

CHILDREN AND LIFELONG LEARNING – HR SERVICES

School				
Job No.	Post Title	Grade	JE Pts	Date
C1230	Student Behaviour Support	Grade 8	453 NJC	April 2008

Statement of Purpose

Under the direction of senior staff organise and provide a range of support strategies for young people who need help to overcome barriers to learning both inside and outside the school.

Support for Students

- In liaison with the pastoral team contribute to the development of strategies to improve learning and behaviour for individually identified students
- Support the integration of students who have joined the school under difficult circumstances or are on a managed move
- Support student reintegration after suspensions
- Support students on their return to the classroom after a time of isolation or suspension
- Provide academic and pastoral mentoring for specific students identified by the line manager in order to raise self-esteem and confidence
- Liaise with the pastoral team, SENDCo, parents and other appropriate agencies to provide inclusion strategies for identified students and to ensure that their needs are fully addressed
- To deal with extremes of poor behaviour that cannot be contained within the classroom
- Develop a 1:1 mentoring relationship with identified students needing support to meet deadlines and improve predicted grades
- Supervise students who are not attending all lessons for a variety of reasons
- Keep accurate attendance and work records
- Liaise with subject teachers of identified students to organise work when necessary
- Respond when required to requests from teachers to remove specific students from the classroom
- Organise, when appropriate, or support extracurricular activities for disaffected students in order to raise their self-esteem and encourage them to co-operate with others

Support Organisational Management

- Run the Academy's Reflection Room
- Liaise with subject staff for the work required
- Maintain contact with parents/carers of identified students to keep them informed of progress.
- Work alongside parents and students in crisis liaising with identified personnel
- Attend meetings as required for identified students who have had suspensions
- To act as Cover Supervisor during teacher absence under the direction of a teacher/designated member of staff.

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Support to School (this list is not exhaustive and should reflect the ethos of the school)

- Promote and safeguard the welfare of children and young persons you are responsible for or come into contact with.
- Be aware of and comply with policies and procedures relating to child protection, health, safety and security, confidentiality and data protection, reporting all concerns to an appropriate person.
- Be aware of, support and ensure equal opportunities for all.
- Contribute to the overall ethos/work/aims of the school.
- Appreciate and support the role of other professionals.
- Attend and participate in relevant meetings as required.
- Participate in training and other learning activities and performance development as required.
- Assist with pupil needs as appropriate during the school day.

Note 1:

The content of this job description will be reviewed with the post holder on an annual basis in line with the School's performance and development review policy. Any significant change in level of accountability that could result in a change to the grade must be discussed with the post holder and the relevant trade union before submitting for re-evaluation.

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**Person Specification
Student Behaviour Support
Level 3**

Essential Criteria	Measured By
<p>Experience</p> <ul style="list-style-type: none"> • Experience of working in an education setting committed to the inclusion agenda. • Experience of working with pupils demonstrating challenging behaviour or dealing with disadvantaged circumstances. • Experience of working with external partners. 	<p>AF/I</p>
<p>Qualifications/Training</p> <ul style="list-style-type: none"> • NVQ 3 in learning, development & support services for children, young people and those who care for them or equivalent qualification, or experience in a relevant discipline. 	<p>I</p>
<p>Knowledge/Skills</p> <ul style="list-style-type: none"> • Good ICT and record keeping skills. • Good numeracy and Literacy skills. • Ability to work constructively as part of a team. • Ability to relate well to children and to adults. • Have the ability to deal with sensitive issues in a professional manner. • Understand the need for confidentiality when appropriate and to ensure clear and sensitive communication. • Influencing/ persuasive skills. • Good communication skills. • Good organising, planning and prioritising skills. • Methodical with a good attention to detail. 	<p>AF/I</p>

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<p>Behavioural Attributes</p> <ul style="list-style-type: none"> • Customer focused. • Has a friendly yet professional and respectful approach which demonstrates support and shows mutual respect. • Open, honest and an active listener. • Takes responsibility and accountability. • Committed to the needs of the pupils, parents and other stakeholders and challenge barriers and blocks to providing an effective service. • Demonstrates a “can do” attitude including suggesting solutions, participating, trusting and encouraging others and achieving expectations. • Is committed to the provision and improvement of quality service provision. • Is adaptable to change/embraces and welcomes change. • Acts with pace and urgency being energetic, enthusiastic and decisive. • Communicates effectively. • Has the ability to learn from experiences and challenges. • Is committed to the continuous development of self and others by keeping up to date and sharing knowledge, encouraging new ideas, seeking new opportunities and challenges, open to ideas and developing new skills. 	<p>AF/I</p>
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AF - Application form | - Interview

Note 1:

In addition to the ability to perform the duties of the post, issues relating to safeguarding and promoting the welfare of children will need to be demonstrated these will include:

- ***Motivation to work with children and young people.***
- ***Ability to form and maintain appropriate relationships and personal boundaries with children and young people.***
- ***Emotional resilience in working with challenging behaviours and***
- ***Attitudes to use of authority and maintaining discipline.***