

THE CHERWELL SCHOOL
Kindness, Opportunity, Responsibility, Excellence

Behaviour Support Coach
(Fixed Term Contract)

Job Description

Responsible to: Inclusion Manager

Salary Scale: Grade 5

Working Time: 26 hours per week, term time only

Job Purpose:

To play an active role in managing the behaviour and emotions of identified SEMH students.

Key role:

Support for Students:

- Provide immediate, calm intervention when a student is in distress, helping them safely de-escalate and return to a state of readiness for learning
- To provide support to designated small groups of students
- Building Interventions: To work under the direction of the line manager to implement ongoing behavioural and emotional interventions and ensure effective communication is maintained throughout the school
- Deliver structured, small-group and 1:1 sessions focusing on anger management, emotional regulation, social skills, self-esteem, and conflict resolution
- Curriculum Access: Sit alongside students in mainstream classes when necessary, breaking down academic tasks into manageable chunks to reduce frustration and prevent behavioral outburst or opting out.
- Routine & Transition Support: Help students manage high-anxiety periods of the day, such as arrivals, breaks, lunchtimes, and moving between lessons on a day-to-day basis
- Keep records of individual students - using an Assess, Plan, Do, Review process.
- Collaborate with the SENCo, teachers, and external specialists to design, implement, and review Individual Behavior Plans and risk assessments.
- Restorative Justice: Facilitate restorative conversations between students, and between students and staff, to repair relationships after behavioral incidents.
- Collaborative working: Advise classroom teachers on successful strategies unique to specific students, ensuring a consistent approach across the school.

Key tasks:

The Daily Routine: Arrival to Dismissal

- The Meet-and-Greet: Meet the student/s at a specific, low-stimulus entrance (rather than the main school gates) with a positive, calm energy.
- The Decompression Check: Run a quick, informal check-in. Ask how their evening/morning was to gauge their emotional baseline and how the day progressed, to inform next steps for the following day.
- Goal Setting: Review the timetable for the day together. Flag any potential triggers early (e.g., *"We have a supply teacher in Period 3, but you and I have a plan for that"*).
- Executive Functioning Setup: Help them be organised and set them up for success. for example check their bag, check they have their equipment or issue it, and ensure their phone is safely off and away to prevent distractions.
- De-escalation: If the student hits a trigger point, use pre-practiced scripts and low-arousal body language to safely remove them from the classroom to a designated space.
- Restorative Reset: Once the student is calm, work through what happened and support them in making steps to repair relationships with the teacher or peer.
- Parent communications: If appropriate, send an email or call home.
- In-Class Curriculum access support (During Lessons)

Your job may require you to support in the classroom. You would be required to act as a supportive buffer, helping them access the work before frustration turns into a behavioral outburst.

- Task Chunking: Break the teacher's complex instructions down into 1-2 small, actionable steps.
- Scaffolding: Help them start their task to overcome the 'blank page anxiety' that often triggers task-avoidance and opting out.
- Facilitate Breaks: Implement pre-agreed movement breaks if you notice their physical signs of frustration building (fidgeting, heavy sighing).
- Positive Praise: Give quiet, specific positive reinforcement for focus or effort, avoiding public praise that might embarrass a student in front of peers.

General Whole School Responsibilities:-

- Attend whole-school and Inclusion Team briefings
- Attend Inset days and additional training as appropriate
- Read and respond to school bulletins / staff room notices
- Check notice board and email daily
- Comply with all school policies on child protection, health and safety, confidentiality and data protection

General Duties

- Be aware of and comply with policies and procedures relating to child protection, health, safety and security and confidentiality, reporting all concerns to an appropriate person
- Be aware of and support difference and ensure equal opportunities to all
- Contribute to the overall ethos/work/aims of the school / River Learning Trust
- Follow the Trust's Health and Safety rules and procedures (eg. GDPR) and adhere to safeguarding principles
- Appreciate and support the role of other professionals
- Attend and participate in relevant meetings as required
- Participate in training and other learning activities and performance development as required
- To perform any other reasonable duties relating to the post as directed by Head Teacher and/or Faculty Leader of Modern Foreign Languages
- To seek to develop the values of democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs within the school community
- To contribute fully to the school's safeguarding policy and procedures and attend regular safeguarding training

Mental Health and Wellbeing

- To carry out safeguarding duties and promote children's wellbeing in accordance with school guidelines
- To work with the Senior Leadership Team (SLT) in setting a culture within the school that supports the mental health and wellbeing of all members of the community as described in the school's Mental Health and Wellbeing Policy.
- Develop effective professional relationships with colleagues, knowing how and when to draw on advice and specialist support

Notes:

- While every effort had been made to explain the main duties and responsibilities of the post, each individual task undertaken may not be identified
- Employees will be expected to comply with any reasonable request from a manager to undertake work of a similar level that is not specified in this job description

The Cherwell School and the River Learning Trust are committed to safeguarding and promoting the welfare of all children and preventing extremism; all staff must ensure that the highest priority is given to following the guidance and regulations to safeguard children and young people. The successful candidate will be required to undergo an Enhanced Disclosure from the Disclosure and Barring Service (DBS) and obtain any other statutorily required clearance. Employment will also be conditional on the receipt of at least two acceptable references (1 from current/latest employer) and evidence of the formal qualifications required for the role.