

**Behaviour Support Assistant**

Wyre Forest School is committed to creating a diverse workforce. We will consider all qualified applicants for employment without regard to sex, race, religion, belief, sexual orientation, gender reassignment, pregnancy, maternity, age, disability, marriage or civil partnership.

# Job details

**Job title:** Behaviour Support Assistant

**Salary:** Teaching Assistant Grade 2/3 (dependant on qualifications)

TA 2 SCP 5 – 6 + SEN1, TA 3 SCP 7 – 17 + SEN1

**Hours:** 32.50

**Contract type:** Permanent

# Main purpose

* Reporting to the Lead Behaviour Assistant Head you will work as part of the Behaviour Team to implement and monitor interventions across the school.

# Responsibilities and Tasks

1. To observe and analyse behaviours that challenge to support the AHT to develop and write individualised behaviour action plans.
2. To explain and demonstrate the implementation of behaviour action plans with staff as directed by AHT.
3. Continuously support Teams to implement plans
4. To support the AHT in monitoring the success of behaviour action plans and ensure record keeping related to behavioural incidents are through and accurate.
5. To understand the use of pupils preferred communication methods and how this impacts on behaviour – to model at all times.
6. To understand teaching & learning pedagogy and how this impacts on behaviour – to model at all times.
7. To understanding how learning environment impacts on behaviour and be able to work with teams to make any coproduced changes.
8. To carry out interventions agreed and planned by AHT for behaviour
9. To ensure provision map information is kept up to date regarding the interventions
10. To ensure baseline and impact data is kept for pupils receiving interventions
11. To model de-escalation techniques and ensure the use of restraint is rare – where it has occurred to reflect could it have been done differently.
12. Respond to radio support on a rota and feedback to AHT Behaviour the incidents.
13. Team Teach Trainer – provide whole school training for theory around challenging behaviour, proactive and reactive strategies and Team Teach physical support.
14. Continuously coach staff teams on correct use of Team Teach and consistently review and reflect on its use with staff teams. Always aim to reduce restrictive practice by implementing other strategies.
15. Check in with Teams that have used Team Teach under guidance of AHT to reflect if a different strategy could have been used.
16. Check in with Teams who have been injured due to a behavioural incident and work with AHT to ensure that actions are put into place to reduce the likelihood of this occurring again.
17. Use Mental Health First Aid to support children and staff in times of need and de-briefs.
18. Be aware of external agencies and support AHT with referrals where necessary.
19. Create and share resources to the wider staff team to support CPD and understanding of behaviours and strategies for our pupils.

Health and safety

* Promote the safety and wellbeing of pupils, and help to safeguard pupils’ wellbeing by following the requirements of Keeping Children Safe in Education (KCSIE) and our school’s child protection policy

Professional development

* Commitment to further training

# Other areas of responsibility

**Safeguarding**

* Work in line with statutory safeguarding guidance (e.g. Keeping Children Safe in Education, Prevent) and our safeguarding and child protection policies
* Work with the designated safeguarding lead (DSL) to promote the best interests of pupils, including sharing concerns where necessary
* Promote the safeguarding of all pupils in the school.

The Behaviour Support Assistant will be required to follow school policies and the staff code of conduct.

* The post holder may be required to undertake such other tasks appropriate to the level of appointment as the Headteacher may require. All parties share a responsibility for ongoing dialogue, to ensure that the duties outlined within this job description remain fair and reasonable and continue to be appropriate to meeting the needs of children and young people in the school.
* The Governing Body reserves the right to alter the contents of the job description after consultation to reflect the changes in the job or services provided, without altering the general character or level of responsibility.
* The duties described in this job description must be carried out in a manner which promotes equality of opportunity, dignity and due respect for all employees and service users and is consistent with the Council's Equal Opportunities and Race Equalities Policy.

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| criteria | qualities |
| **Qualifications and training** | * Desirable - GCSE or equivalent level, including at least a Grade 4 (previously Grade C) in English and maths
* Grade 2 / 3 Teaching Assistant
* First-aid training, or willingness to complete it
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| **Experience** | * Experience working in a school environment or other educational setting – especially a SEND school
* Experience working with children / young people – minimum of 3 years
* Experience planning and delivering learning activities
* Experience of planning and leading teaching and learning activities (under supervision)
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| **Skills and knowledge** | * Good literacy and numeracy skills
* Good organisational skills
* Ability to build effective working relationships with pupils and adults
* Skills and expertise in understanding the needs of all pupils
* Knowledge of how to help adapt and deliver support to meet individual needs
* Subject and curriculum knowledge relevant to the role, and ability to apply this effectively in supporting teachers and pupils
* Excellent verbal communication skills
* Active listening skills
* The ability to remain calm in stressful situations
* Knowledge of guidance and requirements around safeguarding children
* Good ICT skills, particularly using ICT to support learning
* Understanding of roles and responsibilities within the classroom and whole school context
* Understanding of effective teaching methods
* Knowledge of how to successfully lead learning activities for a group or class of children
* Knowledge of how statutory and non-statutory frameworks for the school curriculum relate to the age and ability ranges of the learners they support
* Knowledge of how to support learners in accessing the curriculum in accordance with the SEND code of practice
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| **Personal qualities** | * Enjoyment of working with children
* Sensitivity and understanding, to help build good relationships with pupils
* A commitment to getting the best outcomes for all pupils, and promoting the ethos and values of the school
* Commitment to maintaining confidentiality at all times
* Commitment to safeguarding pupil’s wellbeing and equality
* Resilient, positive, forward looking and enthusiastic about making a difference
* Capacity to inspire, motivate and challenge children and young people
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Person specification

# Notes:

This job description may be amended at any time in consultation with the postholder.

Headteacher/line manager’s signature: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Date: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Postholder’s signature: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

# Date:

# Updated June 2025