Job Description

Job Title: **Behaviour Support Assistant**

Grade **Band G (12-18) (salary details at appendix 2)**
Hours: **37 hours weekly / 39 weeks per year**

Reporting to: **Assistant Headteacher (Student Development and Behaviour)**

Main Purpose of Job
To provide pastoral and behavioural support to students outside of lessons and lead restorative practices in order to aid in improving future outcomes.

To support improvements in teaching and learning by:

Behaviour Focus

BSR

- To assist in supervising the school's Behaviour Support Room in a way which ensures high standards are adopted by the students who are referred there
- To liaise with subject staff, the college and inclusion teams to ensure that appropriate work is set for the students who have been removed from standard lessons, checking that the work is completed and returned to the appropriate member of staff
- To lead the use of the BSR as a regulating and safe space to assist students who are in need of short term intervention to get back to being ready for being effective in lessons
- To lead the implementation of the BSR as a hub for restorative practice, where students address their actions with a view to building positive habits and outcomes.
- Co-ordinate with staff as appropriate as part of restorative practice conversations
- Ensuring students who are due to be in BSR are accounted for, and SLT/duty team made aware of any absences.
- Compiling statements from staff and students following a high-level incident. These are to be referred to the College Leader for action.
- Ensuring appropriate work and resources are available in the BSR on a daily basis. The work should be high quality and relevant, and oversee its completion by students in the BSR
- Maintain records of BSR usage and produce a monthly report. The report should show usage by year group / College / PP and non-PP/ SEN/ gender. It should draw attention to any over representation.
- Maintain high standards of behaviour whilst in the BSR and ensure all supervising staff do the same.
- Meet staff who supervise the BSR half-termly to clarify expectations with regard to work and behaviour.
- Ensuring students return to lessons as swiftly as possible following any interruption

Supporting Pastoral Care and Behaviour

- To support behaviour for learning and to help the school to ensure that its behaviour for learning policy is followed by students.
- Acting as duty manager.

- To escort students to after school detentions or equivalent
- To supervise school detentions as required as part of the detention rota
- To help students to reflect on poor behaviour and to rebuild relationships with staff and students through individual, paired and small group restorative justice conversations and other methods. To build an understanding of how their actions have affected themselves and others.
- To help students and staff to understand patterns of behaviour and triggers for behaviour
- To communicate effectively with College Teams and Inclusion staff as appropriate, to ensure that the needs of each individual student are agreed.
- To attend and contribute to college/staff meetings where appropriate.
- To take part in school events as appropriate, contributing as required to student assemblies and special events, such as Open Evenings, focus weeks etc.
- To monitor and evaluate data to highlight patterns of student behaviour and make appropriate recommendations.
- Mentor students' short term to support pastoral team
- Support SEN students when the BSR making sure adequate plans in place.
- Preferably undertake Early Help training to be able to take on one or two students to support pastoral team.
- Assist with wellbeing initiatives and dealing with safeguarding matters up to appropriate level (depending on DSL qualification)
- To perform other reasonable duties and tasks.

Other

- Flexibility is required to rotate between BSR, LEAP and the Bridge periodically when necessary.

General

Entitlement to:

- A clear line management system and access to the College team and the Inclusion Leader, as necessary. Annual performance review, which includes the setting of individual performance targets in line with the established school procedure.
- Time and opportunity for professional development, in an appropriate form.

Requirements

- The postholder is expected to comply with the provisions of the Data Protection Act 1998 and other relevant legislation. Any information they have access to, or are responsible for, must be managed appropriately and any requirements for confidentiality and security observed. Information must not be disclosed to any person or Authority, for example a parent or the Police, without observing the correct procedure for disclosure as set out in the school's Data Protection Policy and Procedure.
- Knowledge of and compliance with relevant school policies and procedures e.g. Health & Safety, No Smoking, Acceptable Use of the Internet, procedure to gain authorisation for expenditure, privacy policies, Child Protection etc.
- Willingness to undertake training /professional development in-house or externally.
- Participation in the performance management system in force for all staff.

Notes

- Stratford-upon-Avon School reserves the right to alter the content of the job description to reflect changes to aspects of the role, without altering the general nature of the role or level of responsibility.
- The responsibilities detailed are subject to the terms and conditions laid down in the Contract of Employment for Support Staff.
- The job description summarises an indicative range of duties, responsibilities and outcomes, but does not seek to imply the relative priorities or the proportion of time to be spent on each.

Appendix 1

Support Staff Posts

Corporate

- Support your line manager or team leader as required in maintaining a customer focus, efficient working, establishment and following of operating procedures, compliance with health and safety and other regulatory requirements, identifying desirable developments, and providing clear support in general for teaching and learning, student progress and wellbeing, and any external or collaborative arrangements with which the school is involved
- Contribute to the effective operation of support services
- Be prepared to share good practice with other schools and relevant bodies. This may include undertaking duties and work in other schools and at other locations
- As part of a team of support staff, provide assistance with the invigilation of examinations if required
- As a member of staff working in a school setting, have a duty to help keep young people safe and to protect them from sexual, physical and emotional harm and to take reasonable steps to ensure the safety and wellbeing of students

Working with Students

1. As part of a team of support staff, provide assistance with a variety of other provision if required, such as supervision of private study, accompanying school visits, general staff duties etc.
2. Be prepared to engage in elements of guidance or instruction to students in line with specific job role, area of interest or expertise.

Membership of Groups

1. From time to time, take the opportunity to be involved in working groups, designed to enhance the learning or operational aspects of school life.

Appendix 2

Behaviour Support Assistant

Terms and Conditions of Employment specific to the post

Working Hours

The post is for 37 hours over 5 days per week based on 8.00am – 4.10pm Monday – Thursday, 8.00am – 3.40pm Friday.

A lunch break of 40 minutes will be taken at a mutually agreed time, by agreement with the line manager. Where 6 hours or fewer are worked per day, it may be possible to omit the lunch break

Working weeks will be 39 weeks per year made up of 38 weeks (term time) plus 1 week of Staff Learning Days
There is provision for additional hours worked to be taken as TOIL, or in certain cases, remunerated as long as they are for reasons connected with school development, clearly justifiable and appropriately authorised in advance.

Holidays

a) Term-time staff are paid for a pro-rata proportion of holidays applicable to the grading of the post and the length of their service.
b) All holidays are deemed to be taken within school holidays.
c) The allocation of holidays against which pro-rata payment is made is 23 days for new entrants to schools, academies or local government. 26 days after 4 years' continuous service, plus 8 Bank Holidays and 4 statutory days

Other Benefits

- Free car parking (subject to availability)
- Wellbeing employee assistance programme
- Contributory pension scheme

Remuneration

Starting salary for a full-time post at Band G (points 12-18) is within the range £29,542 to £32,578 starting point depending on experience and qualifications.

Actual pro-rata salary is £25,593.60 to £28,731.29, calculated as based on actual hours, and weeks worked and subject to any continuous service.

The School is committed to safeguarding and promoting the welfare of children and young people and expect all staff and volunteers to share this commitment. All positions at Stratford-upon-Avon School are subject to the Disclosure Barring Scheme.

This role is exempt from the Rehabilitation of Offenders Act 1974 and is therefore subject to an Enhanced DBS and requires a children's barred list check.