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|  | **JOB DESCRIPTION** |
| **Job Title** | Hope School Behaviour Intervention Team Teacher |
| **Reporting To** | SLT |
| **Line Manager Of** | No direct line management responsibilities |
| **Pay** | Main or Upper Pay Scale + 1 SEN point |

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| **Job Purpose** |
| To play an integral part of the behaviour intervention team (BIT) by providing immediate advice and support over the phone and through virtual meetings to schools seeking assistance for students displaying challenging behaviours and who may be at risk of exclusion  To collaborate with educational settings in developing effective behaviour management policies, support plans, and risk assessments, ensuring they are tailored to meet the unique needs of pupils and promote positive outcomes in terms of engagement, achievement, and attendance.  To offer specialised training and workshops aimed at equipping school staff with strategies and interventions for early, targeted support to manage and improve student behaviour, thereby enhancing learning environments and reducing the likelihood of exclusions.  To conduct thorough audits of local services and resources dedicated to behavioural support and SEND, enabling effective signposting and referral to appropriate services for schools and educational settings. |

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|  | **Key Responsibilities** |
| 1 | Main Responsibilities:   * To comply with the expectations of the Department for Education Teachers’ Standards * To work across primary maintained schools to provide timely advice over the telephone, email and in person * Specific responsibilities can include consultation and advice on inclusive practices across settings or assessment, advising, individual/small group focussed intervention as part of assess, plan, do and review cycle * To advise education colleagues around appropriate use and planning of Behaviour Support Plans and related Risk Assessments that are reviewed * To implement and advise on SMART targets as detailed in individual Behaviour Support Plans * To provide timely, specialist and professional advice through visits and training opportunities * To triage and identify long term positive outcomes with clear planning to achieving positive outcomes. * To liaise with Pastoral Teams, SENDCos, Senior Leaders, Headteachers, and external agencies/voluntary organisations, and parents/carers as appropriate in meetings around inclusive arrangements in settings, termly review meetings, transition meetings, team around the school meetings, EHAT and provision planning meetings * To advise and case manage alongside the Operational Lead to identify support that is required from the commissioned Outreach providers * To support and challenge schools and other professionals to effectively meet the needs of pupils in this area of need * To take responsibility and engage with professional development and keep up to date with current research on behaviour, SEMH, communication needs and attachment and trauma-based approaches * To fully engage in the Performance Appraisal process in line with the LCC Teacher Appraisal Policy, Service Improvement Plan, and the current local educational landscape * To continuously update knowledge and understanding of new strategies, resources, and publications, in order to implement and review effective practices * To work as part of a team around the school/setting and alongside the Outreach providers and other professionals such as Social Care and Health to ensure the best possible outcomes for pupils * To deliver training, develop and review resources for the use in education settings. * Develop the City Council’s commitment to equal opportunities and to promote non-discriminatory practices in all aspects of work undertaken |
| 2 | Budget and Financial Responsibilities:   * Being fully accountable for managing the council’s resources well and complying with statutory requirements. This includes managing time, avoiding unnecessary waste, reuse and recycle resources to reduce personal impact. |
|  | There may be a requirement of peripatetic working that will include travel between schools/settings throughout the day. It is also likely to include the carrying of resources, teaching materials and agile laptop at varying points. A large part of the job is recording, communicating electronically and using case management systems |
| l | To know and apply school policies on Child Protection, Health and Safety, Behaviour, Teaching and Learning, Equal Opportunities etc |
|  | To support positive relationships with parents, carers, support agencies and pupils. Where appropriate develop a relationship to foster links between home and school, and to keep the school informed of relevant information. |

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| **Safeguarding Responsibilities** |
| 1. Adhere to School Safeguarding Policy and ensure the safety of students at all times.  2. To assist in ensuring that the safeguarding records are kept accurate and up to date and that staff are kept informed on a need to know basis. |
| **Information Management Responsibilities** |
| 1.Take reasonable care to ensure that personal sensitive data is managed in accordance with the school’s policies and procedures. |
| **Leadership Responsibilities** |
| 1. Be an excellent role model to both staff and students and adhere to Hope Schools core values 2. To uphold the school’s vision, values and ethos 3. Able to work to the school’s code of conduct. |
| **Professional Standards** |
| n/a |

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| **PERSON SPECIFICATION** |  |  |  |
| **Qualifications** | **Essential** | **Desirable** |  |
| Qualified Teacher status | x |  | A/I\* |
| Evidence of continuous professional development | x |  | A/I\* |
| Additional relevant qualification or extensive training in the area of behaviour and/or attachment trauma approaches |  | x | A/I\* |
| **Skills and Knowledge** | **Essential** | **Desirable** |  |
| Exemplary classroom practitioner | x |  | A/R |
| Understanding of how children learn | x |  | A/R |
| Ability to inspire, engage and motivate all children | x |  | A/R |
| Knowledge and understanding of effective teaching and learning practices to raise the attainments and achievements | x |  | A/R/I |
| Ability to work alongside school/setting staff to develop inclusive arrangements and pupil level specific planning within the context of curriculum, Ofsted inspection frameworks and Safeguarding guidance | x |  | A/R/I |
| Knowledge in relevant and recent DfE statutory guidance, educational legislation and current research in the area that the role covers | x |  | A/R/I |
| A willingness to challenge practice sensitively to effectively meet the needs of pupils and settings | x |  | A/R/I |
| Ability to communicate effectively and professionally with colleagues, parents and particular agencies | x |  | A/R |
| Ability to produce documentation/resources of the highest professional standards | x |  | A/R |
| Good time management and organisational skills with the ability to manage caseload | x |  | A/R |
| Ability to use ICT competently to support the development of resources, input data, and produce training materials | x |  | A/R |
| An understanding of the importance of the emotional wellbeing of the child | x |  | A/R |
| Knowledge of safeguarding | x |  | A/R |
| Ability to work collaboratively and confidently with a wide range of other professionals and have confidence to present a rationale for decisions | x |  | A/R |
| **Experience** | **Essential** | **Desirable** |  |
| Significant experience working with children and/or young people | x |  | A/R |
| Knowledge of how to remove barriers to learning for students with a wide range of SEND | x |  | A |
| Recent practice of developing high-quality support plans or individualised risk assessment and planning intervention, to ensure pupil inclusion | x |  | A/I |
| Experience of effectively managing support staff |  | x | A/R |
| Experience of working in partnership with families and external agencies |  | x | A/R |
| Experience of working in an advisory capacity within school or other relevant setting |  | x | A/R |
| Experience of planning and implementing research-based specialist support strategies |  | x | A/R |
| Experience of working within a multi-disciplinary team |  | x | A/R |
| **Values** | **Essential** | **Desirable** |  |
| Able to demonstrate a “can do” attitude | x |  | A/R |
| Be enthusiastic, innovative and forward thinking | x |  | A/R |
| Discreet and professional and able to maintain confidential information | x |  | A/R |
| Tact and diplomacy | x |  | A/R |
| Solution focussed | x |  | A/R |
| **Other** | **Essential** | **Desirable** |  |
| A willingness to work across educational setting across the city with the ability to travel | x |  | A |

\*Original copies of certificates will be required prior to appointment.

A – Application

I – Interview

O – Observation

R - Reference