

Post title: **Inclusion and Behaviour Intervention Officer**

Hours: 37 hours per week, 38 weeks per year.

Salary: £18,834 - £21,257 (dependent on skills and experience)

April 2022 Pay award yet to be confirmed and not included in the above figures (Estimate: 8%)

## **JOB DESCRIPTION**

### **Purpose of the job:**

To support in the advancement of the behaviour of students' who use the Inclusion Room. This includes feedback and reporting on pupil behaviour to other stakeholders within the School.

To be a member of the Safeguarding Team under the direction of the Behaviour and Attendance Manager.

To manage the work of the Inclusion room, advising staff in the Inclusion Room of strategies to use.

**Responsibility for other people:** The post has no direct reportees. The post has impact on the wellbeing of individual students that come into the contact with the postholder. An average of five students will be in Inclusion for a given timetabled period. These students can differ each period of the day. The role-holder will also work with a number of students to improve their behaviour.

**Responsibility for budget:** The post has no responsibility for financial resources, though requests for resources for the Inclusion Room to support behaviour intervention can be made

**Responsibility for physical resources:** The post is responsible for the safe/secure record keeping and maintenance of learning and related resources.

### **Main Responsibilities:**

#### **Inclusion Room Responsibilities**

- Oversight of the Inclusion Room including registration of students, organisation of suitable work and monitoring of behaviour.
- Ensure that teachers have provided appropriate resources for students to complete work in the Inclusion room.
- Administration tasks including keeping accurate records of behaviour and liaising with Data Manager, Behaviour and Attendance Manager, Attendance Officer, Progress Leaders and Subject Leaders.
- To maintain Inclusion and behaviour records, including behaviour of students worked with and the impact on students' behaviour.
- Supervision of students who are in Inclusion beyond the end of the normal school day.

- Other tasks as required by the Behaviour and Attendance Manager or Senior Leadership Team (SLT) Link.

### **Intervention Responsibilities**

- Working with the Senior Leadership Team (SLT), Behaviour and Attendance Manager, Progress Leaders and other staff to support students at risk of further sanctions due to their behaviour. This includes monitoring student behaviour as well as visiting students on an alternative provision.
- To devise and implement suitable programmes to address behavioural needs.
- To develop, implement and evaluate Individual Education Plans (IEPs) and Behaviour Support Plans (BSPs) devised by the Support for Learning Department.
- Help to promote students' good behaviour and discipline through positive interactions with the students and participate fully in strategies agreed as part of any student's individual education or behaviour support plan.
- To collate information from staff and share with Senior Leadership Team, Progress Leaders, School Counsellor and other staff, as appropriate, positive feedback and issues of concern about the student's welfare and achievements.
- To monitor the progress of identified students in the Inclusion Room and support students with re-integration into lessons.
- To develop personalised support/work programmes for identified students in liaison with the Behaviour and Attendance Manager, SLT, Progress Leaders and re-integration colleagues.
- To advise Learning Support Assistants regarding work/support programmes for identified students.
- To attend meetings with parents and outside agencies e.g. Social Services, Youth Justice, Police, where appropriate, to discuss the intervention work that has been done with particular students along with the perceived outcomes of such work – this includes safeguarding meetings, early help meeting and completing early help assessments.

### **Creativity and Innovation**

The Behaviour and Attendance Manager will agree a routine programme and timetable but because every student has different needs, unexpected demands are almost a daily occurrence. For the students you will be working with as part of this role, your responsibilities will include:-

- To monitor and be responsive to students' learning and behaviour at all times by making adjustments to supervised activities.
- To monitor and be responsive to students' personal needs and communication.
- To communicate effectively with teachers, other professionals and parents.
- On the basis of your knowledge and understanding of students' needs and responses to learning, contribute actively to the planning and review of the differentiated curriculum and individual education plans/individual behaviour support plans by recommending changes in targets or provision.

- Provide advisory support and contribute to the professional development of colleagues in relation to their area of expertise.
- On the basis of your knowledge and understanding of students' needs and interests, plan, implement and review leisure activities at lunchtimes for students..
- Respond to requests for information and guidance from colleagues.

### **Decision Making**

- Respond to on-the-spot incidents requiring immediate attention/decisions on/off the school premises and/or without direct contact with line management.
- Recognise when it is necessary to implement agreed de-escalation strategies to minimise risk of a student's behaviour becoming disruptive or dangerous.
- Recognise when it is necessary to make adjustments to planned activities in order to enable a student to access the curriculum fully and make progress.
- Take action to meet students' personal needs as they arise to avoid undue physical or mental stress.
- Respond appropriately to students' and carers' attempts to communicate needs.
- Communicate information effectively to teachers, or other professionals and carers regularly.
- Recognise when there is a need to alter timetables in order to maintain safe levels of supervision.

### **Other responsibilities**

- To undertake Designated Safeguarding training and be part of the School's safeguarding team. This entails being a point of contact for any member of the school staff who has a concern about the safety and wellbeing of a pupil.
- To be an Early Help Lead Practitioner and attend meetings on behalf of the School to support intervention for pupils when this is needed.

### Person specification

Category	E/ D	Criteria Indicated E (Essential) or D (Desirable)
Qualifications	E	Good standard of basic education (minimum GCSE Maths and English A*-C or 4 or above or equivalent).
	E	Holds relevant NVQ Level 3 Teaching/Classroom Support or HLTA status or NVQ Level 3 qualification or similar or qualified by experience <b>or</b>
	E	Instructor Qualification in a specialist area e.g. BTEC Diploma in specialist instruction
Experience	D	Have experience of Teaching Assistant work or Behaviour Intervention work or equivalent experience with secondary age students.
	D	Substantive experience of delivering numeracy and literacy activities to students who are below Level 3 in the National Curriculum for Mathematics and English.
	E	Participation in recent professional development e.g. literacy, numeracy, ICT, behaviour management, SEND, teaching and learning in the last three years
Knowledge	E	Substantive knowledge of developments in education, the National Curriculum and the planning process involved in the delivery of the National Curriculum, the transition programmes between Key Stages 2-3, Key Stage 4 options and examination requirements.
	D	Has substantive experience/knowledge of at least one area of education in mainstream or specialist settings e.g. Wave 2 or 3 interventions, SEND and inclusion.
	D	Understands school policies relevant to the subject/support provided and how they relate to local and national frameworks/policies and SEND Code of Practice and the Equality Act.
	E	Has a working knowledge of the latest KCSIE statutory guidance.
	D	Detailed knowledge of the workings of the SEND Code of Practice and the Equality Act.
	E	An understanding of the structure and operation of a school environment.
	E	Knowledge and experience of a wide range of effective learning and behaviour strategies/techniques
	D	Knowledge of how to carry out assessments on individuals and groups of students
Skills	E	Have good communication and listening skills and be able to present information verbally and in writing to others
	E	Can plan own work when required

	E	Can work effectively within a team
	E	Can transfer theory/training into practice
	E	Can follow instruction and /or can exercise initiative (and independent action) as appropriate
	E	Is pro-active in offering ideas and suggesting alternative approaches on behalf of students
	E	Permitted to work in the UK
	E	Ability to take responsibility and work with autonomy within set boundaries
	E	Ability to deliver specialised programmes of work, providing differentiation and adapting styles to the needs of each student.
Personal attributes	E	Willingness to undertake training;
	E	Personal impact, self-confidence and presence
	E	Calm under pressure and patience
	E	Energy, enthusiasm, commitment and perseverance;
	E	Adaptability to changing circumstances and new ideas
	E	Reliability and integrity
	E	Set a good example by one's own presentation, personal and professional conduct.