



Job Description

POST:	Behaviour for Learning Support Assistant
RESPONSIBLE TO:	Principal, under the day-to-day supervision of the Behaviour for Learning Lead
SALARY:	SCP 13 – 17 £26873 - £28770 (Actual £23037 - £24746)
LOCATION:	Oasis Academy Sholing
WORKING PATTERN:	37 hours per week. Term time only
DISCLOSURE LEVEL:	Enhanced – Oasis Community Learning is committed to safeguarding and promoting the welfare of children and young people. We expect all staff to share this commitment and to undergo appropriate checks, including enhanced DBS checks.

JOB PURPOSE:

The post holder will work under the direction of the Behaviour for Learning Lead, in our onsite Behaviour for Learning Centre, enabling access to learning for students with challenging behaviour. The post holder will support the planning and delivery of the Behaviour for Learning provision. This will include 1:1 mentoring sessions, self reflection sessions, anger management and lesson guidance. Working in partnership with Pastoral Leaders, the post holder will oversee the targeted intervention and tracking of our most vulnerable students, ensuring they make good or better progress. This in turn will ensure that they are equipped for their reintegration back into mainstream lessons.

Accountabilities – Specific

- Develop an understanding of the needs of the student/s concerned.
- Take into account the target students' needs and ensure that their understanding is developed through the careful use of, for example, of skilled questioning, explaining, modelling and re-shaping of tasks.
- Undertake agreed learning activities and teaching programmes; assist with planning, adjusting activities and strategies according to student learning styles and abilities.
- Build and maintain successful relationships with students, treat them consistently, with respect and consideration.
- Set challenging and demanding expectations and promote self-esteem and independence.

- Promote good student behaviour, dealing promptly with conflict and incidents in line with established policy.
- Ensure subject teachers are kept well informed as to how best to meet the needs of young people.
- Provide objective and accurate feedback and reports as required on student achievement, progress and other matters, ensuring the availability of appropriate evidence.
- Organise and manage the learning environment and resources, advising on the appropriate deployment and use of specialist aid/resources and equipment.
- Plan and deliver small group teaching as directed by the class teacher or line manager.
- Assist students with physical needs.
- Deliver out of school learning activities within guidelines established by the school, consolidating and extending work carried out in class.
- Undertake planned supervision of students' out of school hours learning activities, including school visits and trips.
- Assist with routine tests and the support of individual students during examinations.
- Ensure that students accessing the Behaviour for Learning provision are encouraged by all staff to fulfil their potential through appropriate challenge and support.
- Work with referred students individually, in an appropriate group context and within the classroom.
- Produce regular reports on the impact of interventions led by the support centre.
- Signpost students and families to relevant external agencies. This will involve attending TAF meetings and parent engagement.
- Complete SEN and Compass referrals where needed, ensuring inductions and transitions are suitably managed for this.

Accountabilities to support the Lead in the department and working with others

- Produce regular reports on the impact of interventions led by the support centre.
- Set targets for raising achievement among students with SEMH and others who may be at risk/vulnerable.
- Develop pro-formas for essential paperwork, in order to create an administrative infrastructure as part of an effective communications system.
- Identify the CPD needs of staff and organising/coordinating INSET to be delivered by other professionals.
- Encourage all members of staff to recognise and fulfill their statutory responsibilities to students with SEMH, and disseminate good practice in SEMH across the school.
- Communicate regularly with parents of students accessing Individual Pathways or Internal Exclusion provisions
- Provide training opportunities for teaching assistants to learn about SEMH.
- Identify resources needed to meet the needs of students with SEMH



- Subject to receiving appropriate training, contribute to the Academy's First Aid provision.
- Ensure effective systems of communication, including feedback about students' learning to inform future planning.
- Monitor the quality of provision in Individual Pathways and Internal Exclusion by establishing effective systems to identify and meet the needs of students, whilst ensuring that the systems are coordinated, evaluated and regularly reviewed.

Other accountabilities

- Serve as a role model based on high standards and professional conduct.
- Promote the inclusion and acceptance of all students.
- Establish constructive relationships with students and parents/carers.
- Be aware and comply with policies and procedures relating to equal opportunities, confidentiality and data protection, reporting all concerns to an appropriate person.
- Contribute to the safeguarding and promotion of the welfare and personal care of children and young people with regard to child protection procedures.
- Maintain confidentiality in relation to all work undertaken and departmental information.
- Carry out such duties as may from time to time be reasonably assigned by the Principal, operating within the Academy contract.
- Be aware of the responsibility for personal Health, Safety and Welfare and that of others who may be affected by your actions or inactions.
- Co-operate with the employer on all issues to do with Health, Safety & Welfare.
- Undertake any necessary professional development as identified through Performance and Development reviews taking full advantage of any relevant training and development available.

The above responsibilities are subject to the general duties and responsibilities contained in the Statement of Conditions of Employment.

The duties of this post may vary from time to time without changing the general character of the post or level of responsibility entailed.

The post holder will be subject to performance objectives agreed annually with the relevant body and these objectives will be reviewed annually.

Person Specification

	Essential	Desirable
Education/Qualifications		
Numeracy, literacy and ICT skills equivalent to Level 2 or above.	√	
Relevant professional training or development. (A relevant qualification in relation to SEMH or SEN more broadly e.g. HLTA status)		√
First Aid Training		√
ACE trained		√
Experience		
Working with or caring for children.	√	
Collaborative and supportive work with parents.		√
Supporting Social, Emotional and Mental Wellbeing.		√
Skills and Knowledge		
Basic understanding of child development and how children learn	√	
Understanding of relevant policies/code of practice and awareness of relevant legislation		√
General understanding of the national curriculum and other learning programmes and strategies (e.g. literacy and numeracy)		√
Ability to relate well to young people and adults.	√	
Good oral and written communication skills.	√	
Good listening skills.	√	
ICT skills appropriate to the role, including audio visual and copying equipment.	√	
Effective time management.	√	
Effective and efficient organisation and administrative skills.	√	
Committed to continual personal and professional development.	√	
Personal Qualities		
A commitment to maximising the academic, personal, social and emotional development of all students.	√	
Work constructively as part of a team	√	
Willing to work within organisational procedures, processes and to meet required standards for the role.	√	
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Be resilient and demonstrates ability to work well under pressure.	√	
Able to adopt a flexible working practice.	√	
Excellent record of attendance and punctuality.	√	
Equal Opportunities		
Commitment to the Academy's Equality and Safeguarding policies	√	