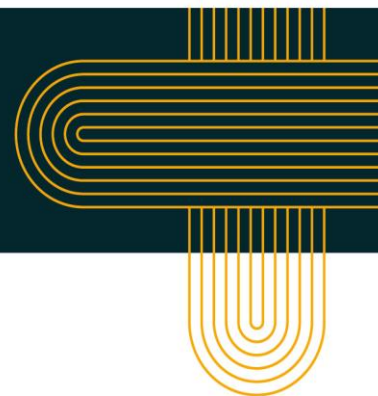




## **JOB DESCRIPTION**

**Job Title:** Behaviour Support Worker (mainstream)  
**Grade:** C1 SCP 12 - 17  
**Reporting to:** Behaviour Leader/Senior Leadership Team

### **Job Purpose:**

To work in partnership with the Key Stage 3 and 4 Behaviour Leaders and Senior Leaders in charge of behaviour to assist with the effective leadership and running of the phase – this position would be for specific deployment to mainstream. To effectively safeguard students within the Phase group. Where 'Phase' is referenced below this is in specific reference to mainstream.

### **Key Responsibilities**

#### **Pastoral Care & Safeguarding**

- To assist in the development, plan and implement strategies to address the behaviour needs of students (including Child Protection needs) within the phase team and the academy, and to offer information, advice and guidance to other staff regarding the support of students.
- Be responsible for promoting the welfare of students by identifying potential child abuse and following safeguarding procedures in accordance with the Trust's Child Protection Policy.
- Establish and maintain positive and appropriate mentoring relationships with students that engage, motivate and remove barriers to learning, aimed at achieving the goals defined in their action plan.

#### **Behaviour & Inclusion**

- To ensure the mainstream Positive Discipline system is robustly and effectively implemented so that students experience a consistent approach across the academy in respect of praise and, where appropriate, sanctions.
- To support the effective running of the academy to diminish inappropriate behaviour and support with regulation.
- Work to improve student behaviour through a proactive approach informed by trend analysis and through maintaining a clear and positive framework for behaviour management in line with the Trust's Behaviour Policy.

#### **Student Support & Engagement**

- To carefully track the students in the phase group in a holistic manner; acting, where appropriate, as an advocate for students liaising with members of staff to provide support to targeted students, to raise achievement and improve behaviour.
- To assist in the development and implement action plans for identified students relating directly to their individual needs and circumstances.
- Monitor and evaluate student responses, progress and achievements against the action plan through techniques such as observation, gathering and analysing relevant data.
- Deliver group and individual support sessions on topics such as self-harm, anger management, emotional resilience, effective parenting, study support.

#### **Communication & Liaison**

- To liaise with parents and carers regularly, supporting the effective communication between the academy and home.

# GORSE

- Maintain regular contact with parent/carers of students in need of additional support, to keep them informed of the student's objectives and progress, and to secure positive family support and involvement.
- Provide objective and accurate feedback to students about their progress and achievement.
- Encourage students to take responsibility by providing a range of information, advice and guidance to support and enable them to make choices about their own learning and behaviour.
- Attend multi-agency meetings in order to fully support students' needs and act upon any issues arising in an effective and comprehensive manner.
- Log all appropriate information correctly on the academy's pastoral monitoring systems e.g., CPOMS, SIMS etc., and, where appropriate, train other colleagues in respect of the effective recording of information.

## **Operational Duties**

- To be 'On Call' for your phase at all times ensuring that where you are not available, another Pastoral Support Worker/or Pastoral Support Officer provides cover.
- Work alongside the Attendance team to provide support for students who are unable to attend the Academy, which may include home visits.
- Attend Early Help Plans to enable support around a student and family, including collating accurate information, writing reports and representing the Academy.
- Support with transition arrangements for students entering or leaving the Academy.
- Supporting the academy with student access arrangements and examinations.
- Provide the Behaviour Leader/Senior Leadership Team with regular comprehensive updates on behaviour matters in respect to students on personal caseloads, seeking advice and guidance where required.
- Provide support to the Pastoral and Attendance team as required.
- Provide support to the Administration Team as required.

## **Academy Contribution**

- Attend key after-school events and fully participate in training days.
- Attend staff training and briefings as required by the Principal.
- Attend middle and senior leadership meetings as required by the Principal.
- Accountable for ensuring that students are safe and well looked after across the Academy.
- Accountable for taking the correct action in relation to Positive Discipline in line with academy policies.

## **Personal Responsibilities:**

- To hold positive values and attitudes and adopt high standards of professional conduct in line with the Seven Principles of Public Life (selflessness, integrity, objectivity, accountability, openness, honesty, leadership) and our trust values of Diligence, Integrity, Rectitude and Kindness.
- Carry out the duties and responsibilities of the post, in accordance with GORSE's Health and Safety Policy and relevant Health and Safety Guidance and Legislation.
- Form positive professional relationships and work in partnership with colleagues throughout GORSE.
- To willingly engage with training as required.
- Treat all aspects of the role with the strictest confidentiality.
- Be aware of and comply with policies and procedures relating to child protection, health, safety and security, confidentiality, equality and diversity and data protection, reporting all concerns to an appropriate person.
- To complete AM, Break, Lunch & PM duties as required by the Principal.

## Any Special Conditions of Service:

- The post is subject to a satisfactory enhanced DBS background check, relevant right to work documentation, suitable references and a six -month probationary period.
- Occasionally there may be a requirement to work off-site and undertake work outside normal office hours to meet the variable nature of workloads and deadlines and to support academy events.
- Contribution to the overall ethos/work/aims of GORSE.
- GORSE operates a No Smoking/Vaping Policy.

## Person Specification

| Criteria                                                                                                         | Essential/<br>Desirable |
|------------------------------------------------------------------------------------------------------------------|-------------------------|
| <b>Qualifications</b>                                                                                            | <b>E/D</b>              |
| Grade 4 (C) and above in GCSE English and Mathematics (or equivalent).                                           | <b>E</b>                |
| NVQ 3 for Teaching Assistants or equivalent qualification or experience                                          | <b>E</b>                |
| <b>Knowledge and Skills</b>                                                                                      | <b>E/D</b>              |
| Full understanding of the range of support services/providers                                                    | <b>E</b>                |
| Full working knowledge of relevant policies/codes of practice and awareness of relevant legislation              | <b>E</b>                |
| Working knowledge of national curriculum and other relevant learning programmes                                  | <b>E</b>                |
| Understanding of principles of child development and learning processes and in particular, barriers to learning. | <b>E</b>                |
| Ability to plan effective actions for students at risk of underachieving                                         | <b>E</b>                |
| Ability to relate well to children and adults and able to support families with students challenging behaviour   | <b>E</b>                |
| Ability to work constructively as part of a team                                                                 | <b>E</b>                |
| Understanding classroom roles and responsibilities and your own position within these                            | <b>D</b>                |
| Ability to self-evaluate learning needs and actively seek learning opportunities                                 | <b>D</b>                |
| <b>Experience</b>                                                                                                | <b>E/D</b>              |
| Experience of working with students with additional needs.                                                       | <b>E</b>                |
| Experience of working with vulnerable children                                                                   | <b>D</b>                |
| Experience of working with children with complex communication needs                                             | <b>D</b>                |
| Experience of work with children with autism                                                                     | <b>D</b>                |
| Experience working with children of all ages                                                                     | <b>D</b>                |
| <b>Continuous Professional Development</b>                                                                       | <b>E/D</b>              |
| Evidence of commitment to Continuing Professional Development                                                    | <b>E</b>                |
| <b>Other Conditions</b>                                                                                          | <b>E/D</b>              |
| Enhanced DBS Clearance                                                                                           | <b>E</b>                |

*We are committed to safeguarding the welfare of children and expect all staff and volunteers to share this commitment. The successful candidate will be subject to full employment checks, including an enhanced DBS disclosure and barring service check. We promote diversity and aim to establish a workforce that reflects the population of Leeds.*

**Employment is conditional on confirmation of the right to work in the UK – either as a UK or Irish citizen, under the EU Settlement scheme or having secured any other relevant work visa.**

**Please note that, as a sponsor licence holder, we only provide sponsorship for teacher vacancies.**