



Fountain Head House School

JOB TITLE	Positive Behaviour Support Assistant
REPORTS TO	Designated Safeguarding Lead Behaviour Lead
HOURS	35 hours per week Times to be confirmed by the school and subject to change
SALARY	£27,785.00
HOLIDAYS	Term time only (39 weeks term time plus 4.2 weeks holiday)

This post is subject to satisfactory references and DBS checks

Fountain Head House School is committed to safeguarding and promoting the welfare of children and young people and expects all staff to share this commitment.

All staff must have due regard for safeguarding and promoting the welfare of children and young people and to follow the FHHS - Child Protection and Safeguarding Policy.

As the Exceptions (Amendment) Order 1986 to the Rehabilitation of Offenders Act 1974 applies to this position, the postholder will be required to apply for an Enhanced Disclosure from the Criminal Records Bureau.

In line with KCSiE, FHHS conducts online searches on shortlisted applicants on main internet search engines as part of safe recruitment due diligence. This does not include social media platforms.

JOB DESCRIPTION

Role Purpose

The Behaviour and Attendance Assistant plays a central role in supporting pupil wellbeing, safety, engagement, and inclusion across the school. Working directly with the Safeguarding and Behaviour Lead, the post holder will respond to behavioural incidents, monitor and analyse behaviour and attendance data, and support staff development through reflective practice and CPD.

The role is grounded in a trauma-informed, person-centred and relational approach, with a clear understanding that behaviour is a form of communication. The post holder will help ensure responses to behaviour are safe, dignified, consistent, and focused on learning and relationship repair rather than punishment.

Areas of Responsibility and Key Tasks

Behaviour Support and Incident Response

- Respond to and support with behavioural incidents across the school in a calm, professional, and trauma-informed manner.
- Support de-escalation and emotional regulation using relational strategies and agreed behaviour support approaches aligned to Crisis Prevention Institute (CPI) practice.
- Apply Crisis Prevention Institute (CPI) Safety Intervention principles, ensuring safety, dignity, and least-restrictive practice.
- Support pupils following incidents to restore emotional regulation, repair relationships, and re-engage with learning.
- Work in line with safeguarding, behaviour, and Positive Behaviour including Restrictive Interventions and Use of Reasonable Force policy at all times.

Behaviour Recording, Monitoring and Data Analysis

- Accurately record behavioural incidents using school systems and ensure logs are completed promptly and professionally.
- Check behavioural incident logs on a daily basis – identifying next steps and support for both pupil and staff involved.
- Monitor behaviour data to identify patterns, triggers, trends, and emerging risks.
- Analyse behaviour data to inform individual support planning, staff strategies, and whole-school practice.
- Produce regular behaviour analysis reports for the Safeguarding and Behaviour Lead and senior leaders.
- To undertake weekly analysis of behavioural incident data, identifying patterns, trends, triggers, and emerging risks, and to compile clear, concise reports for inclusion within the weekly safeguarding meeting. This will support the Safeguarding and Behaviour Lead in sharing key insights, informing strategic decision-making, and ensuring that behaviour practice and interventions remain responsive, consistent, and aligned with safeguarding priorities.

- To attend EHCP reviews and other meetings, where behaviour is a focus.

Post-Incident Support and Risk Management

- Support pupils following behavioural incidents through restorative conversations, enabling reflection, repair of relationships, and re-engagement with learning in a safe and supported manner.
- Implement and model trauma-informed and relational strategies to help pupils regulate, understand their behaviour, and develop more effective coping and communication skills.
- Contribute to the development, review, and updating of Pupil Risk Assessments following behavioural incidents, ensuring they accurately reflect current needs, triggers, and effective strategies.
- Assist in writing and maintaining clear, practical, and person-centred Pupil Risk Assessments that promote safety, dignity, and inclusion.
- Regularly monitor and review Pupil Risk Assessments to ensure they remain relevant, effective, and aligned with the pupil's evolving needs and presentation.
- Communicate appropriately and professionally with parents/carers following behavioural incidents, providing clear, supportive, and factual information, and working in partnership to promote consistency of approach between home and school.

Staff Support, Debriefing and Reflective Practice

- Facilitate structured post-incident debrief meetings with staff following behavioural incidents.
- Support staff to reflect on incidents using a learning-focused, non-judgemental approach.
- Help identify what worked well, what could be improved, and what learning can be applied moving forward.
- Promote emotionally safe practice for staff and contribute to staff wellbeing following challenging incidents.

CPD and Whole-School Development

- Support the planning and delivery of behaviour-related CPD, including trauma-informed practice, relational approaches, de-escalation, and behaviour as communication.
- To hold, or demonstrate a willingness to obtain, the Crisis Prevention Institute (CPI) Instructor qualification in Safety Interventions.
- To support the Safeguarding Lead in the delivery of Crisis Prevention Institute (CPI) training, including both initial and refresher courses, and to maintain accurate records to ensure all relevant staff hold valid and up-to-date CPI qualifications.
- Share learning from behaviour and attendance data analysis with staff teams.
- Model best practice in emotionally attuned, person-centred support for pupils.

Safeguarding and Professional Responsibilities

- Work within the school's safeguarding framework and report concerns in line with policy.
- Maintain confidentiality, professional boundaries, and accurate records.
- Work collaboratively with education, safeguarding, and therapeutic colleagues.
- Uphold the ethos, values, and expectations of an independent SEND setting.

Attendance Monitoring and Analysis

- Assist in monitoring daily attendance, punctuality, and patterns of absence.
- Assist in identifying pupils at risk of poor attendance or disengagement alongside the Safeguarding Lead.
- Assist in producing attendance data analysis reports, highlighting trends, concerns, and recommended actions.
- Assist in contributing to early intervention approaches to improve attendance, particularly for pupils experiencing anxiety, trauma, or school-related distress.

Work demands

- To act in a flexible and positive manner and to continually review effectiveness of programmes for pupils.
- To maintain a positive approach to working with pupils who have a variety of additional and complex needs.
- To make positive and supportive contributions to the Fountain Head House School staff team.
- To operate at all times, within the stated policies and practices of Fountain Head House School. Take responsibility for health and safety, safeguarding and child protection.

Other duties

The duties and responsibilities in this job description are not restrictive, and the post holder may be required to undertake any other duties which may be required from time to time. Any such duties should not, however, substantially change the general character of the post.

Health and Safety

The post holder must carry out his/her duties with full regard to the School's Health and Safety Policy and Procedures.

PERSON SPECIFICATION

CRITERIA	QUALITIES	REQUIREMENT
Qualifications and Training	Crisis Prevention Institute (CPI) Safety Intervention Instructor qualification or a current holder of a valid CPI Safety Intervention Blue Card.	Desirable
	Willingness to complete Crisis Prevention Institute (CPI) Safety Intervention Instructor qualification.	Essential
Experience	Experience working with children or young people with SEND, trauma, or complex needs.	Essential
	Experience recording, monitoring, and analysing behaviour and/or attendance data.	Desirable
	Experience responding to behavioural incidents in a SEND or specialist setting.	Essential
	Experience facilitating debriefs or reflective practice sessions with staff.	Desirable
	Experience contributing to or delivering CPD.	Desirable
Skills and Knowledge	Commitment to safeguarding and pupil wellbeing.	Essential
	Clear belief that behaviour is communication and commitment to person-centred support.	Essential
	Strong understanding of trauma-informed practice and the relational approach.	Essential
	Highly organised with strong attention to detail.	Essential
	Understanding of attendance challenges within SEND and trauma-impacted populations.	Desirable
	Committed to dignity, inclusion, and building positive relationships.	Essential
	Collaborative and supportive of pupils and colleagues	Essential
Personal Qualities	Empathic, emotionally intelligent, and reflective.	Essential
	Calm, resilient, and solution-focused.	Essential
	Ability to remain calm, reflective, and emotionally regulated during challenging situations.	Essential
	Strong communication skills and ability to support colleagues through reflective discussion.	Essential