

Behaviour and Emotional Support Team (BEST) Worker

Job Description

Responsible to: Headteacher / SLT

Grade: NJC JE 5

Job Purpose:

The BEST Worker is dedicated to supporting students with Social, Emotional, and Mental Health (SEMH) needs. This role focuses on providing targeted behavioural and emotional support, working collaboratively with staff, parents/carers, and external agencies to foster a supportive educational environment that promotes students' overall well-being and academic success.

Key Responsibilities:

1. Student Support:

- Develop a deep understanding of the specific SEMH needs of students.
- Provide one-on-one and group support tailored to individual students' needs.
- Implement evidence-based interventions to address behavioural and emotional challenges.
- Monitor and assess student progress, adapting strategies as necessary.
- Use techniques such as positive reinforcement, active listening, and conflict resolution to support students.

2. Behavioural Support:

- Help students develop self-regulation and coping skills.
- Implement behaviour management plans in collaboration with teachers and other support staff.
- Address and de-escalate challenging behaviours in a calm and constructive manner.
- Encourage positive behaviour through consistent routines and reinforcement.

3. Emotional Support:

- Create a safe and nurturing environment where students feel valued and understood.
- Provide emotional support to students experiencing stress, anxiety, or other emotional difficulties.
- Develop and implement strategies to enhance students' self-esteem and resilience.
- Facilitate activities and programs that promote emotional well-being, such as mindfulness sessions and social skills groups.

4. Collaboration:

- Work closely with teachers to integrate SEMH strategies into classroom activities.
- Regularly communicate with parents/carers to update them on their child's progress and offer guidance on supporting their child's emotional and behavioural needs at home.
- Collaborate with external agencies, such as mental health professionals, social workers, and counsellors, to provide comprehensive support, when required.

5. Training and Development:

- Attend relevant training sessions to stay updated on best practices in SEMH support.
- Provide training and resources to school staff on managing SEMH issues and implementing effective interventions.

6. Programme Development:

- Assist in developing school-wide programs that support SEMH, such as peer mentoring and anti-bullying initiatives.
- Contribute to the creation of an inclusive school culture that prioritises mental health and emotional well-being.

7. Crisis Intervention:

- Respond to and manage crisis situations involving students with SEMH needs.
- Develop and maintain individualised crisis intervention plans.
- Provide immediate support and debriefing following incidents.

8. Documentation and Reporting:

- Maintain accurate and confidential records of student interactions, interventions, and progress.

9. Safeguarding:

- Be keenly aware of the responsibility for safeguarding children and to help in the application of the Safeguarding Policy and Procedure, within the school.
- Comply with the school's Safeguarding Policy in order to ensure the welfare of students.

10. Personal Responsibilities:

- Playing a full part in the life of the school community, supporting its distinctive mission and ethos and encouraging staff and students to follow this example.
- Actively promoting school policies and procedures.
- Responsibility for own continued professional development.
- Compliance with the school's Health & Safety policy, undertaking risk assessments as appropriate.
- To be courteous to colleagues, visitors and telephone callers and provide a welcoming environment.
- Attending meetings scheduled in the school calendar punctually.
- Support the aims and ethos of the school as defined in the staff handbook and school prospectus
- Set a good example in terms of professional dress and appearance, punctuality and attendance and adhere fully to the school's published Code of Conduct for Adults.
- Uphold the school's Relationships and Resolutions Policy, uniform regulations and code of conduct in a consistent, firm and non-confrontational manner

Notes:

- The above responsibilities are subject to the general duties and responsibilities contained in the statement of Conditions of Employment
- This job description allocates duties and responsibilities but does not direct the particular amount of time to be spent on carrying them out and no part of it may be so construed
- This job description is not necessarily a comprehensive definition of the post. It will be reviewed at least once a year and it may be subject to modification or amendment at any time after consultation with the holder of the post
- The duties may be varied to meet the changing demands of the school at the reasonable discretion of the Headteacher
- This job description forms part of the contract of employment. It describes the way the post holder is expected and required to perform and complete the particular duties

Behaviour and Emotional Support Team (BEST) Worker Person Specification

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Your application must identify how you meet the following criteria for the post.

Qualifications:

Essential	Desirable
Good standard of literacy and numeracy (GCSE Grade A-C or equivalent).	SEND-specific qualifications, further education beyond Level 2 Professional development/short courses related to behaviour and attendance First Aid qualification.

Experience:

Essential	Desirable
Experience working with students with Special Educational Needs, particularly SEMH.	Experience in contributing to extra-curricular activities.

Skills:

Essential	Desirable
Competent ICT skills. Effective communication skills for liaising with students, colleagues, and parents/carers, both verbally and in writing. Ability to manage conflict calmly and implement proactive behaviour management strategies. Organisational skills to manage workload, work on own initiative, and make decisions within the remit of the role.	

Ability to empower students to maximise their academic achievement and contribute to the smooth running of the school.	
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Professional Development:

Essential	Desirable
Commitment to ongoing professional development, including attending specific courses and First Aid training. Understanding and commitment to safeguarding students, equal opportunities policy, and school procedures.	Willingness to train in a specific subject area

Working Conditions:

- The role may involve working with students who exhibit challenging behaviours.
- May require providing support outside regular school hours.
- Attendance at meetings and training sessions off-site may be necessary.

Equal Opportunity Employer Statement:

New Heights School is an equal opportunity employer. We celebrate diversity and are committed to creating an inclusive environment for all employees.

This job description outlines the general nature and key features of the role but is not exhaustive and may be subject to changes in response to the evolving needs of the school and its students.