

# Chilwell School

Behaviour support assistant





Dear Applicant

I would like to thank you for your interest in the post of behaviour support assistant at Chilwell School.

Chilwell school is a great place to work. We are a warm and friendly staff, and you will find a great welcome if you choose to work with us. We are committed to the wellbeing of our staff and support a sensible work life balance.



We place a high priority on staff being able to do their jobs without having to jump through hoops or be tied up in unnecessary distractions. As a result, we have a committed group of people who enjoy their work and value the opportunity to offer a great provision for students.

We are an 11-18 Foundation School located on the border of the Nottinghamshire Borough of Broxtowe and Nottingham City. We have a roll of 1056.

We have joint usage of the Olympia Leisure Centre, which is a thriving leisure centre serving the local community, as well as our own students. The school is located on a stunning 30-acre site. Attenborough Nature Reserve, the Chilwell Manor Golf Club and Attenborough village border our grounds. Unusually, we also have a lake on site which is populated with a wide variety of wildlife.

Our school values are based upon developing a community that treasures education. We value our strong commitment to achieving success for our students and all who work within and with our family of schools. We believe that our foundation school status means that we have the independence to drive forward standards and also the freedom to ensure that we meet the developing needs of our community. For nearly fifty years we have built a reputation for a school that cares and a school where students achieve.

Chilwell School was graded "Good" by Ofsted in May 2018. We believe in an open and transparent culture, and work hard to support staff and pupils in their development and learning. We fundamentally believe in a broad and balanced curriculum, and as such remain totally committed to a wide portfolio of subjects within the curriculum that give pupils a breadth of experience and a choice of pathways.

Chilwell School has grown significantly over the past twelve months with a 25% increase in student numbers. The sixth form is expanding and the school has taken a leading role in developing provision and support for students and families, resulting in frequent features on local and national media. In addition, we are delighted that Chilwell School is included in the latest tranche of schools that will be rebuilt under the DfE's Schools Rebuilding Programme and we anticipate work on this project to start shortly.

The deadline for applications is **Monday 24<sup>th</sup> April** at 10am. Interviews will be scheduled for the following week. Please return completed applications to the head teacher's PA, Mrs Rochelle Hewer - [r.hewer@chilwellschool.co.uk](mailto:r.hewer@chilwellschool.co.uk).

*David Phillips*  
Head teacher



**Post title:** Behaviour support assistant (term time only)

**Pay range:** NJE Grade 3 (8-14) –

£21,575-£22,369 FTE, £18,393-£19,070 pro-rata

**Line manager:** Behaviour lead

### Main purpose of the job

- To work across the wider school settings to support pupils with identified SEMHD who may be at risk of exclusion
- To work collaboratively with others to plan, deliver and evaluate interventions where SEMHD is a barrier to learning
- To work in the classroom with the teacher, in 1:1 or small groups and during withdrawal sessions, to support access to learning for pupils and provide general support to the teacher in the management of pupils and the classroom, under the direct instruction of senior support staff
- Support the aims and ethos of the school as defined in the staff handbook and school prospectus
- Set a good example in terms of conduct, professional appearance, punctuality and attendance
- Uphold the school's behaviour policy, uniform regulations, classroom codes and code of conduct in a consistent, firm and non-confrontational manner
- Maintain a purposeful and calm atmosphere in the classroom and other learning areas and consistently apply the school's agreed sanctions and rewards procedures
- Take responsibility for personal development making full use of the school's professional development opportunities and training
- Treat pupils with dignity, build relationships rooted in mutual respect, and at all times observe proper boundaries appropriate to a professional position
- Work proactively and effectively in collaboration and partnership with learners, parents/carers, governors, other staff and external agencies in the best interests of pupils
- Be aware of and comply with policies and procedures relating to child protection, health, safety and security, confidentiality and data protection, reporting all concerns to an appropriate person
- Any other reasonable duties which the Headteacher might request, in regard to the nature of the responsibilities of the post as defined.
- To proactively support and embed the school ethos: 'Share, Care, Believe, Achieve'

### Duties and Responsibilities

#### Support for pupils

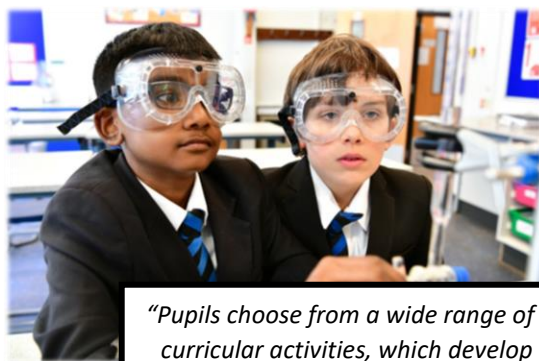
- Attend to the pupils' personal needs and implement related personal behaviour programmes, which could include behavioural, social, health, physical, hygiene, first aid, attendance and welfare matters
- Support pupils in improving the behaviour to secure better than expected progress
- Supervise and support pupils, ensuring their safety and access to learning
- Support transition in and out of mainstream classes and devise packages to aid this
- Supporting students with exams and access arrangements.
- Assist with the development and implementation of student profiles and support plans
- Establish productive working relationships with students, acting as a role model and setting high expectations
- Promote the inclusion and acceptance of all pupils
- Encourage pupils to interact with others and engage in activities led by the teacher
- Encourage pupils to act independently, as appropriate



*"A dedicated team of staff, coordinated by the designated safeguarding leader, supports vulnerable pupils. These staff work with determination and sensitivity"*  
OFSTED MAY 2018

### Support for the teacher/line manager

- Prepare classroom as directed for lessons and clear afterwards
- Be aware of pupil problems, progress and achievements, and report to the teacher as agreed
- Undertake pupil record keeping as requested
- Support the teacher in managing pupil behaviour and report difficulties, as appropriate
- Gather and report information for parents and carers, as directed
- Provide clerical and admin support e.g. photocopying, typing, filing, administering coursework



*"Pupils choose from a wide range of extra-curricular activities, which develop their confidence, as well as the culture of aspiration within the school and the local community." OFSTED May 2018*

### Support for the curriculum

- Support pupils to understand instructions
- Support pupils in respect of local and national learning strategies e.g. literacy, numeracy, KS3, early years, as directed by the teacher/line manager
- Support pupils in using basic ICT, as directed
- Prepare and maintain equipment and resources as directed by the teacher and line manager, and assist pupils in their use

### Support for the school

- Be supportive and have an awareness of differences, and ensure all pupils have equal access to opportunities to learn and develop
- Appreciate and support the role of other professionals
- Attend relevant meetings as required
- Participate in training, learning activities and performance development, as required
- Assist with the supervision of pupils out of lesson times, including before and after school, and at lunchtimes
- Accompany staff and pupils on visits, trips and out of school activities, as required

### Behaviour and safety

- Monitor and action staff on-calls and behaviour incidents, and feedback relevant information to the relevant staff
- Support a safe, purposeful and stimulating environment for pupils, rooted in mutual respect, and establish a framework for discipline with a range of strategies using praise, sanctions and rewards consistently and fairly
- Be a positive role model and demonstrate the positive attitudes, values and behaviour which are expected of pupils
- Have high expectations of behaviour, promoting self-control and independence of all learners

### Fulfil wider professional responsibilities

- Work collaboratively with others to develop effective professional relationships
- Communicate effectively with parents and carers regarding pupils' achievements and wellbeing using school systems and processes
- Communicate and co-operate with relevant external bodies
- Make a positive contribution to the wider life and ethos of the school

### Professional development

- Regularly review the effectiveness of your deployment and its impact on pupils' progress, attainment and wellbeing, and responding to advice and feedback from colleagues
- Be responsible for improving your practice through training and development opportunities identified by the school, or as developed as an outcome of your professional targets.





*"Leaders have high expectations and strive to improve the quality of teaching and outcomes for pupils"*  
OFSTED MAY 2018

## Person Specification – Behaviour support assistant

### Qualification criteria

- Good general education, including GCSE maths and English, grade C or above
- Qualification relating to working with children (desirable)

### Experience

- A wide range of mentoring skills
- High quality communication with pupils of all abilities
- Suitable experience in working with, and supporting the needs of, young people
- Experience working in a school environment
- Use of ICT including Excel, Microsoft Office and Google workspace
- Experience of working with young people

### Personal qualities

- Highly motivated and self-reliant
- High standards of professionalism and confidentiality
- High standards of personal presentation, with an excellent record of attendance and punctuality
- Co-operative and positive
- Adaptable, open to change, and willing to take on challenges with enthusiasm
- Willing to undertake additional duties as and when required to ensure the smooth running of the school

### Equal opportunities

- Understanding of different social backgrounds of pupils
- Understanding the needs of pupils and the appropriate strategies to support them
- Full commitment to community cohesion and inclusion

### Skills and knowledge

- Well organised and well presented
- Excellent interpersonal skills to ensure professional and supportive relationships and teamwork is developed
- Ability to work hard under pressure while maintaining a positive, professional attitude
- The capacity to work smart, and manage and direct own workload to meet deadlines, prepare lessons and maintain a good work/life balance
- Good creative positive approach to solving challenges
- Ability to manage pupil behaviour calmly, proactively and with the needs of the child in mind
- Ability to liaise appropriately and effectively with teachers to support pupil progress
- Ability to prepare differentiated materials in support of effective teaching and learning
- Commitment to personal career development
- Ability to work in collaboration with staff, students, parents and other professionals
- Excellent telephone manner and communication skills
- A problem solver, with a forward thinking and committed approach
- Understanding of the range of complex needs that young people may have accessing education
- Knowledge of a range of approaches to cater for different learning styles and barriers to learning and ensure that all students are engaged
- Developing differentiated work and personalised programmes of support.
- Awareness of safeguarding issues

**This post is subject to an enhanced DBS criminal record check**