**School / Leeds City Council Job Description**

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| **School** |

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| **Post Title**Behaviour Support Worker – Level 2 | GRADEC1 – C3 | JE Ref564 / 748 |

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| **Post(s) to which directly responsible**Immediate line manager |

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| **Post(s) for which directly responsible**None |

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| **Purpose of job*** To work under the instruction and guidance of teaching and/or senior staff. To support the teacher in addressing the needs of all pupils but especially those pupils who need particular help with behaviour management to overcome barriers to learning. Establishing productive working relationships with pupils and acting as a role model. All the duties outlined are carried out under the direction and supervision of the teacher.
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| **Responsibilities*** Provide levels of individual pastoral support to pupils including those with special needs, as directed by the classroom teacher.
* Receive and supervise pupils excluded from, or otherwise not working to a normal timetable.
* Attend to pupils personal needs and provide advice to assist in their social care, health and hygiene development.
* Participate in the comprehensive assessment of pupils to determine those in need of particular help.
* Support the development and implementation of individual Education/ Behavioural/ Support/ Mentoring plans and behaviour management strategies.
* Develop one to one mentoring arrangements with pupils and provide support for distressed pupils.
* Promote the speedy and effective transfer of pupils across phases and the integration of those who have been absent.
* Provide information and advice to enable pupils to make choices about their own learning / behaviour / attendance.
* Challenge and motivate pupils, promoting and reinforcing self-esteem.
* Provide feedback to pupils in relation to progress, achievement, behaviour and attendance.
* Liaise with feeder schools and other relevant bodies to gather pupil information and compile necessary reports.
* Support pupils’ access to learning using appropriate strategies and resources.
* Liaise with other staff in planning, evaluating and adjusting learning activities as appropriate.
* Monitor and evaluate pupil’s responses and progress against action plans through observation and planned recording.
* Provide objective and accurate feedback and reports to other staff on pupil’s achievement, progress and other matters as requested.
* Responsible for keeping and updating records as agreed, contributing to review systems/records as requested.
* Establish constructive relationships with parents and carers including the exchanging of information and facilitating their support for their child’s attendance.
* To assist in the development, implementation and monitoring of systems relating to attendance and integration.
* Provide appropriate clerical / administration support e.g. phones calls; dealing with correspondence and the compilation of data / information on attendance and exclusions.
* Implement agreed learning activities/teaching programmes, adjusting activities according to pupil responses/needs.
* Be aware of, and appreciate, a range of activities, courses, organisations and individuals available to provide support for pupils to broaden and enrich their learning.
* Determine the need for, prepare and use specialist equipment, plans and resources to support pupils.
* Supervise pupils on visits, trips and out of school activities as required.
* Implement supervision of pupils out of school hours as required.
* Assist in the supervision, training and development of staff.
* Attend and participate in regular meetings, training and other learning activities as required, contributing to the overall ethos and aims of the school.
* Establish constructive relationships and communicate with other agencies/professionals, in liaison with the classroom teacher, to support achievement and progress of pupils.
* Be aware of, and comply with, polices and procedures relating to child protection, health, safety, confidentiality and data protection, reporting all concerns to the appropriate person.
* Be aware and support differences and ensure all pupils have equal access to opportunities to learn and develop.
* To ensure promotion and support of Equal Opportunities and Health & Safety
* To undertake any other duties that are commensurate with the post
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| **Relationships**The postholder will be required to work flexibly to deliver an efficient Service. There will be regular contact with pupils, colleagues, other members of staff, line managers and internal and external customers  |

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| Physical ConditionsThe post is currently based at \*\*\*\*\*\*\* has access by stairs and lift and is accessible by disabled persons to the ground floor by a portable ramp on requestThis post is subject to an enhanced Disclose and Barring Service check.The school operates a non-smoking policy. |

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| **Economic conditions** |
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| Grade: | C1 – C3 |
| Annual Leave: | **[DELETE AS APPROPRIATE]** Term time only working (plus **xx** days) **OR** 24 days per annum plus 5 days pa for 5 years local government service, plus 8 statutory holidays, pro rata for part time working. |
| Hours: | **XX** hours per week  |
| Conditions of Service: | NJC Conditions apply |

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| **Prospects****Promotion**Whilst there is no automatic progression to any more senior posts, opportunities do exist for advancement and promotion, dependent upon normal staff movements and on the capabilities of the individual post holder.**Training**The school encourages training both “in-house” and external to meet the needs of the individual and of the Service. |

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| **QUALIFICATIONS** |

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| **Job Description Prepared / Reviewed by:** |  | **Date:** |  |
| **Job Description Approved by:** |  | **Date:** |  |

EMPLOYEE SPECIFICATION:

Detailed below are the types of skills, experience and knowledge that are required of applicants applying for the post. The ‘Essential Requirements’ indicate the minimum requirements, and applicants lacking these attributes will not be considered for the post. The points detailed under ‘Desirable Requirements’ are additional attributes to enable the applicant to perform the position more effectively or with little or no training. They are not essential, but may be used to distinguish between acceptable candidates.

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| SKILLS | Ess | Des | MOA |
| Very good numeracy/literacy skills | \* |  |  |
| Ability to plan effective actions for pupils at risk of underachieving | \* |  |  |
| Ability to relate well to children and adults | \* |  |  |
| Ability to work constructively as part of a team | \* |  |  |
| Ability to self-evaluate learning needs andactively seek learning opportunities |  | \* |  |

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| KNOWLEDGE/QUALIFICATIONS | Ess | Des | MOA |
| Full understanding of the range of support services/providers | \* |  |  |
| Full working knowledge of relevant polices/codes of practice and awareness of relevant legislation | \* |  |  |
| Working knowledge of national curriculum and other relevant learning programmes | \* |  |  |
| Understanding of principles of child development and learning processes and in particular, barriers to learning | \* |  |  |
| Experience of working with pupils with additional needs  | \* |  |  |
| Understanding classroom roles and responsibilities and your own position within these |  | \* |  |
| Experience working with children of relevant age |  | \* |  |
| NVQ 3 for Teaching Assistants or equivalent qualification or experience | \* |  |  |

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| EXPERIENCE | Ess | Des | MOA |
| Experience of dealing with queries from a wide range of people | \* |  |  |
| Experience of working as part of a team |  | \* |  |
| Experience of organising work tasks and duties to meet appropriate service standards eg in terms of timeliness, accuracy and customer care |  | \*  |  |

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| BEHAVIOURAL AND OTHER RELATED CHARACTERISTICS | Ess | Des | MOA |
| Willing to abide by the Council’s Equal Opportunities Policy in the duties of the post, and as an employee of the Council. | \* |  | I |
| Willing to carry out all duties having regard to an employee’s responsibility under the Council’s Health and Safety Policies | \* |  | I |
| To display a responsible and co-operative attitude to working towards the achievement of the service area aims and objectives | \* |  | I |
| An ability to respect sensitive and confidential work. | \* |  | I |
| Commitment to own personal development and learning. | \* |  | I |

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| METHOD OF ASSESSMENT(MOA) | A = Application FormT = TestI = InterviewC = Certificate |

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**Behaviour Support Worker Level 2 – Competency Framework**

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| ***Pay range - C1*** | ***Pay range - C2*** | ***Pay range - C3*** |
| Demonstrates excellent understanding of pupil’s individual plans and how these relate to the pupil’s specific needs.  | Demonstrates excellent and detailed understanding of pupil’s individual plans and how these relate to the pupil’s specific needs.  | Demonstrates excellent and in depth understanding of pupil’s individual plans and how these relate to the pupil’s specific needs.  |
| Undertakes frequently performed tasks to assess pupil needs, seeks guidance for more complex or infrequent assessment tasks. | Undertakes frequently performed tasks to assess pupil needs, occasionally seeks guidance for more complex or infrequent assessment tasks. | Undertakes frequently performed tasks to assess pupil needs, rarely seeks guidance for more complex or infrequent assessment tasks. |
| Develops and implements behaviour strategies to support pupils to achieve learning goals under the guidance of the teacher. | Develops and implements behaviour strategies to support pupils to achieve learning goals under detailed guidance of the teacher. Individual provides suggestions for method and ways to implement. | Develops and implements behaviour strategies to support pupils to achieve learning goals under minimal guidance of the teacher. Individual provides detailed plans for method and ways to implement. |
| Detailed understanding of methods used to monitor achievement. Completes tasks to monitor pupil performance on own initiative, with some follow up guidance from teacher, to a standard that would enable the postholder to demonstrate to colleagues / train new starters. | In depth understanding of methods used to monitor achievement. Completes tasks to monitor pupil performance on own initiative with minimal or no guidance from teacher and to a standard that would enable the postholder to demonstrate to colleagues / train new starters. | In depth understanding of methods used to monitor achievement. Completes tasks to monitor pupil performance on own initiative. May supervise / monitor others in performing monitoring tasks. |
| Prepares and uses of wide range of specialist equipment and resources to meet specific needs of pupils. Sometimes initiates ideas for new resources or methods by providing suggestions to teacher. | Prepares and uses of wide range of specialist equipment and resources to meet specific needs of pupils. Regularly initiates ideas for new resources/methods. | Prepares and uses of wide range of specialist equipment and resources to meet specific needs of pupils. Regularly initiates ideas for new resources or methods, may supervise others in preparing and using specialist equipment. |
| Collates accurate information and writes general reports to an excellent standard with minimal input from teacher. Regularly makes suggestions to improve systems. | Collates accurate information and writes more complex reports to an excellent standard with minimal input from teacher. Regularly provides plans to improve systems and implements these with guidance from the teacher. | Collates accurate information and writes more complex and detailed reports to an excellent standard with minimal input from teacher. Continually strives to improve systems and implements these with minimal input from the teacher. |
| Overall, able to take appropriate action to a wide range of situations. Occasionally seeks guidance / support from the teacher for more complex and infrequent situations. | Overall, able to take appropriate action to a wide range of situations. Occasionally seeks guidance for more complex and infrequent situations but generally works under own initiative and trains other staff in common tasks. | Overall, able to take appropriate action to a wide range of situations. Works under own initiative with minimal intervention from the teacher. Supervises / monitors other members of staff or trains new starters in all tasks of role. |