to GDPR requirements
- To undertake any other duties that are within the grade and scope of the post, as determined by the Headteacher/Line Manager.
- To undertake annual mandatory and statutory training as directed by the Trust or School.

Developing self and working with others

- Promote and maintain a culture of high expectations for self and others
- Regularly review own practice, set personal targets and take responsibility for own development, seeking advice and support from relevant colleagues

Scope

The post-holder will be based at one of the Trust schools and may be expected to work across the Trust, travelling from time to time to other Trust sites. This job description needs to be considered in the context of a developing and evolving situation and, therefore, responsibilities described here may be adapted to meet changing needs.

Safeguarding

Eko Trust is committed to safeguarding and promoting the welfare of children and expects all staff and volunteers to share this commitment. Employees are expected to have due regard for safeguarding and promoting the welfare of children and young people and to follow the child protection procedures adopted by the Trust

Person Specification / Selection Criteria
Behaviour Learning Support Practitioner

Selection Criteria	Essential	Source A = Application I = Interview R = References T = Task/Observation
Qualifications		
GCSE C or equivalent in English and Mathematics	✓	A
<ul style="list-style-type: none"> • Team Teach qualification (desirable) • Evidence of professional development relevant to this role 		
Experience		
Experience of working with young people, parents, carers and school staff <ul style="list-style-type: none"> • Experience of working directly with young people who can exhibit challenging behaviour and/or young people who have social and emotional difficulties • Knowledge of how to make adaptations to make an activity inclusive • Experience of delivering extra-curricular activities to young people • Experience of producing reports 	✓	A I T
Knowledge and Skills		
Ability to build rapport and an effective working relationship with young people and colleagues quickly <ul style="list-style-type: none"> • Knowledge of and commitment to the principles of positive behaviour approaches • Excellent literacy and numeracy skills, including using MIS, Microsoft packages and Google drive software within an school • Ability to use school data systems to track and analyse trends • Ability to work with parents and carers 	✓	A R I T

<ul style="list-style-type: none"> • Understanding and commitment to Safeguarding and promoting the welfare of young people • Manage good communication skills • Understand about social, emotional and mental health needs of pupils and ways to support them • Excellent ICT skills 		
Corporate Responsibility		
Commitment to comply with the school's policies	✓	A R
Commitment to continue personal development in relevant area	✓	A
Commitment to participate in the staff review and development process	✓	A R
Commitment to raising standards for all staff and students	✓	A I
Commitment to equal opportunities and inclusion	✓	A I
Commitment to participation in the full life of the school	✓	A
Personal Qualities		
Resilience	✓	R I
Deal sensitively with people and resolve conflicts	✓	R I
Ability to get the best out of people	✓	R I
High levels of motivation and commitment	✓	A R I
Ability to work under pressure and meet deadlines	✓	A R I
Achieve challenging professional goals	✓	A
Ability to solve problems quickly and decisively and able to stay calm in a crisis	✓	A I
Application		
Accurate completion of school application form	✓	A
Letter which addresses person specification, evidence in letter and application	✓	A
Technically accurate in terms of spelling, punctuation and grammar	✓	A
Legally entitled to work in the UK	✓	A

