

<b>Post Title:</b>	BEHAVIOUR INTERVENTION WORKER
<b>Grade:</b>	3
<b>Responsible to:</b>	Headteacher
<b>Responsible for:</b>	N/A
<b>Holiday and Sickness Cover</b>	
<b>Purpose of job:</b>	<ul style="list-style-type: none"><li>• To work with children and young people who are fixed term excluded or at risk of exclusion</li></ul>

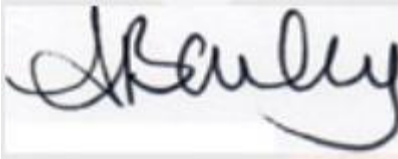
## Welcome to Woodhouse West Primary School



I am so pleased that you are considering joining our school. We are very proud of our school, its children and their families. Everyone who works at Woodhouse West is passionate about making a difference to our children and helping them to achieve their full potential, whilst being the best they can be every day. Please visit our website where you will notice that it is full of beautiful pictures of children learning through personal experience of the world around them. We encourage all children to broaden their horizons, have the confidence to try new things and keep going when challenges present themselves and celebrate their successes. As a result our children are articulate, inquisitive and confident and frequently ask questions of those around them.

Each of our children has the potential to do something wonderful, our primary role is to find their key skill or talent, the gem inside them and nurture it.

The very best way to understand our ethos and the way we learn is to visit us and see for yourself. Please feel free to contact us to arrange and visit.



Mrs Anne-Marie Bailey

## **JOB DESCRIPTION FOR POST OF: BEHAVIOUR INTERVENTION WORKER**

The postholder must at all times carry out his/her duties and responsibilities within the spirit of City Council and School Policies and within the framework of the Education Act 2002, and School Standards and Framework Act 1998 with particular regard to the statutory responsibilities of the Governing Bodies of Schools.

### **Main Duties and Responsibilities**

1. To provide, with guidance, re-active support to pupils who are fixed term excluded within the school setting.
2. To assist in the management of behaviour in line with school policies and procedures.
3. To support the curriculum and intervention strategies in relation to behaviour.
4. Support the development of literacy and numeracy skills of pupils who are fixed term excluded or are at risk of exclusion.
5. Liaise with staff to provide curriculum work for pupils.
6. Implementation, with support, individual behaviour programmes.
7. Provide re-integration support to pupils when returning to the mainstream classroom.
8. Work with other professionals in a team, especially the Lead Professional in Secondary schools and nominated member of staff in Primary schools.
9. Maintain links with the BEST manager to provide pupil information.

### **When no exclusions occur in school:**

1. With support liaise with families and carers whose children require additional support.
2. Work with others, as part of a team e.g. Learning Mentor to provide free-time activities e.g. lunchtime clubs, break activities.
3. Contribute to the protection of pupils (in line with the LEA's Child Health and Safety regulations and School Policy).
4. Contribute to the Health and Safety of Pupils and other staff in accordance with Health and Safety Regulations and School Policy.
5. To participate in the system of Appraisal and Performance Management and undertake any necessary personal training and development.

### **Any other duties and responsibilities appropriate to the grade and role**

All the above duties and responsibilities to be carried out in accordance with Sheffield City Council's Policies, Standing Orders and current legislation with an emphasis on Customer Care, Equal Opportunities, Data Protection and Health and Safety.

## Person Specification

Specification	Essential	Desirable	Evidence
<b>Qualification/ Training / Experience</b>	<ul style="list-style-type: none"> <li>GCSE Grade 4 or above (Grade C or above) in English and Maths or the ability to demonstrate equivalent knowledge</li> <li>Knowledge of basic Microsoft packages: Word, Excel, Outlook and PowerPoint</li> <li>Knowledge of the SEN Code of Practice</li> </ul>	<ul style="list-style-type: none"> <li>Qualifications applicable to the role (i.e., Level 2 SEN certificate)</li> <li>A First Aid Qualification or a willingness to work towards the qualification</li> <li>Knowledge of statutory policies for schools, for example, Child Protection, Health and Safety, Equal Opportunities</li> </ul>	<ul style="list-style-type: none"> <li>Application Form</li> <li>References</li> </ul>
<b>Experience</b>	<ul style="list-style-type: none"> <li>Previous experience of working within a school environment and/or working with children of <b>any school</b> age.</li> <li>Experience of working with pupils displaying challenging behaviour (in school).</li> <li>Experience of supporting and engaging children and young people to ensure access to the curriculum.</li> <li>Experience of enabling children and young people to overcome barriers to learning and raise achievement.</li> <li>An awareness of current issues affecting young people.</li> </ul>	<ul style="list-style-type: none"> <li>Previous experience of working within a primary school environment and/or working with children of primary school age.</li> </ul>	<ul style="list-style-type: none"> <li>Application Form</li> <li>Interview</li> <li>References</li> <li>Performance of tasks at interview</li> </ul>
<b>Skills &amp; Knowledge</b>	<ul style="list-style-type: none"> <li>A willingness to contribute to the ethos of the school.</li> <li>Effective behaviour management skills.</li> <li>An ability to respond to challenging circumstances in a positive manner.</li> <li>Good interpersonal and organisational skills.</li> <li>An ability to prioritise own workload, meet deadlines and work independently.</li> <li>An ability to communicate with a range of audiences including other employees within the school, Trust, pupils, parents/carers and external agencies.</li> <li>An ability to work in a calm, efficient and safe manner.</li> <li>An ability to form and maintain appropriate relationships and personal boundaries with young people.</li> <li>A willingness to participate in any further training and development opportunities offered by the school or Trust.</li> </ul>		<ul style="list-style-type: none"> <li>Application</li> <li>Interview</li> <li>References</li> <li>Performance of tasks at interview</li> </ul>
<b>Personal characteristics</b>	<ul style="list-style-type: none"> <li>A clear child-centred philosophy.</li> <li>A strong motivation to be reliable and conscientious.</li> <li>Emotional resilience in working with challenging behaviours.</li> <li>Ability to remain calm in situations of high tension.</li> <li>Demonstrate professionalism in all areas e.g. appearance,</li> </ul>	<ul style="list-style-type: none"> <li>Methodical with a good attention to detail.</li> <li>A friendly, yet professional manner alongside a respectful approach which demonstrates support and shows mutual respect.</li> </ul>	<ul style="list-style-type: none"> <li>Application</li> <li>Interview</li> <li>References</li> <li>Performance of tasks at interview</li> </ul>

	<p>communication both written and spoken.</p> <ul style="list-style-type: none"><li>• A commitment to the principles of team-work and mutual support.</li><li>• The ability to work constructively as part of a team.</li><li>• A flexible approach to work and adaptable to change.</li></ul>		
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