

Job Description

Post Title: Higher Level Behaviour and Learning Practitioner (Home Engagement)

Contract: Permanent, Term Time Only plus 5 days

Line Manager: Headteacher

Pay Range/Grade: Band 8, SCP17-SCP22

Location: Bradford AP Academy

Hours of work: 32.5 per week

Purpose of the Role:

To support the Headteacher in making excellent provision for pupils who attend BAPA. This will include curriculum that meets their identified needs and the requirements of legislation and local policy.

Progressing pupil learning in a range of settings; including working with individual pupils in their home. This may involve planning, preparing and delivering learning activities as well as monitoring pupils, assessing, recording and reporting on pupil achievement, progress and development.

Supervision and Guidance:

- To work under the guidance of teaching/senior staff. This would be on an AP site designated by the Headteacher.

Key Responsibilities:

Support for pupils:

- Deliver one to one lessons for students in the Home Engagement cohort, using the BAPA curriculum.
- Identify areas of interest for students on the Home Engagement cohort, to increase likelihood of engagement in education.
- Assist in the management of pupils in the Home Engagement cohort. This will involve working as part of the team to identify the best learning environment for students who are likely to display EBSA characteristics.
- Work with the Head of Centre for this cohort, and the lead teacher in the Bungalow to plan progression for Home Engagement students into more formal education.
- Supervise and support pupils consistently at all times, including those with special needs, recognising and responding to their individual needs whilst ensuring their safety and education in the learning environment.

- Promote and reinforce the inclusion, acceptance and integration of all pupils, including those with specific and special educational needs and those from different cultures and/or with different first language, as appropriate.
- Set challenging and demanding expectations, employ strategies to recognise and reward independently, working co-operatively and interacting with others.
- Promote positive values, attitudes and good pupil behaviour and encourage pupils to take responsibility for their own actions. Deal promptly with conflict and incidents (including those involving restraint) and reporting challenging behaviour where appropriate in line with established policy; developing new solutions where required and contribute to a purposeful learning environment.
- Be aware of and follow up on safeguarding procedures that arise.
- Provide pastoral support to pupils.
- Attend to pupils' personal needs and provide advice to assist in their social, health & hygiene development.
- Use a 'Team Teach' methodology to support positive behaviour management of pupils.
- Provide feedback to pupils in relation to progress, achievement, behaviour, attendance etc.

Support for Teachers:

- Participate in all aspects of lesson planning and planning of other learning activities, participating in all stages of the planning cycle and modify methods to meet the individual needs; assessing, evaluating and adjusting lesson/work plans appropriate and in accordance with pupil responses/needs whilst helping pupils to access learning activities through specialist support.
- Will develop, organise, prepare, create, safely manage and maintain a purposeful, orderly and supportive learning environments to meet the lesson plans.
- Will be aware of pupil progress, monitor/record pupil responses against pre-determined learning objectives as well as provide accurate, constructive and detailed feedback/reports as required.
- Assist in the development, implementation and monitoring of systems relating to attendance and integration.
- Monitor and evaluate pupils' responses and progress against action plans through observation and planned recording.
- Assist in the development and implementation of appropriate behaviour management strategies.
- Establish constructive relationships with parents/carers, exchanging information, facilitating their support for their child's attendance, access and learning and supporting home to school and community links.

Support for the Curriculum:

- 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 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.



Support for the AP:

- Be aware of and comply with policies and procedures including child protection, health and safety and data protection, reporting all concerns to an appropriate person.
- Be aware of, and support difference and ensure all pupils have equal access to opportunities to learn and develop.
- Contribute to the overall ethos/work/aims of the AP.
- Establish constructive relationships and communicate with other agencies/professionals, in liaison with the teacher, to support achievement and progress of pupils.
- Attend and participate in regular meetings.
- Participate in training and other learning activities as required.
- Recognise own strengths and areas of expertise and use these to advise and support others.
- To support, uphold and contribute to the development of the Trust's Equal Rights policies and practices in respect of both employment issues and the delivery of services to the community.
- Assist in the supervision, training and development of staff.
- Implement planned supervision of pupils out of school hours.
- Contribute to the school's self-evaluation process.

Professional Development:

- Participate in arrangements for the appraisal and review of your own performance.
- Participate in arrangements for your own further training and professional development and, where appropriate, that of other staff including induction.

Working in Partnerships with Parents/carers and external agencies:

- Internal contact with staff at all levels across the school and Trust, Parents/Carers, Governors, Community Groups, Social Services, Police, Local Education Authority, Contractors and External Agencies.

Maintaining Professional Competencies:

- To operate within agreed legal, ethical and professional boundaries when working with children and young people and those involved with them.
- Ensure high level of professional competences by attending regular training, undertaking further qualifications and self-study.

Safeguarding and Compliance:

- Work in line with statutory safeguarding guidance (e.g. Keeping Children Safe in Education, Prevent) and our safeguarding and child protection policies.
- Safeguarding the welfare of pupils and reporting any concerns to the Deputy Headteachers and/or Headteacher.
- To be aware of the school's duty of care in relation to staff, students and visitors and to always comply with the health and safety policy.
- Promote the safeguarding of all pupils in the school.



Management of Resources:

- To maintain the confidential nature of information relating to the school, its pupils, parents and carers.
- The provision, use and storage of equipment and materials used by pupils with whom the post holder is working. General responsibility for the care of all equipment and materials within the classroom/designated area of the school.

Other Considerations:

- Available to work during school hours during term time and a willingness to be flexible as may be required to attend staff meetings/training sessions outside of usual hours.
- The post holder may occasionally be subjected to antisocial behaviour from members of the public/parents/site users.
- This post may include a degree of physical intervention or manual lifting and handling. You are expected to be aware of health and safety policies and procedures and frequently assess your ability to carry out the tasks required of you.

Intermediate Threshold Fluency Duty Required:

In line with the Immigration Act 2016; the Government has created a duty to ensure that all Public Authority staff working in customer facing roles can speak fluent English to an appropriate standard.

The post holder should demonstrate:

- They can express themselves fluently and spontaneously with minimal effort and,
- Only the requirement to explain difficult concepts may hinder a natural smooth flow of language.

This job description should be seen as enabling rather than restrictive and will be subject to regular review.



Person Specification

Area of specification	Essential/ Desirable	Method of Assessment
<p>QUALIFICATIONS</p> <ul style="list-style-type: none"> • Minimum of GCSE English and Mathematics at grade C or above (or equivalent). • Will work towards a HLTLA qualification if not already achieved. • L2 Team Teach Trained. • Safeguarding Child Protection Training. 	<p>E</p> <p>E</p> <p>D</p> <p>D</p>	<p>Application and interview</p>
<p>EXPERIENCE</p> <ul style="list-style-type: none"> • Experience of working with secondary school age children. • Experience of working with pupils with special educational needs, including social emotional and mental health needs. • Experience of working as part of a team. • Knowledge and experience of working within school procedures, relevant policies/codes of practice and awareness of relevant legislation. • Experience of delivering high impact intervention for groups of disadvantaged children. • Experience of leading initiatives that have a positive impact for young people. • Experience of organising and promoting activities. 	<p>E</p> <p>E</p> <p>E</p> <p>D</p> <p>E</p> <p>E</p> <p>D</p>	<p>Application and interview</p>
<p>KNOWLEDGE/SKILLS/ABILITIES (Core competencies)</p> <ul style="list-style-type: none"> • Have an ability to understand pupils who have additional learning needs, special educational needs and SEMH needs and the issues relating to them. • Proven communication, organisational and interpersonal skills. • Evidence of ability to work effectively with others. • Evidence of ability to meet deadlines and work under pressure. • In line with the Immigration Act 2016; you should be able to demonstrate fluency of the English Language at an Intermediate Threshold Level. • Excellent written and spoken communication in English. Good mathematical ability. • Understanding of principles of child development and learning processes as appropriate. • Knowledge of Health and Safety requirements. • Excellent ICT skills including use of Word, Excel and email. • Hold a First Aid qualification, or willingness to undergo first aid training. 	<p>E</p> <p>E</p> <p>E</p> <p>E</p> <p>E</p> <p>D</p> <p>D</p> <p>D</p> <p>D</p>	<p>Application and interview</p>

<p>PERSONAL QUALITIES</p> <ul style="list-style-type: none"> • Be committed to raising standards • Be someone who can create an atmosphere in which children can thrive and succeed • Have excellent interpersonal skills • Effective communication and organisation skills • Ability to manage workloads and work calmly under pressure 	<p>E E E E E</p>	<p>Application and interview</p>
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This job description is not your contract of employment, or any part of it. It has been prepared only for the purpose of school organisation and may change either as your contract changes or as the organisation of the school is changed. Nothing will be changed without consultation.

Signature of post holder _____ **Date** / /

Signature of Headteacher _____ **Date** / /

