



Blessed Hugh Faringdon Catholic School

Job Title: SEND Behaviour Support Assistant

Job Purpose

To support teaching staff, with a particular focus on special educational needs students who require positive behaviour support (in line with our Therapeutic Thinking School philosophy) in order to make the required and expected progress in all areas of academic and social development.

Duties and Responsibilities

Support for students (either individual or groups)

- Provide individual and group sessions for identified SEND students who would benefit from positive behaviour management support to ensure readiness to learn taking into account their specific needs. E.g. sensory and/or physical needs, cognitive or learning difficulties, social and emotional development needs and communication and interaction challenges and difficulties.
- Promote students' social and emotional development.
- Contribute to ensuring the good mental health and well-being of students.
- Support a range of students in lessons, ensuring that they make academic progress and can access the curriculum with the necessary scaffolding.
- Support students to develop the required literacy and numeracy skills to enable effective learning and progress to take place.
- Establish and maintain relationships with individual students and groups of students.
- Contribute to assessing progress towards targets and the setting of new targets where appropriate.
- Promote and safeguard the welfare of children and young people
- Liaise with the SENDCO/Head of the Autism Resource and their Assistants to regularly report on the progress of students.

Support for the classroom teacher

- Observe and report on student performance and learning and social/emotional needs for the lesson.
- Contribute to the planning and evaluation of learning activities where appropriate.
- Assist in preparing and maintaining the learning environment.
- Contribute to the management of students' behaviour drawing on individual and group sessions to inform this and being vigilant to triggers in the classroom and how to minimise these to positive impact on learning.

- Be proactive in following up on issues of behaviour in individual/group sessions with the identified students.
- Contribute to maintaining students' records.
- Support the maintenance of students' safety and security.
- Provide general administrative support, for example, administer coursework, produce worksheets etc.

Support for the curriculum

- Support the use of information and communication technology in the classroom as an aid to learning and progress.
- Ensure tasks are carried out with due regard to Health and Safety and Safeguarding.
- Subscribe to and demonstrate the ethos of the school in every day practice.
- Promote the whole school vision and aims.
- Set an example of personal integrity and professionalism.
- Any other duties as required at the direction of the SENDCO/Head of the Autism Resource/SLT Line Manager/Headmaster.

Support for the school

- Support the development and effectiveness of teamwork within the school environment.
- Develop and maintain positive, professional working relationships with other professionals.
- Liaise with parents as appropriate.
- Take an active role in reviewing and developing own practice including participation in in-house and external professional development.
- Contribute to and adhere to the principles of appraisal.
- Work as required across the curriculum and in all Key Stages within the school.
- Subscribe to and demonstrate the ethos of the school.
- Promote the whole school vision and aims.
- Set an example of personal integrity and professionalism.
- Attend appropriate meetings including staff meetings, department meetings, meetings with parents where required.
- Carry out any other duties as required at the direction of the SENDCO/Head of the Autism Resource/SLT Line Manager/Headmaster.

Person Specification
SEND Behaviour Support Assistant

	Criteria
Qualifications	<ul style="list-style-type: none"> • Demonstrable levels of numeracy & literacy equivalent to GCSE Grade 4 or above.
Experience	<ul style="list-style-type: none"> • Experience of working with children (either paid or unpaid capacity) preferably in an education setting is desirable. • Experience of positive behaviour management including Therapeutic Thinking School approaches is desirable but training will be provided.
Skills, knowledge and aptitude	<ul style="list-style-type: none"> • Be able to develop good learning relationships with students so that they are motivated to learn and make good progress. • Demonstrate good oral and written communication skills. • Calm and positive approach • Able to deal with confidential information sensitively and appropriately in line with school policies • High level of ability to relate well to children, including those with special needs, and adults • Sensitive to the needs of children and parents • Ability to use own initiative where required.
Personal Qualities	<ul style="list-style-type: none"> • Hardworking, committed, loyal, resilient, resourceful, reliable. • Enthusiastic and with a “can-do” approach. • Committed to continuing professional development. • High expectations of self and others.