



SALENDINE NOOK
HIGH SCHOOL

CANDIDATE INFORMATION PACK

Behaviour
Support Worker



Heritage MAT
Excellence through collaboration

Behaviour Support Worker

JOB DESCRIPTION

Trust School: Salendine Nook High School

Grade: Grade 7, NJC Point 14–17

Hours: 28.75 per week, term-time only

Contract type: Permanent

Reporting to: SENCO

Responsible for: None

Job Purpose: To work under the supervision, direction and guidance of the SENCo and SEND Staff Manager to provide targeted support to students with Social, Emotional and Mental Health (SEMH) needs.

The post holder will support the delivery of structured interventions, promote positive behaviour, and enable students with complex behavioural needs to access learning through emotional regulation strategies, practical engagement and relationship-based practice.

Work may be carried out in the classroom, in intervention spaces, or outside the main teaching area.

Key Areas

- Behaviour Support
- Pupil Support
- Intervention and Engagement Activities
- General

Duties and Responsibilities

1. Behaviour Support

- 1.1 To undertake duties in accordance with school practices and procedures, ensuring the post holder actively upholds and promotes the ethos of the school.
- 1.2 To work under the direction of the SENCo and teaching staff to implement behaviour support strategies and contribute to a consistent whole-school approach.
- 1.3 To promote positive behaviour, acting as a role model and supporting students to develop self-regulation and responsibility for their actions.

- 1.4 To respond to challenging situations calmly and appropriately, using de-escalation techniques and agreed co-regulation approaches.
- 1.5 To support the implementation of behaviour support plans, EHCPs and other personalised strategies.
- 1.6 To monitor, record and report on behaviour and engagement in line with school systems.
- 1.7 To contribute to the development of behaviour strategies and interventions in collaboration with colleagues.
- 1.8 To undertake relevant training in behaviour support, safeguarding and SEMH support as required (including Team Teach), under the direction of the Principal.

2. Pupil Support

- 2.1 To provide support and guidance to students on a one-to-one basis or within small groups, particularly those with SEMH needs, under the direction of the SENCo or teaching staff.
- 2.2 To build positive, professional relationships with students to support engagement, attendance and inclusion.
- 2.3 To support students in accessing learning by addressing barriers related to emotional regulation and behaviour.
- 2.4 To implement agreed strategies from EHCPs, behaviour plans and intervention programmes.
- 2.5 To support students during unstructured times, including break or transition periods, where required.
- 2.6 To contribute to reviews, meetings and reporting by providing feedback on student progress and needs.
- 2.7 To work collaboratively with staff and, where appropriate, external agencies to ensure a holistic approach to support.
- 2.8 To actively encourage the inclusion of all pupils to participate in the life, curriculum and activities of the school.
- 2.9 Under the direction of the teacher, assist in the structured and agreed learning activities.

3. Intervention & Engagement Activities

- 3.1 To plan and deliver structured intervention sessions focused on emotional regulation, behaviour and engagement.
- 3.2 To design and facilitate practical activities (e.g. sport or hands-on learning) to engage students and support self-regulation.
- 3.3 To adapt activities to meet individual student interests and needs, promoting inclusion and participation.
- 3.4 To prepare and organise materials and resources required for intervention sessions and activities.
- 3.5 To provide opportunities for reflection and development of social and emotional skills.
- 3.6 To assist in the supervision of activities, including off-site visits where appropriate.

4. General

4.1 As part of your wider duties and responsibilities, you are required to promote and actively support the school's/LAs responsibilities towards safeguarding. Safeguarding is about keeping people safe and protecting them from harm, neglect, injury and abuse. It is about creating safe places, being vigilant and doing something about any concerns you might have. It isn't just about the very old and the very young; it is about everyone who may be vulnerable. Please refer to the Employment page, working for the Council on the Kirklees website under the following link:

<http://www.kirklees.gov.uk/employment/safeguarding.shtml>

4.2 Carry out your duties with due regard to current and future school policies, procedures and relevant legislation, including SEND and safeguarding requirements. These will be drawn to your attention in your appointment letter, your statement of particulars, induction, ongoing performance development and through school communications.

4.3 To maintain confidentiality and demonstrate professional standards in all aspects of work.

4.4 To participate in training, professional development and performance review processes.

4.5 To contribute to the wider life of the school, including duties, meetings and school events as required.

4.6 To undertake additional duties appropriate to the grade of the post as directed by the line manager.

Additional Information

- This post is subject to an enhanced DBS check as it is a regulated position.
- The job description may be amended at the discretion of the Headteacher to meet the changing needs of the school.
- Reasonable adjustments will be made to support disabled applicants or employees.

SALENDINE NOOK HIGH SCHOOL**EMPLOYEE SPECIFICATION****Post Title: Behaviour Support Worker**

	ATTRIBUTES		RELEVANT CRITERIA	IDENTIFIED	RANK
1.	RELEVANT EXPERIENCE	1.1	Experience working with children or young people with Social, Emotional and Mental Health (SEMH) needs.	Application/Selection Process	A
		1.2	Experience working in an educational setting, ideally at secondary level.	Application/Selection Process	B
		1.3	Experience implementing behaviour management strategies and de-escalation techniques.	Selection Process	B
		1.4	Experience or desire to deliver or facilitate practical activities such as sport, engineering, or hands-on learning experiences.	Selection Process	A
		1.5	Experience working with students with Education, Health and Care Plans (EHCPs) or complex needs.	Selection Process	B
		1.6	Experience or desire to build positive relationships with young people who present with challenging behaviour.	Selection Process	A
		1.7	Experience or desire to monitor and record student progress and behaviour.	Selection Process	A
		1.8	Experience or willingness to work collaboratively with SENCos, pastoral teams, or multi-agency professionals.	Selection Process	A
2.	EDUCATION AND TRAINING ATTAINMENTS	2.1	Relevant qualification in behaviour support, youth work, education, or related field.	Application	B

		2.2	Training in, or willingness to undertake, positive behaviour management training, de-escalation, or trauma-informed practice.	Selection Process	B
		2.3	Numeracy and literacy skills to a level sufficient to support students and maintain accurate records.	Application	A
		2.4	Relevant SEMH-specific or safeguarding training.	Selection Process	B
		2.5	Willingness to undertake further professional development in SEMH support and behaviour management.	Selection Process	A
		2.6	Coaching, sports leadership, or youth engagement qualification.	Selection Process	B
3.	GENERAL AND SPECIAL KNOWLEDGE	3.1	Understanding of SEND legislation, policies and best practice (using EEF recommendations to guide appropriate interventions).	Application/Selection Process	A
		3.2	Understanding of SEMH needs and the impact on learning and behaviour.	Selection Process	A
		3.3	Understanding and commitment to Equal Opportunities and how this relates to the duties of the post.	Selection Process	A
		3.4	Knowledge of emotional regulation strategies and their practical application.	Selection Process	A
		3.5	Understanding of safeguarding procedures and child protection in educational settings.	Application/Selection Process	A
		3.6	Knowledge of positive behaviour support frameworks and restorative approaches.	Selection Process	A

		3.7	Understanding of the importance of relationship-based practice with vulnerable young people.	Selection Process	A
		3.8	Knowledge of how practical and physical activities support emotional regulation and engagement.	Selection Process	B
4.	SKILLS AND ABILITIES	4.1	Excellent interpersonal and communication skills, with the ability to build rapport with students who may present with challenging behaviour.	Application/Selection Process	A
		4.2	Ability to act as a positive role model, promoting respectful language and behaviours.	Application/Selection Process	A
		4.3	Strong organisational skills and ability to plan and deliver structured intervention sessions.	Application/Selection Process	A
		4.4	Ability to remain calm under pressure and respond appropriately to challenging situations, following agreed procedures and Responsive Co-Regulation Plans.	Application/Selection Process	A
		4.5	Ability to use initiative and adapt approach based on individual student needs and circumstances.	Selection Process	A
		4.6	Strong observation and assessment skills to monitor student progress and identify emerging needs.	Selection Process	A
		4.7	Ability to work collaboratively with colleagues and contribute to a team approach.	Selection Process	A
		4.8	Practical skills in sport, engineering, or other hands-on activities that can be used to engage students.	Selection Process	A

5.	ADDITIONAL FACTORS	5.1	Understanding of equality, diversity, and inclusion principles.	Selection Process	A
		5.2	Willingness to undertake further professional development.	Selection Process	A
		5.3	Enhanced DBS clearance.	Application	A
		5.4	Strong reliability, punctuality, attendance and professional conduct.	Application/Selection Process	A
		5.5	Willingness to undertake further training in Access Arrangements and examination procedures.	Selection Process	A
		5.6	Understanding of logistical operations in educational settings.	Application/Selection Process	B
		5.7	Understanding of the importance of consistency and clear boundaries in supporting students with SEMH needs.	Selection Process	A
		5.8	Commitment to ongoing professional development in SEMH provision and behaviour support.	Selection Process	A

Key:

Essential (A): Must be demonstrated at application/interview stage.

Desirable (B): Advantageous but not essential; can be developed in post.

Please make sure that you demonstrate your ability to meet the requirements of the job by giving clear, concise examples of how you meet each criteria on your application form. The letters A, B and C in the "Rank" column refer to the importance we will give your answers when we read your applications. You must have all the A's on day one to be able to do the job, you need to have all the B's to do the job, but they could be learnt during the induction, and if you have C criteria this would be an additional bonus. We recognise and welcome our responsibility to remove any barriers in our Recruitment and Selection process for disabled people. We have tried to do this, but if you have a disability and identify any barriers in the job description or employee specification, please tell us of these in your application. We are committed to making reasonable adjustments to the job wherever possible and it would help us to know your needs in order to do this.

Where criteria are to be identified through the "Selection Process", this may involve written exercises, group discussions, presentations, interview etc.