Eglinton Primary School is committed to safeguarding and protecting the welfare of children and expect all staff to share this commitment. A Disclosure and Barring Service Certificate will be required and a reference from most recent employer.

All applicants are subject to strict vetting procedures and will be asked to provide right to work in the UK, DBS and references.

Behaviour Support Assistant
Scale 5: £30,220.00 - £31,569.00

35 hours per week, 41 weeks per year

Job description

Purpose of the Job:

To provide support for students with SEND and/or emotional and/or behavioural difficulties and to work under the guidance of deputy head to help facilitate those students' successful inclusion in school life.

Main duties and responsibilities:

1. Contribute to the school on issues of behaviour, SEND and emotional regulation/well being, supporting the whole school approach in follow policies and procedures to overcome obstacles to learning and improve participation in learning and school life.

2. To provide a safe and friendly environment where students are able to come and discuss concerns and where emotional and educational needs can be met.

3. Support strategies designed to encourage and develop appropriate behavior in a variety of settings i.e. with individuals and group/ whole class settings under the management of the teacher and/or other lead person.

4. Assist children to deal with behavioural and/or emotional difficulties or particular vulnerabilities.

5. Support the inclusion of students with SEND, emotional and/or behavior difficulties in a Mainstream setting by using positive behavior management techniques designed to support the students ability to behave appropriately.

6. Support in the development of interventions to develop students' problem-solving, listening and social skills.

7. Produce a variety of resources under the direction of the Deputy Head for student/ school/ class designed to support individuals needs

8. To undertake training and attend INSET days in accordance to contractual requirements.

9. Undertaking activities with either individuals or small groups of children in order to facilitate their physical, emotional and educational development.

10. To manage sensitive information in a professional manner, always adhering to confidentiality and data protection regulations.

11. Consulting with senor leaders regarding student support matters and responding to incidents of challenging behaviour.

12. Undertaking any other duties of a similar level of responsibility as required by the Executive Headteacher or Head of School or Deputy Head.

13. To lead lunch and playtimes to support children to engage positively in play and ensure adults lead games.

14. To support the DHT in implementing whole school approaches to supporting children's emotional regulation within the classroom and on the playground.

15. To train support staff across the partnership in specific intervention as advised by the Educational Psychologist or other specialist external agencies.

16. To lead on Emotional Literacy Support (ELSA) across the partnership, implementing programmes and delivering training as required.

General duties

1. The duties and responsibilities in this job description are not restrictive and the post holder may be required to undertake such other duties, training and/or hours of work as may be reasonably required and which are consistent with the general level of responsibility of this job.

2. Maintain confidentiality at all times.

3. To be responsible for promoting and safeguarding the welfare of children and young persons for whom you will come into contact with.

4. Promote the Council's Equal Opportunities policies in a manner compatible with the duties of the post.

5. Discharge the duties of the post with due regard to the provisions of the Health and Safety at Work legislation.

6. Comply with all school and local authority policies and procedures relating to safeguarding and child protection, security, maintain confidentiality, observe data protection, and associated guidelines reporting all concerns to the appropriate senior leader.

7. To have due regard to the provisions of the Health and Safety at Work Legislation in discharging the duties of the post.

8. To carry out the duties and responsibilities of the post in compliance with the council and the school's Equal Opportunities Policy.

9. To provide support for colleagues by engaging in continuing personal development and sharing expertise.

10. To maintain personal and professional development to meet the changing demands of the job, participate in appropriate training activities, encourage and support staff in their development and training.

11. To have a commitment to continuing professional development through participation and interest in school-based and external INSET and experience.

12. Ability to be flexible and well organised to manage, at times, unpredictable and variable workloads including external deadlines and Ofsted.

This post is Term Time Only – pro rata to 41 weeks per year (Term time plus 2 weeks)

Person Specification: Behaviour Support Assistant

BEHAVIOUR SUPPORT ASSISTANT PERSON SPECIFICATION

General heading	Detail	Examples
Qualifications & Experience	Specific qualifications & experience	NNEB/BTEC qualification or higher relevant qualifications NVQ level 2 or equivalent Must have undertaken or be willing to undertake a professional training course in Behaviour Management Successful experience of working with children with SEN Completion of DCSF induction programme. ELSA.
	Knowledge of relevant policies and procedures	Being aware of and working with the service policies in relation to Inclusion, Child Protection and physical contact with students, appropriate regulations and guidance.
	Literacy	NVQ level 3 or equivalent in English
	Numeracy	NVQ level 3 or equivalent in Maths
	Technology	Good working knowledge of ICT to support learning and performance of own role
Communication	Written	Ability to write reports, complete returns and write complex letters.
	Verbal	Ability to use clear language to communicate information unambiguously Ability to listen effectively
	Languages	Specialist language/communication skills, if appropriate
	Negotiating	Ability to negotiate effectively with adults and children
Working with children	Behaviour Management	Ability to demonstrate effective implementation of the school's behaviour management policy
	SEN	Ability to demonstrate that you encourage the inclusion of students with emotional and/or behavioural difficulties
	Curriculum	Good understanding of the school curriculum Good working knowledge of specialist curriculum area(s), if appropriate
	Child Development	Good understanding of child development Ability to assess progress and performance and recommend appropriate strategies to support development
	Health & Well being	Understand and support the importance of physical and emotional wellbeing
Working with others	Working with partners	Ability to support teacher/practitioner to set up a positive learning environment for the children you have worked with

		Ability to make a proactive contribution to the work of the team supporting children, their families and carers
	Relationships	Ability to establish rapport and respectful and trusting relationships with children, their families and carers and other adults
	Team work	Ability to work effectively with a range of
		adults Influences the attitudes and opinions of others, as required, gaining their agreement through persuasion to ideas, proposals and courses of action.
	Information	Contribute to the development and implementation of effective systems to share information
Responsibilities	Organisational skills	Good organisational skills.
	Line Management	Ability to manage and support the work of others, as required and appropriate
	Time Management	Manages time and prioritises work in an effective and productive manner. Ability to manage own stress and meet deadlines.
	Creativity	Demonstrate creativity and an ability to resolve problems independently
General	Equalities	Understanding of and willingness to promote the Council's Equal Opportunties policies and the ability to implement these in the classroom.
	Health & Safety	Good understanding of Health & Safety
	Child Protection	Good understanding and effective implementation of child protection procedures
	Confidentiality/Data Protection	Understand and comply with procedures and legislation relating to confidentiality
	CPD	Demonstrate a clear commitment to develop and learn in the role Ability to effectively evaluate own performance
Safeguarding and Promoting the Welfare of Children	Ability to form and maintain appropriate relationships and personal boundaries with children and young people.	