Job Description for the Post of Pupil Support, Brantridge School

Job Purpose:

To provide a complementary support service that enhances existing provision within the school, helping to facilitate learning, reduce barriers to education and improve pupils' attainment, engagement and overall outcomes. The role will support staff in delivering effective learning pathways that encourage pupil participation and confidence, while promoting positive behaviour and emotional wellbeing. The postholder will also contribute to the wider school community by supporting the development and implementation of effective behaviour management approaches.

Key Accountabilities

To operate in accordance with agreed professional, ethical and school policies when working with pupils and those involved in their care and education. The role includes supporting staff in the use of Safety Intervention strategies and providing guidance on responding to challenging behaviour, helping to build staff confidence in managing and supporting pupils effectively. The postholder will assist pupils in managing and recovering from behavioural or emotional crises, supporting them to reflect and move forward positively. They will also keep up to date with current behaviour initiatives and relevant government guidance, using this knowledge to inform practice. The role requires working with a high degree of autonomy, making informed decisions and recommendations based on information gathered, professional judgement and relevant research.

Key Responsibilities:

- To support a whole school approach to behaviour management, keeping under review skill sets, competencies, systems and effectiveness of methodologies to optimise outcomes for all pupils.
- Ensuring the restraint and incident forms are completed correctly as appropriate to each incident and that any actions are followed through, monitoring these for report to the other pastoral team members.
- To co-ordinate and support staff to accurately record information regarding incidents on Behaviour Watch.
- Be part of the Behaviour Team and monitor/analyse the patterns of behaviour to ensure the effectiveness of the behaviour strategies adopted by the school discussing incidents as appropriate.
- To work with individuals and small groups in order to promote the emotional well-being of pupils identified as having or at risk of developing behavioural difficulties.
- To work proactively with new pupils assisting in a successful transfer and transition to Brantridge School.
- To assist in overseeing all restraint and incident reports in the school's MIS application, written during the school day and to deliver post intervention sessions to staff and pupils at school.
- To assist in identifying early signs of disengagement and contribute to specific interventions to encourage re-engagement.
- To develop and maintain effective and supportive relations with pupils and those engaged with them.
- To assist in the development, implementation, review and evaluation of behavioural improvement and support plans.
- To assist in devising, implementing and evaluating, and monitoring systems for identified areas of specific intervention.
- To contribute to the identification and sharing of good practice.
- To provide advice, data information and resources to internal professionals in order to assist them in managing individual and group behaviour.
- To contribute to the development of policies and practices which will promote engagement and educational achievement.
- To attend staff meetings as appropriate.

Decision Making

- Interpretation of restraint and incident data and analysis of patterns of behaviour.
- Making decisions to interpret best practice found elsewhere in light of this school's needs and make recommendations to the Behaviour Lead.

Other

- To promote Equality and Diversity in all aspects of work.
- To co-operate with the promotion and maintenance of a safe and healthy working environment and own health and safety.
- To promote and consistently exemplifying both internally and externally the values and behaviours of OHCAT.
- To carry out all duties in accordance with OHCAT's policies and procedures
- To carry out other such similar duties that may be reasonably required, by Principal and Regional Lead SAS HUB.

Main contacts and reasons for contact

- Teachers, Learning Mentors, Teaching Assistants and Therapists – to assist in individual behaviour plans and liaison regarding work experience and engagement curriculum
- Other staff – to work as part of a team with other staff to keep them informed of areas of concern and pupil needs.

Additional notes

- Job Descriptions are to be reviewed annually
- The responsibilities listed above are the essentials of the post; it is always open to the postholder to propose ways of extending these responsibilities

Person Specification for the Post of Pupil Support, Brantridge School

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The Person Specification shows the abilities and skills you will need to carry out the duties in the Job Description. Shortlisting is carried out based on how well you meet the requirements of the Person Specification. You should mention any experience you have had which shows how you could meet these requirements when you fill in your Application Form. If you are selected for interview, you may be asked also to undertake practical tests to cover the skills and abilities shown below.

Area	***Requirements***	***Essential/Desirable***
Qualifications	GCSEs (or equivalent) in English and Maths at Grade C/4 or above.	Desirable
	Relevant qualification in education, youth work, behaviour support, counselling or a related field.	Desirable
	Training in behaviour management or Safety Intervention/positive handling.	Desirable
Experience	Experience of working with children or young people in an educational, care or support setting.	Essential
	Experience of supporting pupils with behavioural, emotional or social needs.	Essential
	Experience of working collaboratively as part of a team.	Essential
	Experience of working in a special school, alternative provision or SEMH setting.	Desirable
	Experience of supporting behaviour interventions or behaviour monitoring systems.	Desirable
	Experience of working with pupils with additional needs such as SEMH, ADHD or Autism.	Desirable

Knowledge & Understanding	Understanding of behaviour management strategies that support positive outcomes for pupils.	Essential
	Understanding of safeguarding and child protection responsibilities within a school setting.	Essential
	Ability to support pupils experiencing emotional distress or behavioural difficulties.	Essential
	Good communication and interpersonal skills.	Essential
	Knowledge of trauma-informed approaches or therapeutic behaviour support strategies.	Desirable
	Knowledge of behaviour monitoring systems such as Behaviour Watch or similar MIS systems.	Desirable
	Understanding of multi-agency working and external support services.	Desirable
	Knowledge of current behaviour initiatives or guidance related to SEMH provision.	Desirable
Skills & Abilities	Ability to build positive and trusting relationships with pupils.	Essential
	Ability to remain calm and respond effectively in challenging situations.	Essential
	Ability to work independently as well as part of a team.	Essential
	Good organisational skills and ability to maintain accurate records.	Essential
	Ability to support and guide staff in behaviour management strategies.	Desirable
	Ability to analyse behaviour patterns and contribute to behaviour planning.	Desirable
	Ability to contribute to the development of behaviour support strategies across the school.	Desirable
Personal Attributes	Patient, resilient and emotionally supportive when working with pupils with SEMH needs.	Essential
	Commitment to promoting pupils' wellbeing, engagement and positive behaviour.	Essential
	Flexible and adaptable approach to supporting pupils' needs.	Essential
	Professional, reliable and able to maintain confidentiality.	Essential
	Commitment to safeguarding and promoting the welfare of children and young people.	Essential
	Commitment to developing expertise in behaviour and pastoral support.	Desirable

Orchard Hill College & Academy Trust is proud to be a Disability Confident Employer, committed to creating an inclusive and supportive workplace for all.

Orchard Hill College & Academy Trust endeavour to make any necessary reasonable adjustments to the job and the working environment to enable access to employment opportunities for disabled job applicants or continued employment for any employee who develops a disabling condition.

*This **Job Description** and **Person Specification** is current but will be reviewed on an annual basis and following consultation with you, may be changed to reflect or anticipate changes in job requirements which are commensurate with the job title and grade in line with the school's changing needs.*

*In line with the statutory guidance in Keeping Children Safe in Education, the Trust reserves the right to request and review references **prior to interview** as part of our safer recruitment process. Any concerns raised will be followed up with the applicant before a recruitment decision is made.*