

JOB DESCRIPTION

Job title:	Behaviour for Learning Keyworker	
Post number:	1	
Grade:	NJC Outer London Grade 5 (scp 11-15) FTE £32,070 - £33,987 pro rata £27,671 – £29,325	
Contract	Permanent	
Hours:	36 hours per week, term-time plus 5 INSET days	
Responsible to:	Assistant Headteacher	
Responsible for:	-----	
Job purpose:	• Providing support to individual pupils, and groups of pupils, to encourage improvements in behaviour for learning. • Providing access to curriculum enhancements designed to promote pupil engagement and improve behaviour.	
Key internal contacts:	Senior Leadership Team SEN Team Administrative and Business Support Team	Classroom Support Team Students Teachers
Key external contacts:	Parents/carers;	Relevant external agencies.
Special consideration:	Hold a clear Enhanced DBS check	

Specific duties:

Providing interventions to support behaviour for learning

This will involve:

- Taking a lead role in the delivery of behaviour support to pupils.
- Supporting learning in the classroom, or via small group support, when required.
- Under advice from senior staff, devising programmes of support for pupils, either through group work or individual support.
- Supporting pupils at offsite/alternative provision.
- Providing information and advice to enable pupils to make choices about their own learning and behaviour.
- Challenging and motivating pupils and promoting and reinforcing self-esteem.
- Develop a mentoring relationship with pupils needing particular support aimed at achieving the objectives in their individual action plans.
- Offering support to students and colleagues within the PRU's restorative approaches framework.

Monitoring improvements in behaviour for learning

This will involve:

- Contributing to the development of pupils' individual action plans, as a result of provision mapping.
- Attending review meetings (including safeguarding meetings, as appropriate) and advocating for students where problems arise.
- Promoting a positive, optimistic attitude to learning and achievement within the school; acting as a role model with pupils and families and the wider community.
- Challenging and motivating pupils; taking advantage of opportunities to improve, promote and reinforce self-esteem.
- Providing objective and accurate feedback and reports as required, to other staff on pupils' achievement, progress and other matters, ensuring the availability of appropriate evidence.
- Monitoring pupil progress to judge the effectiveness of the support, and providing regular feedback to teachers, parents, the pupil and other appropriate professionals. Providing support if difficulties become apparent.
- Monitoring and evaluating pupils' responses and progress against action plans, through observation and planned recording.

Organising and delivering curriculum enhancements

- Planning and leading offsite, educational visits and other activities, to further enhance learning.
- Liaising with appropriate staff member(s) and obtaining approval for all activities undertaken.
- Ensuring all health and safety issues have been considered prior to the start of activities, and completing risk assessments as appropriate.
- Supervising all activities.
- Maintaining any equipment and supplies used in proper working order, in an orderly, clean manner.
- Working to a given allocated budget; identifying additional sources of funding wherever possible.
- Promoting good relationships between young people through engagement in appropriate activities.

General

- Within the performance management process, identifying training needs, engaging in training activities and responding to actions suggested to improve performance.

Data Protection

- Maintaining records and archive systems, in accordance with departmental procedure, policy and statutory requirements

Safeguarding

- Ensure all safeguarding protocols are followed for students learning remotely or unable to attend on site
- Monitor student wellbeing and report concerns in line with SVC's safeguarding procedures
- Work with the Designated Safeguarding Lead to ensure students are safe and supported
- Maintain awareness of students who may be at risk due to their circumstances

Other Considerations:

All staff are employed by the Saffron Valley Collegiate, and can be deployed at any location within the Collegiate. Decisions will be made with due regard to the needs of the young people/service and the expertise and experience of the individual staff member.

Trust

- Promote the Trust's core themes of working with vulnerable young people and helping them to flourish;
- Promote the safeguarding and welfare of children and young people; Complying with the Trust's policies and procedures (e.g. equal opportunities and health and safety);
- Ensure high standards of behaviour and dress are maintained.

Footnote: This job description is provided to assist the job holder to know what his/her main duties are. It may be amended from time to time without change to the level of responsibility appropriate to the grade of post.

Review:

This job description will be reviewed regularly and may be subject to amendment and modification, following consultation with the post-holder. It is not a comprehensive statement of procedures and tasks; however, it sets out the main expectations of the School in relation to the post-holder's professional responsibilities and duties.

I confirm that I understand and agree the duties of this job description.

Signature:

Print name:

Date:

Manager's signature:

Print name:

Date:

PERSON SPECIFICATION

The person specification shows the abilities and skills you will need to carry out the duties in the job description. Short listing is carried out on the basis of how well you meet the requirements of the person specification. **You should mention any experience you have had which shows how you could meet these requirements when you fill in your application form.** If you are selected for interview, you may be asked also to undertake practical tests to cover the skills and abilities shown below.

Qualifications and Experience	Assessment Method
Essential: - NVQ 3 or equivalent qualification or experience in relevant discipline. - Level 2 equivalent qualifications in English and mathematics (or working towards, within an agreed timeframe). - Experience of working with pupils with additional needs. Desirable: - Experience working with vulnerable/challenging students of relevant age.	Application form Certificates Interview
Skills and Abilities	
Essential: - Evidence of the ability to provide successful curriculum enhancements (e.g. sport, outdoor learning, creative activities) to promote the engagement of young people in learning and positive, character building activities. - Excellent communication/literacy/numeracy skills, with evidence of the ability to write clear reports including analysis of data, with support. - Evidence of the ability to plan and prioritise effectively to meet deadlines and targets, acting on own initiative. - Evidence of the ability to work constructively as part of a team; understanding classroom roles and responsibilities and your own position within these. - Evidence of the ability to develop a school programme for learning mentor work and to collaborate with colleagues in developing an effective pupil support programme. - Evidence of the ability to develop effective working partnerships with pupils and their families, including the ability to motivate and support by developing a wide range of strategies to meet pupils' needs.	Application form Supporting statement Interview In-tray exercise

Evidence of the ability to self-evaluate learning needs and actively seek learning opportunities.	
Knowledge	
Essential: - Working understanding of the principles of safeguarding and other relevant issues. - Working knowledge of effective support for learning programmes/strategies (including courses, organisations and agencies). - An understanding of how a range of factors can inhibit pupils' ability to learn (in particular barriers relating to EBD), and how best to overcome these. - A good understanding of the promotion of equality, diversity and inclusion in an education environment. - To have a strong working knowledge of IT e.g. Word, Outlook, Excel, PowerPoint and Zoom/Microsoft Teams Desirable: - Understanding of curriculum requirements for English, Maths, Science, and PSHE at secondary level	Application form Supporting statement Interview In-tray exercise
Special Conditions	
Essential: - Undertake an Enhanced DBS check. Desirable: - Hold a current driving license and use of own transport. - To be a qualified first aider, or willing to attend training.	Supporting statement