



Shaw
Education
Trust



Careers

at Shaw Education Trust



Job Title:	Behaviour Support Worker
Grade:	6
SCP:	SCP 20 – SCP 24
Conditions of Service:	Support Staff Contract
Responsible to:	Headteacher

Job Purpose

Under the direction of senior staff and Behavioural Leader, co-ordinate the support provision for pupils who need help in overcoming barriers to learning and developing their potential by raising standards of behaviour for learning.

Key Responsibilities

Support to Pupils

- To liaise with parents, outside agencies, education welfare and other agencies with regard to attendance and punctuality issues.
- Support the school attendance policy by liaising and working with other key pastoral staff and senior leaders.
- To work directly with individuals or groups in respect of attendance and welfare.
- To liaise with appropriate internal/ external stakeholders with regard to attendance.
- Follow up on absent students, ensuring effective communication
- Liaise with appropriate senior staff and the Education Welfare Officer/appropriate authority allocated to the school on a regular basis with regard to student absence.
- To be a first response for escalated student behaviour.
- To investigate reported ongoing incidents of escalated behaviour.
- To liaise with the relevant staff on actions to be taken.
- To administer appropriate consequences.
- Work directly with individuals or groups to raise self-esteem and confidence of students with a view to improve personal and social skills.
- Supporting parents and students in crisis, liaising with identified personnel.
- To arrange for units of work and/or specific skills development with individual pupils to be provided.
- To monitor the progress of the behaviour of these pupils.
- Organise and provide appropriate work and supervision to these pupils and be responsible for them until a return to class is facilitated.
- To liaise with parents, outside agencies, education welfare and the police with regard to confidential/sensitive information and complex issues.

Support Organisational Management

- To provide information, reports and analysis on student behaviour and attendance.
- Monitor behaviour reports of students.

Support to School (this list is not exhaustive and should reflect the ethos of the school)

- Promote and safeguard the welfare of children and young persons you are responsible for or come into contact with.
- Be aware of and comply with policies and procedures relating to child protection, health, safety and security, confidentiality and data protection, reporting all concerns to an appropriate person.
- Ensure all pupils have equal access to opportunities to learn and develop.

- Appreciate and support the role of other professionals.
- Contribute to the overall ethos/work/aims of the school.
- Attend and participate in relevant meetings as required.
- Participate in training and other learning activities and performance development as required.
- Contribute to the achievement of the school's objectives.
- **Promote inclusion and acceptance of all pupils within the school.**
- Establish good working relationships with pupils, acting as a role model and setting high expectations.
- Be aware of, support and ensure equal opportunities for all.
- Assist with pupil needs as appropriate during the school day.

Safeguarding

- Take responsibility for promoting the safety and welfare of all pupils.
- Report all concerns to an appropriate person.
- Co-operate and work with relevant agencies to protect children.
- Ensure all statutory requirements are adhered to, including prevention.

This job description is not prescriptive, nor necessarily a comprehensive definition of the position.

Notwithstanding the duties in this job description, you will be expected to undertake any other duties and tasks which are not specifically listed but are within the scope and remit of this post to ensure the effective delivery and development of the service.

Qualifications and Experience

Qualifications/Training

- NVQ Level 3 (A Level / Ordinary National Certificate or equivalent)
- Good numeracy/literacy skills.
- Good communication skills (written and oral)
- Good IT Skills

Experience / Knowledge / Skills

- Experience of working in an education setting committed to the inclusion agenda.
- Experience of working with pupils demonstrating challenging behaviours.
- Ability to remain calm in situations of high tension.
- Ability to work constructively as part of a team.
- Ability to relate well to children and to adults.
- Ability to plan and develop systems.
- Full working knowledge of relevant policies/codes of practice/ legislation.
- Good ICT and record keeping skills.
- Ability to communicate effectively both orally and in writing.
- Good communication skills.
- Good organising, planning and prioritising skills.

Codification of expected norms and behaviours

Leadership, of self and others		
Attitude	Aptitude	Functional Capability
<ul style="list-style-type: none"> • Build relationships between yourself and the team, and between team members. • Unify not divide the team, promote a culture of respect. • Manage conflict well and pro-actively. • Embrace and welcome accountability of self, and for team. • Care for the well-being of your team/colleagues. • Support the retention of good staff by creating a positive culture around workforce development and team communities. • Ensure good communication amongst your team and the wider organisation as appropriate. 	<ul style="list-style-type: none"> • Ensure effective workforce development and training for self and all, including coaching and mentoring. • Spot and nurture talent – in yourself and in others. • Positively engage in development opportunities and aptitude development. 	<ul style="list-style-type: none"> • Ensure clear roles and accountabilities for the team are well understood. • Develop and promote mutual accountability between colleagues in the team. • Deploy staff and resources effectively across the team. • Manage the workload of self and team. • Know your team(s)/colleagues well.
Model our values and behaviours		
Attitude	Aptitude	Functional Capability
<ul style="list-style-type: none"> • Build trust within your teams and across the Trust. • Create and contribute to a psychologically safe environment so staff can work and flourish within your team and across the Trust. • Value compassion • Encourage a can-do approach personally and across your team. • Positively challenge poor behaviour and call it out. 	<ul style="list-style-type: none"> • Be self-reflective on your own strengths and be proactive in seeking support (via colleagues, reading or CPD) to understand any areas for improvement and ensure your development in these. 	<ul style="list-style-type: none"> • Display professional credibility to team, peers, and trustees.

<ul style="list-style-type: none"> • Be highly and consistently visible across the organisation and within your team. • Demonstrate a consistent approach and calmness. 		
Motivate and inspire		
Attitude	Aptitude	Functional Capability
<ul style="list-style-type: none"> • Celebrate and acknowledge success of self and others. • Show and demonstrate the value of others – create an abundance culture where all can be successful without threat or competition. • Demonstrate drive and ambition for self, team and Trust. 	<ul style="list-style-type: none"> • Engage in wider networking, development opportunities and/or reading to gain inspiration and personal motivation. • Understand and share your ‘why’ – and revisit it regularly. 	<ul style="list-style-type: none"> • Communicate a precise and clear vision. • Set the journey ahead which is understood by all. • Evidence sharp goal setting and achievement. • Ensure errors, oversights and mistakes are rare.
Reflection		
Attitude	Aptitude	Functional Capability
<ul style="list-style-type: none"> • Demonstrate transparency and integrity within team and across the Trust. • Accept responsibility and be vulnerable, avoid a blame culture. 	<ul style="list-style-type: none"> • Take time to know yourself and engage in self-reflection and learning. • Ask thoughtful questions and seek the truth. • Give and accept feedback. 	<ul style="list-style-type: none"> • Encourage your team to reflect on efficiency and effectiveness, striving to gain a constantly improving approach.
Secure accountability by giving tools to succeed by...		
Attitude	Aptitude	Functional Capability
<ul style="list-style-type: none"> • Giving generously with your time. • Ensuring 1:1 meetings are useful and effective in driving improvement. • Providing support and removing barriers to success. • Be true to your word, if you say you will do something, do it. 	<ul style="list-style-type: none"> • Have high expectations of yourself and others, seek out best practice. 	<ul style="list-style-type: none"> • Ensuring absolute clarity in terms of expectation and ‘the ask’. • Allocating resources effectively to support KPI delivery. • Be willing and able to have challenging conversations.

In addition to candidates' ability to perform the duties of the post, the interview will explore issues relating to safeguarding and promoting the welfare of children including:

- Motivation to work with children and young people
- Ability to form and maintain appropriate relationships and personal boundaries with children and young people
- Attitudes to the use of authority and maintaining discipline
- The post holder will be required to have an enhanced DBS check



If a disabled person meets the criteria indicated by the 'Two Ticks' symbol and provides evidence of this on their application form they will be guaranteed an interview.

JC 20.06.2023

Note This job description and person specification conforms to the Shaw Education Trust job evaluation standards and cannot be amended/updated without SET HR approval.