

## Job Profile: Behaviour Support Worker

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|---------------------|---------------------------------------------------------------------|
| Salary scale:       | Grade B3, SCP 7 - 11                                                |
| Working hours:      | 37 per week                                                         |
| Academy/department: | Lightcliffe Academy, Pastoral Team                                  |
| Responsible to:     | Pastoral Lead / Vice Principal                                      |
| Nature of contract: | Permanent, term time only, 38 weeks per year plus 5 days (39 weeks) |

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### Job purpose:

- To support the school's behaviour strategy as part of the wider behaviour support team.

### Job specific responsibilities:

- Provide support with the lesson removal system (Session Manager / On call) and supervise withdrawn students.
- Support students with behaviour in lessons and around the school.
- Support staff in dealing with challenging behaviour.
- Undertake the supervision of detentions.
- Support and lead sessions in The Hub to ensure students have opportunities to reflect and have restorative conversations.
- Undertake supervision duties during the school day, including lunchtime and break supervision.
- To support the school's work to ensure good attendance and punctuality as required, including supporting at the school gate and late detentions.
- Establish positive working relationships with vulnerable students and their families in order to support their needs within school.
- Investigate incidents by taking statements, interviewing students and making recommendations to the Year Leaders.
- To develop restorative practices with the students in inclusion to ensure they are aware of the mistakes they have made and how they can prevent them from recurring.
- Support staff in improving behaviour, attendance and progress by working with designated groups and individuals as required.
- Support and assist the wider behaviour support team as directed and as require
- Follow up safeguarding issues in line with school policies and procedures
- Establish working routines and maintain records/logs of casework and provide staff with requested information as required.
- To maintain a record of discussions with students, reporting to the relevant member of staff.
- To liaise with subject leaders for programmes of work for students to complete in inclusion.
- To challenge and motivate students to promote and reinforce high levels of self-esteem.
- To liaise with parents/carers when deemed appropriate to reinforce behaviour expectations of the school.
- To maintain appropriate records on Arbor, and report to the relevant staff.
- To attend meetings specific to behaviour management strategies and contribute to improving systems and procedures e.g., appropriateness of work set, amendments to procedures, improvements to learning environment and engagement of students.
- To work on improving student behaviour through:
  - Providing support for individual and small groups of students

- Participating in appropriate professional development as provided by the academy/trust or external providers.
- Participating in our motivating performance process
- To ensure that most pupils make good progress and achieve well by:
  - Ensuring that the individual needs of pupils are well catered for.
  - Assisting in ensuring the level of challenge set for pupils is realistic and pupils are productive.

### Abbey MAT responsibilities

- Contribute to the overall aims and values of the academy and Trust, appreciate and support the roles of other members of the wider team and attend and participate in relevant meetings as required
- Comply with all academy and Trust policies and procedures including child protection, safeguarding, health, safety, welfare, security, confidentiality and data protection, reporting any concerns to the appropriate person
- To safeguard and promote the welfare of children for whom you have responsibility, or come into contact, including adhering to all specified procedures
- To promote and adhere to principles underpinning equalities in terms of employment and service delivery to ensure that colleagues are treated, and services deliver, in a fair and consistent manner.

*The role holder must demonstrate a flexible approach to the delivery of the role. Consequently, the role holder may be required to perform work not specifically identified in this profile, but which is in line with the general scope, grade and responsibilities of the role.*

## People Profile:

| Aptitudes, qualities and values:                                                                                                                                                                   | Essential | Desirable |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------|-----------|
| Significant experience of working in a similar role within a school/academy setting                                                                                                                | ✓         |           |
| Substantial expertise in initiating and maintaining successful working relationships with students, teaching and non-teaching staff, parents/carers and relevant agencies                          | ✓         |           |
| Proven record of successful delivery of support to students to overcome barriers to learning both at a strategic and operational level resulting in improved outcomes and progression for students | ✓         |           |
| An inspirational, caring practitioner with an ability to communicate effectively with others for the benefit of students                                                                           | ✓         |           |
| Ability to reflect, critically and respond to students and academy needs                                                                                                                           | ✓         |           |
| Possess personal integrity, warmth, a willingness to grow and learn and a sense of humour                                                                                                          | ✓         |           |
| Be resourceful and think creatively to anticipate and problem solve                                                                                                                                | ✓         |           |
| Appropriate and effective professional relationships with all                                                                                                                                      | ✓         |           |
| Foster an open, fair and equitable culture, managing conflict where necessary                                                                                                                      | ✓         |           |
| Excellent interpersonal, written and oral communication skills                                                                                                                                     | ✓         |           |

| <b>Qualifications, knowledge, skills and experience:</b>                                                                                                            | <b>Essential</b> | <b>Desirable</b> |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------|------------------|
| Recent, relevant professional learning and development                                                                                                              | ✓                |                  |
| Completion of, or working towards, additional professional qualifications relevant to this post                                                                     |                  | ✓                |
| Evidence of high expectations which inspire, motive and support students                                                                                            | ✓                |                  |
| Knowledge and understanding of diverse range of potential barriers to learning, how to identify and address such issues                                             | ✓                |                  |
| Ability to lead, motivate and develop effective team working between students and staff to ensure common goals are met                                              | ✓                |                  |
| Knowledge of and ability to implement positive behaviour systems and procedures                                                                                     | ✓                |                  |
| Proven ability to manage behaviour effectively to ensure and foster a safe, engaging, enjoyable and outstanding climate for learning                                | ✓                |                  |
| Ability to communicate confidently and effectively with students, staff, parents and relevant external agencies                                                     | ✓                |                  |
| Understanding and practical experience of safeguarding policies and procedures to ensure students' well-being, in accordance with statutory provisions and policies | ✓                |                  |
| Knowledge of the wider educational context and national accountability frameworks                                                                                   | ✓                |                  |
| Confident in the use of IT to maintain accurate student records and communicate information effectively to others                                                   | ✓                |                  |
| Relevant training in place to become a designated safeguarding officer                                                                                              | ✓                |                  |
| Ability and willingness to train as a first aider                                                                                                                   | ✓                |                  |
| <b>Safeguarding and promoting the welfare of students:</b>                                                                                                          | <b>Essential</b> | <b>Desirable</b> |
| Appropriate motivation to work with children and young people                                                                                                       | ✓                |                  |
| Ability to maintain appropriate relationships and personal boundaries with children and young people                                                                | ✓                |                  |
| Comply with the Trust's commitment to the protection and safeguarding of children                                                                                   | ✓                |                  |

## **Our Trust mission:**

In Partnership to Educate, Nurture and Empower

## **Our Trust vision:**

*Abbey Multi Academy Trust is committed to providing high quality education for all within an environment which is welcoming, disciplined and purposeful. Through a range of opportunities including academic, cultural and spiritual, our students and staff are empowered and nurtured to flourish and live 'life in all its fullness' (John 10:10).*

[www.abbeymat.co.uk](http://www.abbeymat.co.uk)



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