



Job Description

Post Title: Behaviour and Learning Practitioner with Lunchtime Supervision

Contract: Permanent, Term-Time Only plus 5 days

Line Manager: Headteacher

Pay Range/Grade: Band 6, SCP6 –11 and Band 4, SCP3 – 4 for Lunchtime Supervision

Location: Bradford AP Academy

Hours of work: 28.5 per week with an additional 2.5 hours per week doing Lunchtime Supervision

Purpose of the Role:

To support the Headteacher in making excellent provision for pupils who attend BAPA. This will include a curriculum that meets their identified needs and the requirements of legislation and local policy.

Responsible for individual pupils and groups of pupils both within the AP, within the scope of the duties of the Behaviour and Learning Practitioner (BLP) with lunchtime supervision post.

Supervision and Guidance:

- To work under the guidance of teaching/senior staff. This would be on an AP site designated by the Headteacher.

Key Responsibilities:

Support for pupils:

- Be aware of and follow up on safeguarding procedures that arise.
- Provide pastoral support to pupils.
- Participate in trips and sporting activities with the students – cycling, football and walking.
- Receive and supervise pupils excluded from, or otherwise not working to, a normal timetable.
- Attend to pupils' personal needs and provide advice to assist in their social, health & hygiene development.
- Participate in assessment of pupils to determine baseline and exit levels.
- Assist the teacher with the development and implementation of Individual Education/Behaviour/Support/Mentoring plans.
- Support provision for pupils with special educational needs
- Establish productive working relationships with pupils, acting as a role model.

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- Develop 1:1 mentoring arrangement with pupils and provide support for distressed pupils
- Provide information and advice to enable pupils to make choices about their own learning/behaviour/attendance.
- Challenge and motivate pupils, promote and reinforce self-esteem.
- Provide feedback to pupils in relation to progress, achievement, behaviour, attendance etc.
- Use a 'Team Teach' methodology to support positive behaviour management of pupils.
- Where appropriate, assist/supervise pupils with their general hygiene requirements.
- Encourage social skills and good table manners, ensuring safety with knives and forks.
- Ensuring pupils tidy/clear up in a satisfactory manner.

Support for Teachers:

- Liaise with colleagues to gather pupil information.
- Support pupils' access to learning using appropriate strategies, resources etc.
- Assist staff in planning, evaluating and adjusting learning activities as appropriate.
- Monitor and evaluate pupils' responses and progress against action plans through observation and planned recording.
- Provide objective and accurate feedback and reports as required, to other staff on pupil achievement, progress and other matters, ensuring the availability of appropriate evidence.
- Be responsible for keeping and updating records as agreed with other staff, contributing to reviews of systems/records as requested.
- Assist in the development and implementation of appropriate behaviour management strategies.
- Assist in the development, implementation and monitoring of systems relating to attendance and integration.

Support for the Curriculum:

- Implement agreed learning activities/teaching programmes, adjusting activities according to pupil responses/needs.
- Be aware of and appreciate a range of activities, courses, organisations and individuals to provide support for pupils to broaden and enrich their learning.
- Determine the need for, prepare and use specialist equipment, plans and resources to support pupils.

Support for the AP:

- Be aware of and comply with policies and procedures including child protection, health and safety and data protection, reporting all concerns to an appropriate person.
- Be aware of, and support difference and ensure all pupils have equal access to opportunities to learn and develop.
- Contribute to the overall ethos/work/aims of the AP
- Establish constructive relationships and communicate with other agencies/professionals, in liaison with the teacher, to support achievement and progress of pupils.
- Attend and participate in regular meetings.
- Participate in training and other learning activities as required.



- Recognise own strengths and areas of expertise and use these to advise and support others.
- Supervise pupils on visits, trips and out of school activities as required.
- To support, uphold and contribute to the development of the Trust's Equal Rights policies and practices in respect of both employment issues and the delivery of services to the community.
- Contribute to the school's self-evaluation process.
- Checking toilet areas regularly to ensure children are not loitering or playing in toilet areas. Reporting any damage or blockages to the appropriate staff.
- Cleaning up spillages when food is spilt or dropped where such spillages are hazardous to pupils/staff.

Professional Development:

- Participate in arrangements for the appraisal and review of your own performance.
- Participate in arrangements for your own further training and professional development and, where appropriate, that of other staff including induction.

Working in Partnerships with Parents/carers and external agencies:

- Internal contact with staff at all levels across the school and Trust, Parents/Carers, Governors, Community Groups, Social Services, Police, Local Education Authority, Contractors and External Agencies.

Maintaining Professional Competencies:

- To operate within agreed legal, ethical and professional boundaries when working with children and young people and those involved with them.
- Ensure high level of professional competences by attending regular training, undertaking further qualifications and self-study.

Safeguarding and Compliance:

- Work in line with statutory safeguarding guidance (e.g. Keeping Children Safe in Education, Prevent) and our safeguarding and child protection policies.
- Safeguarding the welfare of pupils and reporting any concerns to the Deputy Headteachers and/or Headteacher.
- To be aware of the school's duty of care in relation to staff, students and visitors and to comply with the health and safety policy at all times.
- Promote the safeguarding of all pupils in the school.

Management of Resources:

- To maintain the confidential nature of information relating to the school, its pupils, parents and carers.
- The provision, use and storage of equipment and materials used by pupils with whom the post holder is working. General responsibility for the care of all equipment and materials within the classroom/designated area of the school.



Other Considerations:

- Available to work during school hours during term time and a willingness to be flexible as may be required to attend staff meetings/training sessions outside of usual hours.
- The post holder may occasionally be subjected to antisocial behaviour from members of the public/parents/site users.
- This post may include a degree of physical intervention or manual lifting and handling. You are expected to be aware of health and safety policies and procedures and frequently assess your ability to carry out the tasks required of you.

Intermediate Threshold Fluency Duty Required:

In line with the Immigration Act 2016; the Government has created a duty to ensure that all Public Authority staff working in customer facing roles can speak fluent English to an appropriate standard.

The post holder should demonstrate:

- They can express themselves fluently and spontaneously with minimal effort and,
- Only the requirement to explain difficult concepts may hinder a natural smooth flow of language.

This job description should be seen as enabling rather than restrictive and will be subject to regular review.



Person Specification

Area of specification	Essential/ Desirable	Method of Assessment
QUALIFICATIONS <ul style="list-style-type: none"> Minimum of GCSE English and Mathematics at grade C or above (or equivalent). Qualifications relating to post e.g. health, children, practical skills, first aid. Team Teach Trained 	E D D	Application and interview
EXPERIENCE <ul style="list-style-type: none"> Experience of working with secondary school age children. Experience of working as part of a team. Knowledge and experience of working within school procedures, relevant policies/codes of practice and awareness of relevant legislation. Experience of working with pupils, with special educational needs, including social emotional and mental health needs. An ability to identify existing and potential barriers to learning. 	D E E E D	Application and interview
KNOWLEDGE/SKILLS/ABILITIES (Core competencies) <ul style="list-style-type: none"> Have an ability to understand pupils who have additional learning needs, special educational needs and SEMH needs. and the issues relating to them. Proven communication, organisational and interpersonal skills. Evidence of ability to work effectively with others. Evidence of ability to meet deadlines and work under pressure. In line with the Immigration Act 2016; you should be able to demonstrate fluency of the English Language at an Intermediate Threshold Level. Excellent written and spoken communication in English. Good mathematical ability. Knowledge and experience of working with young people whose behaviour can be extremely challenging. An understanding and depth of knowledge of the many factors that contribute to emotional and social development. Willingness to participate in further training / CPD. 	E E E E E D D D	Application and interview
PERSONAL QUALITIES <ul style="list-style-type: none"> Be committed to raising standards Be someone who can create an atmosphere in which children can thrive and succeed Have excellent interpersonal skills Effective communication and organisation skills Ability to manage workloads and work calmly under pressure 	E E E E E	Application and interview

This job description is not your contract of employment, or any part of it. It has been prepared only for the purpose of school organisation and may change either as your contract changes or as the organisation of the school is changed. Nothing will be changed without consultation. This document must not be altered once it has been signed but it will be reviewed annually as part of the performance management process or as appropriate.

Signature of post holder _____ **Date** / /

Signature of Headteacher _____ **Date** / /

