

## Job Description Behaviour Support Worker

### Key Job Outcomes

#### **Day to Day Support of the Ready to Learn Facilities. In particular supporting:**

- Coordination of the physical space. Including managing resources, display boards and maintaining a purposeful atmosphere.
- Monitoring staff rotas
- Assist in ensuring that the school's behavioural systems and processes are consistently applied wherever possible.
- Monitoring the attendance of students referred to the facility. Including accurate records of reasons for referrals and key tracking data.
- Work as part of the Inclusion team to advise on key students and adaptations required.
- Work with curriculum leaders to ensure the quality of work provided meets the needs of students.
- Restorative conversations between pupils and staff when required.
- Mobile phone confiscation (including secure storage).
- The sharing of pupil information with key staff as required (House Leader, Tutor, Key worker etc.). Including information within the daily bulletin.
- Act as Fire Marshall for F block.
- Investigation of Incidents (Including Hate Incidents) including checking CCTV footage where appropriate to help establish facts.
- Investigating pupil referrals to the RiR when further information is required.
- Obtaining witness statements from students and staff as required.
- Parental contact to update about the outcome of the investigation as and when required to do so.
- Maintenance of records relating to investigations and outcomes as appropriate.
- Share information with key staff as required (House Leader, Tutor, Key worker etc.), the school leadership team to ensure that the behaviour policy is consistently and fairly applied. Including advising on adaptations required.

#### **Support for pupils' Wellbeing**

Contributing to the development and implementation of individual support plans and provide direct support for the wellbeing of individual children or groups of children, including those with special needs, to achieve defined targets through:

- activities, interventions, empathetic and sympathetic listening, direct guidance and the provision of appropriate positive feedback to behaviour
- developing the physical, emotional and educational development of children
- supervising and encouraging safe behaviour of individuals and groups
- analysis of achievement to develop reinforcement of structured learning habits
- to work with other professionals within and from outside the school as needs arise.

#### **Day to day support of the Duty Call Facility, in particular:-**

- Monitoring the referral requests and ensuring duty staff are attending.
- Attending referrals when on duty, speaking to students and teachers to address behaviour issue.
- Escorting students to reintegration.
- Ensure all administration relating to the duty call system is complete, including managing the spreadsheet, hiding completed requests, ensuring the tablets and radios are charged and ready for use.

#### **Responsible for arranging After School Detentions in particular:-**

- Running reports on specific behaviour criteria using PARS, to establish which students have hit the trigger for a detention.
- Ensure that parents are informed of detentions, giving agreed notice.
- Update the Daily Bulletin with names of students in detention and which rooms to attend.

- Liaise with teaching staff on detention duty ensuring they have details of who to expect in detention and communicate with you on who has attended.
- Inform parents of any non-attenders and follow next steps.
- Arrange daily reintegration room detentions, informing parents and students, keeping records of those attended and follow up on students who have failed to attend.
- Support the Pastoral Manager with the arranging of SLT detentions, including informing parents, arranging pick ups and delegating to duty call staff.

**Safeguarding students:-**

- Ensure any concerns for student's welfare are added to the CPOMS system.
- Liaising with DSL and/or DDSL to raise any urgent concerns.
- Provide support to any students that have disclosed a concern to you.
- Assist the Pastoral Manager in investigating safeguarding concerns relevant to the role.
- Ensure any missing students that have been reported are accounted for and registers are updated. Contacting parents/guardians (and other interested parties where required) for any students still missing after completing the relevant searches/checks, advising parent/guardians of next steps.

### Person Specification Behaviour Support Worker

Attributes	Essential	Desirable
Education, Training and Experience	<ul style="list-style-type: none"> <li>• Good general education to GCSE or A level or equivalent experience, with good level of numeracy and literacy as evidenced by GCSE or equivalent qualifications.</li> <li>• Willingness to further skills with additional relevant courses</li> <li>• Experience of supporting young people whose behaviour is described as challenging</li> <li>• Evidence of continued professional development</li> <li>• Experience of working with children and young people with a learning disability</li> </ul>	<ul style="list-style-type: none"> <li>• Relevant degree, and/or qualifications</li> <li>• At least two years' experience working within a pastoral role of a school</li> </ul>
General Knowledge, Skills and Personal Qualities	<ul style="list-style-type: none"> <li>• Knowledge and expertise of implementing positive behaviour support strategies</li> <li>• Able to identify, innovate and implement new ideas that support service users</li> <li>• Ability to establish a rapport with young people and their families</li> <li>• Excellent organisational and administrative skills including the ability to work to conflicting priorities, deadlines and the flexibility to take on new tasks as they arise</li> <li>• IT literate (Google Suite, Word, Excel) and a willingness to learn school specific systems</li> <li>• Patient and friendly approach with experience of working in a caring role or a desire to do so</li> <li>• Strong written and oral communication skills and the confidence to work effectively with staff, students and parents</li> <li>• The ability to work in a team and to be flexible to the needs of the school</li> <li>• Excellent attention to detail and the ability to work accurately even when under pressure</li> <li>• Ability to be proactive, work as part of a team, to work independently and to think laterally and creatively</li> <li>• Willingness to adapt to changing needs and circumstances</li> <li>• Commitment to equal opportunities and the equal value of all members of the school community</li> </ul>	<ul style="list-style-type: none"> <li>• Experience of working cross-organisation to achieve outcomes</li> <li>• Experience of working in a school environment</li> <li>• Knowledge of SIMS, PARS and INSIGHT</li> </ul>

Personal Attributes	<ul style="list-style-type: none"> <li>• Resilient</li> <li>• Enthusiastic and committed to the principles of positive behaviour support</li> <li>• Quality driven and able to challenge</li> <li>• Strong values base in the respect of the rights of vulnerable people, particularly those who present with behavioural challenges</li> <li>• Enthusiasm and initiative</li> <li>• A calm, confident and resilient approach</li> <li>• Empathy with children and young people</li> <li>• Self-motivated and a motivator for others</li> <li>• Team player</li> <li>• Inclusive and respectful and committed to equal opportunities</li> <li>• Proactive with ability to manage multiple priorities</li> <li>• Physically fit (role requires lots of movement around the school site)</li> </ul>	
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