



JOB DESCRIPTION

BEHAVIOUR SUPPORT ASSISTANT

At Phoenix School, the education of our students is our first concern. All staff are accountable for achieving the highest possible standards in work and conduct. Staff are expected to act with honesty and integrity; have strong subject knowledge, keep their knowledge and skills up to date and be self-critical; forge positive professional relationships; and work with parents in the best interest of their students.

GRADE: SCALE 5/6 DEPENDING ON EXPERIENCE, 35 HOURS PER WEEK, TERM TIME ONLY

RESPONSIBLE TO: ASSISTANT HEAD: PASTORAL AND STAFF DEVELOPMENT

PURPOSE OF THE JOB

- To work with the Assistant Head: Pastoral and Staff Development as part of the school's multi-disciplinary approach to positive behaviour support and interventions
- To work across a range of classes in Upper to implement interventions and effective strategies, following an agreed daily timetable
- To respond to incidents of behaviours that challenge, providing support for the team and physical intervention when needed in line with the whole school policy on behaviour
- To support class teams to analyse and problem-solve behaviours that impact on learning
- To plan and implement specific strategies from the whole school policy on behaviour including 5P Approach, Team Teach and SCERTS
- To record evidence of how interventions have impacted on learning outcomes
- To support training sessions or behaviour workshops as a Team Teach tutor
- To support with OT and sensory strategies and programmes in the classroom and the therapy rooms
- To support class teams with implementing and reviewing Behaviour Support Plans and effective Green Zone strategies.

MAIN DUTIES AND RESPONSIBILITIES

1. **Strategic direction and development: Support the Assistant Head to develop consistent approaches for positive behaviour support**
 - A. To support class teams to analyse behaviours that impact on learning
 - B. To develop effective classroom environments using appropriate transactional supports and communication systems
 - C. To implement effective sensory strategies as part of an agreed plan
 - D. To analyse and support behaviour strategies and collate data to show impact
 - E. To oversee the use of the OT rooms and SafeSpaces and ensure resources and visuals are prepared and managed
2. **Teaching and Learning: Support class teams with high expectations which inspire, motivate and challenge students**

- A. To demonstrate good knowledge of autism and the learning environment
- B. To support class teams with the organisation of the environment and structures and systems in their classrooms that may impact on behaviour
- C. To support with the implementation and analysis of behaviour strategies where students are not regulated in the classroom environment
- D. To support class teams in implementing behaviour programmes through 1:1 work with a student or modelling good practice in the classroom and with transitions
- E. Collate and analyse data to evaluate the impact of interventions on pupil learning
- F. Support class teams with implementing Behaviour Support Plans and providing positive strategies.

3. Leading class teams: To effectively demonstrate high standards of personal and professional conduct and act as a role model of good practice

- A. To contribute to effective training and support all new staff with positive behaviour management strategies
- B. Support the Assistant Head with behaviour training sessions and workshops and lead where possible as a Team Teach Tutor
- C. In liaison with the Assistant Head lead meetings on specific strategies and behaviour interventions including transactional supports and communication

4. Staff and resources deployment: Identify appropriate resources and ensure that they are used efficiently, effectively and safely

- A. To promote team work to ensure effective professional working relationships.
- B. To support the Assistant Head with identifying effective and efficient resources for supporting behaviours

ADDITIONAL DUTIES

To play a full part in the life of the school and its community to support its mission and ethos and to be a role model for staff and students.

VARIATION CLAUSE:

1. This is a description of the job as it is constituted at the date shown. It is the practice of the school to periodically examine job descriptions, update them and ensure that they relate to the job performed, or to incorporate any proposed changes. This procedure will be conducted by the Executive Headteacher in consultation with the Post Holder.
2. In these circumstances it will be the aim to reach agreement on reasonable changes, but if agreement is not possible management reserves the right to make changes to the job description following consultation.

FLEXIBILITY CLAUSE:

- Other duties and responsibilities express and implied which arise from the nature and character of the post within the school mentioned above or in a comparable post in any of the school's other sections or departments.
- Staff are expected to comply with any reasonable request from a manager to undertake work of a similar level that is not specified in this job description.

EQUAL OPPORTUNITIES STATEMENT

To ensure equality of opportunity for all people in service provision and in employment, and to oppose strongly any form of discrimination.

SAFEGUARDING

Phoenix is committed to the safeguarding and welfare of our children and young people and expects all our staff and volunteers to share this commitment.

Person Specification



GRADE: SCALE 5/6, 35 HOURS PER WEEK, TERM TIME ONLY
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All post holders are expected to demonstrate a commitment to Equal Opportunities and a proven ability to work effectively in culturally and linguistically diverse classrooms using an analytical approach to support positive behaviour management.

APPLICANTS MUST HAVE:

TRAINING AND QUALIFICATIONS:

1. Training in special educational needs including experience of autism and positive behaviour support
2. A good standard of maths and English
3. A good standard of IT skills

EXPERIENCE AND EVIDENCE OF:

1. Successful classroom experience including collaborative work with teachers and being part of a team
2. Experience of working with autism and behaviours that challenge
3. Good interpersonal skills
4. Effective tools to analyse and manage behaviours that challenge, communication and strategies for emotional regulation
5. Empowering teams to effectively analyse and implement behaviour strategies
6. Using sensory strategies and/or OT programmes to support student regulation.
7. Proven track record of good attendance.

KNOWLEDGE AND UNDERSTANDING OF:

1. Successful SEND experience within the 3-19 age range
2. Factors that influence the effective learning for all students
3. Practices to create an inclusive environment that encourages positive behaviour support
4. Sensory processing
5. Developing partnerships for consistent behaviour strategies that are used in the home

SKILLS AND ABILITY TO:

1. Work with the Assistant Head to monitor behaviour, maintain records and contribute to data on Behaviour Watch
2. Support students with behaviours that challenge through a range of interventions appropriate to individual need
3. Communicate effectively and work as a member of a team
4. Appreciate, respect and support the role of others in the school
5. Be self-motivated, effectively manage time, be able to assess situations and take appropriate action, often under pressure
6. Understand and implement the strategies of an effective autism approach using the Autism Education Trust principles and SCERTS
7. Participate in training relevant to the needs of the post and the school

The Governing Body of the school is committed to safeguarding and promoting the welfare of children, young people, and staff and the Executive Headteacher must ensure that the highest priority is given to following all safeguarding guidance and regulations. The successful candidate will require an enhanced DBS clearance.

We are dedicated to equality and valuing diversity. To ensure equality of opportunity for all people in service provision and in employment, and to oppose strongly any form of discrimination.