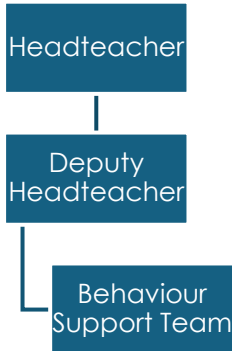


## Ralph Allen School Role Description

<b>Role title</b>	<b>Behaviour Support Assistant</b>
<b>Grade</b>	BANES Grade 5, points 11 - 15
<b>Date</b>	May 2025
<b>1. Role purpose</b>	<p>To support efficient and effective behaviour support provision, ensuring every student is supported to achieve their full potential.</p> <p>Supervise students throughout the day, preparing and collating student information where appropriate.</p>
<b>2. Principal duties and responsibilities</b>	<p><b>Main Duties and Responsibilities:</b></p> <ol style="list-style-type: none"> <li>1. To work alongside the Behaviour Support team promoting high standards of behaviour and learning. Supporting and monitoring interventions for behaviour, learning and achievement.</li> <li>2. Establish positive relationships with parents/carers in order to promote the well-being of all students.</li> <li>3. To mentor vulnerable groups of students who are at risk of underachieving.</li> <li>4. Maintain and update student behaviour records as appropriate .</li> <li>5. To promote a positive ethos and rewards in line with the Behaviour Policy.</li> <li>6. To ensure minimal disruption to learning of class/groups by supporting with behaviour management and providing removal from class and regulation time as needed.</li> <li>7. To work with SLT and the Designated Safeguarding Lead, to provide support addressing the needs of pupils who require particular help with regulating their behaviour, including pupils with ASD, ADHD and other special educational needs, following the correct policies and procedures to ensure all students achieve and are safe.</li> <li>8. Respond to and assist students as required.</li> <li>9. Maintain and update student records on Arbor/CPOMS as required.</li> <li>10. To liaise with outside agencies as appropriate under direction.</li> <li>11. Check in within transition times including lunch hall playground and corridors regularly, responding to pupils' needs and situations.</li> </ol>

	<p>12. Participate in regular review and planning sessions of targeted students — contributing to information log and target-setting.</p> <p>13. One-to-one support for pupils experiencing emotional or behavioural crisis.</p> <p>14. Mentoring and advising students where necessary. Support students to make appropriate choices about their learning and behaviour.</p> <p>15. Participating in training and development programme.</p> <p>16. Attend meetings where necessary.</p> <p><b>Support for the School:</b></p> <ol style="list-style-type: none"> <li>1. Be fully familiar 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.</li> <li>2. Be aware of and support differences and ensure all pupils have equal access to opportunities to learn and develop.</li> <li>3. Contribute to the overall ethos/work/aims of the school.</li> <li>4. Attend and participate in relevant meetings as required.</li> <li>5. Participate in training and other learning activities and performance development as required.</li> <li>6. Assist with the supervision of pupils out of lesson times, including before and after school and at lunchtimes.</li> <li>7. To undertake other relevant duties allocated at the discretion of the classroom teacher, Head of Inclusion, Safeguarding Lead, Headteacher or other designated supervisor.</li> </ol>
<b>3. Dimensions (in quantitative terms, the key areas on which the job has an impact)</b>	<ul style="list-style-type: none"> <li>• All students in the school</li> <li>• Staff in the school</li> <li>• Parents</li> <li>• External agencies</li> </ul>
<b>4. Organisation chart</b>	 <pre> graph TD     A[Headteacher] --&gt; B[Deputy Headteacher]     B --&gt; C[Behaviour Support Team]   </pre>

<b>5. Physical Effort</b>	Bending, stretching, carrying and lifting in the course of their duties e.g. preparing the room and assisting pupils.
<b>6. Working Environment</b>	Working in a large, busy secondary school.
<b>7. Person specification</b>	<p><b>Qualifications and Experience:</b></p> <p><b>Essential</b></p> <ul style="list-style-type: none"> <li>• A minimum of 3 GCSE passes at Grade C or above or equivalent including with proficiency in literacy and numeracy.</li> <li>• Experience of working in a school environment.</li> <li>• Experience of working with children / young people.</li> <li>• Experience of building relationships with a range of different people.</li> </ul> <p><b>Desirable</b></p> <ul style="list-style-type: none"> <li>• A-level qualifications</li> <li>• Other related qualifications e.g Thrive</li> <li>• Experience of working in a secondary school environment</li> <li>• Experience of working with young people who may find mainstream education challenging. Including those with additional needs (e.g. SEND, behavioural, mental health)</li> <li>• Experience of working in a behaviour and pastoral focused role.</li> <li>• Experience of delivering interventions to pupils with challenging behaviour, including one-to-one and small group sessions.</li> <li>• Experience of managing situations that may involve de-escalation.</li> </ul> <p><b>Knowledge and Skills:</b></p> <p><b>Essential</b></p> <ul style="list-style-type: none"> <li>• Confidence to insist on high levels of compliance, but also to have empathy for young people.</li> <li>• An ability to relate well to both children and adults.</li> <li>• Strong professional interpersonal communication skills, and the ability to diffuse potentially confrontational situations.</li> <li>• To work constructively as part of a team, understanding classroom roles, responsibilities, and your own position within these.</li> </ul>

	<ul style="list-style-type: none"> <li>• Ability to effectively use ICT to support learning and use of other equipment technology i.e. computer, video, photocopier.</li> <li>• Willingness to undertake first aid training.</li> <li>• Excellent understanding of safeguarding policies and procedures and their role in child protection.</li> <li>• Puts the welfare of young people at the heart of their work.</li> <li>• To be an outstanding role model for children and colleagues.</li> </ul> <p><b>Desirable</b></p> <ul style="list-style-type: none"> <li>• Knowledge of good practice in meeting the needs of young people, particularly those who may be vulnerable and/or exhibit challenging attitudes.</li> <li>• Knowledge and understanding of the barriers to learning and current issues relating to young people, in particular disaffected young people.</li> <li>• A well-developed understanding of strategies to manage and support young people with challenging behaviour in a school environment.</li> <li>• Knowledge and understanding of support services available for young people in local area.</li> <li>• Ability to act as the Student's advocate and facilitate restorative conversations to address incidents of conflict.</li> <li>• Has received training on 'Positive Handling' or 'Team Teach' and recent safeguarding training (or willingness to complete).</li> </ul>
<p><b>8. Additional information</b></p>	<ul style="list-style-type: none"> <li>• This job description only contains the main accountabilities relating to this post and does not describe in detail all duties required to carry them out.</li> <li>• The postholder will at times have access to information of a confidential nature and it is essential that the successful applicant is aware of the need for discretion.</li> <li>• The postholder will at all times carry out his/her duties and responsibilities with due regard to the Governors' support of and commitment to Equal Opportunities Policies.</li> <li>• The postholder will be expected to undertake any appropriate training provided by the school to assist them in carrying out any of the above duties.</li> <li>• The postholder will be required to promote, monitor and maintain health, safety and security in the work place. To include ensuring that the requirements of the Health &amp; Safety at Work Act, COSHH, and all other mandatory regulations are adhered to.</li> <li>• This School is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment. A satisfactory enhanced Disclosure and Barring Service certificate is required for this post prior to commencement. The postholder will be expected</li> </ul>

	to contribute to the protection of children as appropriate, in accordance with any agreed policies and/or guidelines, reporting any issues or concerns to their immediate line manager.
--	---