

Job Description and Person Specification

DATE	SIGNATURE

Role

Behaviour Support Worker
Beckfoot Trust
Salary/Grade: Grade 7
Reporting to: Assistant Headteacher



JOB DESCRIPTION

Corporate Responsibilities

- To provide direct support in and/or out of class for pupils who have been identified as having severe emotional and behavioural difficulties at Key Stages 1 and 2, upholding the highest standards of integrity and security in accordance with regulatory and awarding body requirements, working with colleagues and supporting students to achieve top 10% outcomes in a remarkable learning environment
- Adhere to the principles of alignment in the One Trust Contract
- Ensure probity, propriety and adherence to the Nolan Principles both in your personal conduct and throughout the Trust.
- Contribute to a culture of relentless improvement, where feedback is a gift
- Lead and uphold an individual and organisational commitment to safeguarding and promoting the well-being of children; being hyper-vigilant in all interactions with pupils and adults and reporting any concerns or suspicions, no matter how small, to the Designated Safeguarding Lead (Pupils) / Headteacher (Staff)
- Comply with all policies, procedures, working practices and regulations, in particular, Child Protection, Equality and Diversity, Health and Safety, Confidentiality, Data Protection, Financial Regulations in line with our Scheme of Delegation
- Be accountable to and carry out any reasonable request from the Headteacher / Line Manager

This role involves engaging with pupils in regulated activity relevant to children.

Key Duties and Responsibilities

- To provide direct support in and/or out of class for pupils who have been identified as having severe emotional and behavioural difficulties at Key Stages 1 and 2 when starting or transferring schools, ensuring appropriate integration into classes.
- To work with identified pupils within class or those who may need time away from class, individually or in groups, supporting their continued learning and the successful reintegration into class, as directed by the Class Teacher and/or Assistant Headteacher.
- To establish a working partnership with pupils that models social interactions and improves their social and academic skills, raises their self-esteem and provides small group opportunities for numeracy and literacy and other educational tasks.
- To assist in keeping detailed records of pupil's behaviour, attainment and attendance in order to produce reports for meetings, half termly reviews or when required.
- Provide appropriate support for pupils, in line with the curriculum, that meets with their identified needs, under the guidance of the subject Teacher, that will support the pupil to engaging in learning and develop socially acceptable behaviours within and outside the school environment.
- Provide appropriate support for teaching staff to ensure a purposeful, orderly and productive working environment and that the classroom is adequately prepared and appropriate for the work to be undertaken.
- Provide timely and accurate preparation and use of specialist equipment/resources/materials as required by the Teacher in line with the curriculum and lesson planning that has been identified for the pupil.
- Provide regular and accurate feedback to pupils in relation to progress and achievement, identifying learning successes and achievement and prepare additional support where required.
- Supervise and support pupils that may have been isolated from lessons, ensuring they carry out the work that has been provided by teaching staff, ensuring that the safety and security of the pupils are maintained at all times through registers and appropriate class management.
- To report on the work progress and behaviour of pupils whilst they have been in isolation.
- In conjunction with the Teacher, administer routine tests and invigilate exams in isolation room if required.
- To assist in the preparation of monitoring and progress reports on a daily, weekly, half termly and annual basis, or as required, in conjunction with the Teacher, and ensure records are maintained as requested and updated with referrals and actions.
- Promote positive values, attitudes and good pupil behaviour, dealing promptly with conflict and incidents in line with established policy and encourage pupils to take responsibility for their own behaviour, ensuring health and safety of pupils at all times.
- Liaise sensitively and effectively with parents/carers as agreed with the Teacher within your role/responsibility and participate in feedback sessions/meetings with parents with, as directed.
- Support and assist regular reporting, where necessary, for SEN Reviews or professional meetings such as Looked After Child Reviews or Strategy Meetings for children in need.
- Have an instrumental role in transition arrangements between schools and phases, supporting the Teacher where necessary.
- Provide support in relation to administrative duties when required.

Professional Development

- Be committed to own professional development, demonstrating the desire to be better tomorrow than you are today
- Establish and participate in training opportunities, meetings, and networks to support and maintain excellent skills, techniques and knowledge in teaching role
- Seek feedback and act on it to improve performance within and beyond formal coaching and appraisal opportunities
- Actively engage in the school coaching offer and appraisal process

JOB DESCRIPTION

- Under-go regular observations and participate in regular in-service training (INSET) as part of continuing professional development (CPD)
- Be aware of and comply with policies and procedures relating to child protection, health, safety and security, confidentiality and data protection, reporting all concerns to an appropriate person.
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We are committed to safeguarding and promoting the welfare of children and we expect all staff to share this commitment. All successful staff will undertake an Enhanced Disclosure and Barring Service Check.

The Trust is committed to making any necessary reasonable adjustments to the job role and the working environment that would enable access to employment opportunities for disabled job applicants or continued employment for any employee who develops a disabling condition.

Date: October 2023

This job description is illustrative of the responsibility of the post and not necessarily a comprehensive list of tasks.

Post-holders are expected to undertake work in line with the level and pay band of the post determined by the Line Manager. The Job Description will be reviewed with the post-holder in relation to need or on an annual basis through appraisal and whole-Trust review of strategy and effectiveness.

PERSON SPECIFICATION

Behaviour Support Worker

	Essential Requirements	Desirable Requirements	How Identified
Qualifications	<ul style="list-style-type: none"> • Minimum of five GCSE (A-C/4+) including English and Maths or equivalent e.g., Adult Literacy/Numeracy at level 2 • NVQ or equivalent or the ability to demonstrate high level of experience. • Recognised qualifications or able to demonstrate high level of experience in an EBD setting. • Awareness and training in specific needs for Autism, Attachment Disorder, ADHD and Tourette's syndrome. 	<ul style="list-style-type: none"> • Evidence of relevant CPD activities • First Aid certification or willing to work towards 	<ul style="list-style-type: none"> • Application • Interview
Experience	<ul style="list-style-type: none"> • At least one year positive experience of working with EBD pupils in a support role. • Relevant experience, knowledge and understanding of young people whose behaviour is extremely challenging. • Training in cross curriculum planning and approaches to learning and key areas of need e.g. Autism, ADHA, and Tourette's. • Experience of cross curricular collaborative approaches to education. 		<ul style="list-style-type: none"> • Application • Interview
Knowledge, Skills and Ability	<ul style="list-style-type: none"> • Work constructively as a part of a team to deliver excellent service • The ability and tenacity to manage pupils who have social, emotional and behavioural difficulties. • Excellent communication and interpersonal skills including producing comprehensive action plans and reports and maintaining appropriate records. • Understanding of the ethos behind cross curricular teaching approaches. • Knowledge of the development of children and their needs. • An understanding and depth of knowledge of the many factors that contribute to emotional and social development. • Knowledge of the importance of collaborative approaches in and beyond school and the use of rewards and sanctions. • Good organisational skills • Ability to work within and apply relevant policies and procedures and respond to unexpected problems • Ability to relate well and work effectively with a range of children and adults 	<ul style="list-style-type: none"> • Awareness of relevant regulations 	<ul style="list-style-type: none"> • Application • Interview

PERSON SPECIFICATION

	Essential Requirements	Desirable Requirements	How Identified
Character/ Values	<ul style="list-style-type: none"> • High commitment to safeguarding and promoting the welfare of children • A passion for education and a deep felt desire to make a difference for young people • Commitment to support and promote inclusion, diversity, and equality • Driven by values and aligned to the seven principles of public life of selflessness, integrity, objectivity, accountability, openness, honesty, and leadership • Humility: a recognition that the more you know, the less you know! Not being afraid to say, 'I don't know' • Emotionally intelligent: know when to direct and when to challenge • Present a positive perspective; able to listen and show awareness of other's sensitivities; have personal pride and lead by example • Understand the importance of work/ life balance 	<ul style="list-style-type: none"> • Flexible and hard working 	<ul style="list-style-type: none"> • Application • Interview
Personal Circumstances	<ul style="list-style-type: none"> • Legally entitled to work in the UK • Able to perform all duties and tasks with reasonable adjustment, where appropriate, in accordance with the Equality Act 2010 • Flexible to support out of hours activity on occasion 		<ul style="list-style-type: none"> • References • Interview