



POST TITLE: Literacy and Behaviour Support Worker	GRADE: 6
RESPONSIBLE TO: SENCO	

Responsible for: No other staff

Purpose of role:

The postholder will work as a member of Clevedon School Student Support Department (Horizons) which supports students with a range of Special Educational Needs and Disabilities (SEND) to access, achieve and enjoy education and school life.

Your main responsibility is to act as a support worker planning and delivering intervention strategies that support individual progress in behaviour and literacy for students with SEND by working in partnership with the student, their parents, school staff and other professionals.

In addition you will support and deliver work associated with external courses eg ASDAN and support the work that takes place in Evolve by leading sessions in Evolve.

You will work with students directly both individually and small groups teaching literacy and behaviour skills ensuring they are fully included, safe, happy and more likely to reach their potential in all areas of school.

Principle Accountabilities:

Literacy and Behaviour

- Plan and deliver individual and small group interventions improving literacy or behavioural needs
- Implement targeted, structured small group interventions that form part of an individual student's education plan or SEN support.
- Contributing to raising standards of student attainment with those students at risk of repeat exclusions with work in and out of Evolve
- Collaborate with teaching staff to identify students who would benefit from targeted literacy or behaviour for learning support.
- Establish positive reinforcement of your work throughout the school throughout the school community by contributing to a range of school-based enrichment activities.

Support for Students

- Be a champion for the students most at risk of having behaviour needs or literacy as a barrier to progress
- Foster positive relationships with students and families.
- Observe and support identified students with behavioural needs eg repeat exclusions or low levels of literacy and feedback to teachers on suitable strategies to improve student access to the curriculum.
- Advocate for identified students to ensure the 'Voice of the Child' is heard and informs all planning and practice
- Promote student well-being and independence by encouraging relationships based on mutual respect and developing self-reliance and self-esteem
- Collate key information and maintain records for identified students in order to update SENCO & other senior leaders re key documents eg EHC Plans, Annual Reviews
- Draft Student Support Plans, suggesting possible interventions and outcomes, with SENCO/ Assistant SENCO. Update and review data & paperwork.

Support for Class Teachers

- Become the key point of contact and first source of information for identified students with literacy and behaviour needs
- Observe and feedback on student performance and well-being
- Collaborate with other staff to suggest solutions and share strategies with class teacher
- Advise on aspects of the learning environment eg seating plans
- Advise on differentiated resources for identified students
- Plan and deliver behaviour and learning intervention strategies
- Provide support for use of ICT/augmented communication
- Signpost teachers to key documents/information

Support for the School

- Understand importance of safeguarding, child protection and confidentiality issues.
- Develop good communication links and establish effective working relationships with parents, teachers and other professionals, with guidance from SENCO/Assistant SENCOs
- Encourage positive student behaviour & implement agreed behaviour management policies and suggest reasonable individual adjustments, if needed.
- Participate in before/after school activities and supervise students with additional needs during unstructured time, commensurate with hours worked.
- Attend relevant school meetings, commensurate with hours worked.
- Develop own knowledge and practice through continuing professional development.

Data Protection and Safeguarding

- Work within the requirements of Data Protection at all times
- Understand your responsibilities in relation to Safeguarding and child protection and how to highlight an issue / concerns
- Remain vigilant to ensure all students are protected from potential harm

General

- The post-holder will be expected to undertake any appropriate training provided by the Trust to assist them in carrying out any of the above duties.
- The post-holder will be expected to contribute to the protection and welfare of children and young people, as appropriate, in accordance with any agreed policies and/or guidelines, reporting any issues or concerns to their immediate line manager.
- The post-holder will be required to promote, monitor and maintain health, safety and security in the work place. To include ensuring that the requirements of the Health & Safety at Work Act, COSHH, and all other mandatory regulations are adhered to
- An Enhanced Disclosure with the Disclosure and Barring Service (DBS) will be undertaken before an appointment can be confirmed. The successful candidate will be required to disclose all convictions and cautions, including those that are spent; the exception being certain, minor cautions and convictions which are 'protected' for the purposes of the 'Exceptions' order. <https://www.gov.uk/government/collections/dbs-filtering-guidance>

This job description only contains the main accountabilities relating to the posts and does not describe in detail all of the duties required to carry them out. The post holder may be required to undertake other duties and responsibilities that are commensurate with the nature and level of the post.

Futura Learning Partnership is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment. Your suitability to work with children and young people will form part of the selection process. For this post prior to appointment, Futura Learning Partnership will apply for an enhanced disclosure certificate from the Disclosure and Barring Service.

Person Specification - Literacy and Behaviour Support Worker	Essential (E) or Desirable (D)
Education/Qualifications	
Sound Level of Secondary Education	E
Evidence of relevant professional development and qualifications e.g. Teaching Qualification	E
A Levels / Degree or equivalent	D
Experience	
Experience of supporting children/young people in a work place or voluntary capacity	E
Motivate and build rapport with learners whilst encouraging independence.	E
Recent experience of working in a school as a Learning Support Assistant or similar relevant child-focused role	E
Behaviours	
Operates with integrity	E
Committed to continuous professional development	E
Committed to a team collaborative approach	E
Skills	
Energy and Enthusiasm	E
Flexible approach to work	E
Positive & Reliable	E
Ability to carry out tasks given quickly and competently	E
Excellent written and verbal communication skills.	E