

Job Title: Behaviour & Inclusion Support Assistant	Pay Scale: PPS8
Normal Place of Work: The Priory Witham Academy	Line Manager: Phase Leader
Role Summary: <ul style="list-style-type: none"> • Work alongside the Senior Team and Pupil Support Worker to ensure that our strategies for inclusion are implemented successfully and have an impact on pupil progress. • Supervise, support and work directly with vulnerable children (and their parents/carers, where appropriate) ensuring improved outcomes in welfare, attendance and progress. • Complete relevant tasks to support the Academy inclusion systems such as: attendance panel meetings, PSPs and Medical Care Plans. 	

DUTIES AND RESPONSIBILITIES

- To carry out work on behalf of the academy to support with all aspects of inclusion, including working with individual children, small groups and large groups.
- To liaise with phase leaders and practitioners to identify pathways of support for pupils and then carry out the relevant tasks to enable this to be actioned effectively.
- Complete referral processes in line with academy expectations.
- Promote and develop positive working relationships with all staff and pupils.
- Model high expectations for behaviour and support staff to implement our behaviour curriculum and policy consistently and effectively.
- Support those with specific needs to follow behaviour routines and expectations that support the welfare and education of the pupils.
- Work alongside professionals from external agencies e.g. Behaviour Outreach Support Service (BOSS) to implement recommended strategies and complete Pupil Support Plans. Liaise with the relevant staff to ensure that clarity of expectation is communicated effectively and recommended strategies are implemented.
- Be on call to support with behaviours to minimise disruption caused to learning.
- Promote high expectations for attendance and support the academy in implementing strategies to ensure that all pupils attend school in line with our expectations.
- Schedule and conduct attendance panel meetings to determine reasons for absence and to set individual actions plans for improvement.
- Liaise with and provide relevant information to the attendance team as supporting evidence for fixed penalty fines and prosecutions to ensure good attendance for individual pupils.
- Work with Phase Leaders and practitioners to make appropriate adjustments to enable pupils to learn successfully within their classroom.
- Provide support for pupils to regulate, review and adapt behaviour and re-engage with learning.
- Liaise with the Phase Leader and practitioners to deliver appropriate interventions to support pupil progress.
- Work with Phase Leaders and practitioners to ensure that the learning environment is supportive in enabling our behaviour curriculum and policy to be effectively actioned.

- Have familiarity with all relevant pupil information so that planning is well informed and promotes fostering growth, self-esteem and independence.
- Support and develop parent/carers engagement and build relationships with them in order to successfully work together to best meet the needs of pupils.
- Support the Wrap around provision including Breakfast & After School Club
- Advocate on behalf of pupils and parents to ensure that their voice is heard.

Key Relationships

The post holder will be expected to develop and maintain good relationships with:

• Head Teacher, SLT and all Trust staff	To ensure a high-quality service is provided that meets the needs of the Trust.
• Parents and Pupils	
• Visitors	

Generic Responsibilities

- Represent and promote The Priory Federation of Academies' values internally and externally.
- Ensure that the Federations internal customers receive an excellent customer service experience in all dealings with the service.
- Deliver your day-to-day duties consistently with the agreed service level.
- Act as a champion for change and improvement, constantly enhancing quality.
- Contribute to the annual quality review of the service and the programme of continuous improvement.
- Actively promote and act, at all times, in accordance with Federation policies, e.g. Health and Safety, Equal Opportunities and Safeguarding.
- Make a commitment and contribution to improving standards for pupils, as appropriate.
- Contribute to the maintenance of a caring and stimulating environment for pupils.
- Undertake other duties commensurate with the job level.

The post holder will interact professionally with colleagues to ensure understanding and awareness of responsibilities of all colleagues and undergo any relevant training.

Elements of this job description may be changed following consultation with your manager.

TERMS OF EMPLOYMENT

All offers of employment are subject to The Trust receiving proof of identity, two satisfactory references, satisfactory health and enhanced DBS checks, a signed Code of Conduct, evidence of your relevant qualifications and successful completion of a 12-month probation period.

HEALTH AND SAFETY

All employees are responsible for reading, understanding and carrying out the requirements of The Trust's Health and Safety policy and for informing a relevant person if they become aware of any non-compliance with the policy or of any identified training needs.

HOURS OF WORK

The Academy day is between 8:00 am and 6:00 pm. A flexible approach to working is expected as some tasks may be required to be carried out in the evenings and during holiday periods.

CONTINUAL PROFESSIONAL DEVELOPMENT

The Trust requires individuals to identify and analyse their own training and development needs and to actively participate in the design of a development plan to meet these needs and the needs of the Academy. This may be achieved through an appraisal process.

The post holder should recognise and take advantage of development opportunities and should periodically review their own progress towards meeting previously agreed goals.

CONDITIONS OF SERVICE

Governed by the National Agreement on Pay and Conditions of Service supplemented by local conditions as adopted.

SPECIAL ARRANGEMENTS

The post holder may be required to work outside of normal academy hours on occasion, with due notice.

SAFEGUARDING STATEMENT

The Priory Federation of Academies is committed to safeguarding and promoting the welfare of children and young people and expects all staff to share this commitment.

EQUALITY, DIVERSITY AND INCLUSION

The Priory Federation of Academies Trust is committed to maintaining a diverse workforce and an inclusive environment for all. Our aim, embedded in the Trust Values, is to enrich our workforce at every level and we encourage applications from all under-represented groups.

Person Specification – Behaviour & Inclusion Support Assistant

	Essential	Desirable	How assessed*
EXPERIENCE			
Experience of Dealing with Safeguarding issues	x		AF/IV
Experience of dealing with sensitive issues	x		AF/IV
Experience of working in a multi-agency arena		x	AF/IV
Experience of supporting groups of pupils as well as pupils on a one-to-one basis		x	AF/IV
Demonstrate commitment to safeguarding and ensuring and promoting the welfare of children and young people.	x		AF/IV
EDUCATION/TRAINING/QUALIFICATION			
GCSE English and Maths grade (A*-C) or equivalent experience	x		AF/CERT
Proficient in the use of IT, systems, email and the internet	x		AF/CERT
Level 2 in Learning Support or equivalent qualification.	x		AF/CERT
First aid training or the willingness to achieve the first aid training certificate	x		AF/CERT
Level 2 Business Administration or equivalent qualification		x	AF/CERT
Further relevant qualifications		x	AF/CERT
SPECIAL KNOWLEDGE			
Knowledge of current issues around young people's wellbeing and mental health.		x	AF/IV
Experience of supporting groups of pupils as well as pupils on a one-to-one basis	x		AF/IV
Experience in working with parents/carers	x		AF/IV
SKILLS – DISPOSITION			
Good organisational and administrative skills	x		AF/IV
Outstanding communication skills in dealing with a wide range of people	x		AF/IV
Ability to communicate effectively with all stakeholders across a wide range of complex issues		x	AF/IV
Ability to motivate pupils, good interpersonal skills.	x		
A high degree of emotional intelligence with the ability to rapidly analyse and evaluate situations and effectively apply de-escalation techniques.	x		AF/IV
Working to deadlines and targets	x		AF/IV
Have a flexible approach to ensure demanding targets are met.	x		AF/IV
Able to work on own initiative as well as part of a team	x		AF/IV
Able to work under pressure to meet specific deadlines		x	AF/IV
Full UK driving license		x	AF/IV
Willingness to update and adapt skills as required.	x		IV

*Key to how skills are assessed:

AF = Skill assessed via application form

IV = Skill assessed via interview

AT = Skill assessed via test/work-related task

Cert = Certificate checked at interview

I have read and accept the content of the job description.

Signed Line Manager :

Dated:

Employee Name.....

Signed Employee.....

Dated.....