



## JOB DESCRIPTION

<b>JOB TITLE</b>	Behaviour Support Assistant
<b>EMPLOYER</b>	University of Brighton Academies Trust
<b>LOCATION (Academy)</b>	The St Leonards Academy
<b>RESPONSIBLE TO</b>	Assistant Principal
<b>GRADE AND HOURS</b>	Single Status Grade 5 37 hours per week/term time only plus 5 days
<b>MAIN PURPOSE OF THE JOB</b>	<ul style="list-style-type: none"><li>• Working under guidance: implement work programmes for individuals/groups which could include those requiring detailed and specialist knowledge in particular areas, including behaviour support</li><li>• To provide specialist support for students identified as needing behaviour support and have Additional Educational Needs</li><li>• In class support for all students as directed by the Assistant Principal for Alternative Provision</li></ul>
<b>MAIN TASKS / KEY RESPONSIBILITIES</b>	
<b>1</b>	To be guided by the Assistant Principal
<b>2</b>	To liaise with the relevant teachers with responsibility vulnerable students to ensure systems and protocols support accurate identification and monitoring of students who need additional support
<b>3</b>	To contribute to the planning and delivery of enrichment opportunities for students who have additional needs
<b>4</b>	To support students assessed as having difficulties associated with BESD by using appropriate withdrawal teaching programmes and strategies planned in consultation with the Assistant Principal
<b>5</b>	To support these identified students in subject lessons, 1:1 Interventions and / or small groups
<b>6</b>	To monitor and evaluate students' responses to learning activities through observation and planned recording of achievement against pre-determined learning objectives



<b>7</b>	To use specialist (curricular/learning) skills to support students
<b>8</b>	To implement agreed learning activities/teaching programmes, adjusting activities according to students' responses/needs
<b>9</b>	To support the use of ICT in learning activities and develop students' competence and independence in its use
<b>10</b>	To provide objective and accurate feedback and reports as required, to the relevant teacher on pupil achievement, progress and other matters, ensuring the availability of appropriate evidence
<b>11</b>	To undertake further study in understanding Literacy skill development
<b>12</b>	To liaise sensitively and effectively with parents/carers, within your role / responsibility and participate in feedback sessions/meetings with parents as directed
<b>13</b>	To assist in the induction of new members of staff
<b>14</b>	To monitor the progress of the students and report this to the Assistant Principal
<b>15</b>	To contribute to the Annual Review and target setting process
<b>16</b>	To advise on good practice for students who have behaviour needs and model support approaches, the use of equipment etc. to other Learning Support Assistants and relevant staff in the Academy
<b>17</b>	To work with parents, providing activity ideas and materials to help support their children with literacy and language and study skill development at home
<b>18</b>	To promote the inclusion and acceptance of all students within the classroom
<b>19</b>	To provide feedback to students in relation to progress and achievement
<b>20</b>	To be aware of and comply with policies and procedures relating to child protection, health and safety and security, confidentiality and data protection, reporting all concerns to an appropriate person
<b>21</b>	To liaise closely with colleagues within the Academy, parents/ carers and other appropriate professionals
<b>22</b>	To undertake planned supervision of students out of Academy hours
<b>23</b>	To supervise students on visits, trips and out of Academy activities as required
<b>24</b>	To be willing to support break and lunch time supervision e.g. educational games, homework clubs etc (within employed hours)
<b>25</b>	To participate in regular performance management
<b>26</b>	To undertake other duties appropriate to the post, as may be required, all duties to be carried out in accordance with the Academies Trust's equal opportunities policy
<b>27</b>	Undertake any other tasks commensurate with the grading of the post



This Job Description is correct at the time of print and gives the main responsibilities and tasks of the role. These may however be changed or added to as appropriate.

There may also be the need for staff to undertake additional duties from time to time, appropriate to the level of the post. Should these additional tasks become a frequent part of the role, the job description will be revised through consultation with the post holder.

**Date: September 2022**

**Additional Information**

- All Support Staff posts within the Academy are subject to a six-month probationary period
- This post involves regulated activity as summarised in Keeping Children Safe in Education 2021 (paragraph 217). Anyone engaging in regulated activity must have an enhanced DBS check including barred list information.
- This post is exempt from the Rehabilitation of Offenders Act (1974) – applicants must be prepared to disclose all criminal convictions and cautions including those that would otherwise be spent under the Act.

**University of Brighton Academies Trust is committed to safeguarding and promoting the welfare of children and young people, and expects all staff and volunteers to share this commitment.**



## PERSON SPECIFICATION

### ESSENTIAL CRITERIA

#### EDUCATION AND QUALIFICATIONS

- 1.1 A good standard of education particularly in English and Mathematics

#### KNOWLEDGE AND EXPERIENCE

- 2.1 Knowledge of support strategies for students with behaviour needs
- 2.2 Knowledge of the legal and organisational requirements for maintaining the health, safety and security of yourself and others in the learning environment
- 2.3 Knowledge of SEN Code of Practice
- 2.4 Knowledge of strategies to recognise and reward efforts and achievements towards self-reliance that are appropriate to the age and development stage of the pupils
- 2.5 Experience of supporting pupils with special educational needs in a classroom and small teaching group environment.
- 2.6 Experience of working with young people exhibiting challenging behaviour

#### KEY SKILLS AND ABILITIES

- 3.1 Ability to use language and other communication skills that pupils can understand and relate to
- 3.2 Ability to establish positive relationships with pupils and empathise with their needs
- 3.3 Ability to demonstrate active listening skills
- 3.4 Ability to consistently and effectively implement agreed behaviour management strategies
- 3.5 Ability to provide levels of individual attention, reassurance and help with learning tasks as appropriate to pupils' needs, encouraging the pupil to stay on task
- 3.6 Ability to monitor the pupils' response to the learning activities and, where appropriate, modify or adapt the activities as agreed with the teacher to achieve the intended learning outcomes
- 3.7 Ability to carry out and report on systematic observations of pupils' knowledge, understanding and skills
- 3.8 Ability to assist in the recording of lessons and assessment as required by the teacher
- 3.9 Ability to offer constructive feedback to pupils to reinforce self-esteem
- 3.10 Ability to work effectively and supportively as a member of the Learning Support team within the Academy
- 3.11 Ability to work within and apply all school policies e.g. behaviour management, child protection, Health & Safety, Equal Opportunities etc

#### PERSONAL ATTRIBUTES

- 4.1 Ability to demonstrate commitment to Equal Opportunities
- 4.2 Willingness to participate in further training and development opportunities offered by the Academy, to further knowledge