

## Job Description

<b>Post Title:</b>	Behaviour support
<b>Location:</b>	Highfields Spencer Academy
<b>Salary/Pay Range:</b>	NJC12 – NJC16
<b>Hours of work:</b>	<i>37 hours term time only</i>
<b>Reporting to:</b>	Principle

## Purpose of Role

To provide a complementary service to existing teachers and pastoral staff in the school, addressing the needs of children who need help to overcome barriers to learning both inside and outside the school, in order to achieve their full potential and to enable the school to raise standards of achievement, improvement of attendance and raise standards of behaviour.

## Duties and Responsibilities:

- To support pupils who have been excluded or are at risk of exclusion, in school, or other settings to enable them to re-engage with education
- To help to identify pupils at risk of exclusion and work with the behaviour lead and teachers to develop and implement behaviour plans to reduce behaviour incidents.
- To be fully aware of school policies and follow the school's procedures in maintaining regular contact with families/carers of children in need of support, keeping them informed of needs and progress, with the purpose of securing family support and involvement. This will include developing knowledge of Child Protection procedures
- To develop and maintain positive relationships with pupils, their families/carers and school staff, and in conjunction with staff or relevant professionals provide advice and practical assistance, to bring about improved levels of attendance, behaviour and overcome barriers to learning
- To identify key areas that act as barriers to success for individuals and liaise with other professionals to ensure that the appropriate support and interventions are in place, including sign-posting and referral procedure
- To support pupils in agreed intervention programmes or within the classroom
- To model positive strategies and language when supporting pupils in schools and other settings
- To work with relevant professionals in the development, planning, delivery and evaluation of the educational and pastoral programmes for individuals and groups of pupils
- To contribute to the assessment of needs of pupils, planning, delivering and monitoring programmes of support as part of a multi-agency package of support, adapting plans according to need and preparing resources
- To maintain comprehensive records related to pupils development and progress and to prepare and present to colleagues, other professionals, parents/carers and other agencies feedback, both verbal and written as required
- To participate in meetings with parents/carers and other agencies, writing Early Help Assessments (EHAs) as required
- To maintain effective working links with colleagues from other agencies
- To escort and supervise pupils on visits and other appointments as appropriate

## Professional development:

- To take on an area of responsibility to support the school improvement plan.
- To keep up-to-date with latest initiatives, research and practice through local and national training and networking.
- This area of responsibility will be reviewed annually under Performance Management.

## General

These above-mentioned duties are neither exclusive nor exhaustive, the post- holder may be required to carry out other duties as required by the Trust.

## Additional Information

**The Spencer Academies Trust is committed to safeguarding and promoting the welfare of all our students and expects all employees and volunteers to share this commitment. All posts are subject to enhanced DBS checks and completion of Level 2 safeguarding training.**

## Person Specification

	Essential	Desirable
<b>Qualifications and experience</b>		
<ul style="list-style-type: none"> <li>• GCSEs (A-C) / including English and maths</li> <li>• High-level vocational qualifications or degrees</li> </ul>	<p>Y</p> <p>Y</p>	
<b>Knowledge and skills</b>		
<ul style="list-style-type: none"> <li>▪ Ability to engage with a holistic view of children</li> <li>▪ Ability to establish effective mentoring relationships that motivates change and personal growth.</li> <li>▪ Has a sound knowledge of social, emotional and learning development. Understands the contribution family, caring and social networks make to development</li> <li>▪ Understands the broad understanding of what transition means and how to support children and young people through changes in their lives</li> <li>▪ Understands why children and young people might behave in unexpected ways. Ability to identify and analyse the underlying issues that may lead to underachievement and barriers to learning and participation</li> <li>▪ An advocate and supportive role model for pupils with SEND and SEMH who may exhibit challenging behaviours and be influential in supporting mental health and well-being for our pupils</li> <li>▪ Knows strategies for establishing and developing effective one-to-one mentoring and other supportive relationships with children and young people.</li> <li>▪ Provide pupils with the best opportunity of being accepted into the community and into society by teaching them what are and what are not acceptable forms of behaviour</li> <li>▪ Provide the best opportunity for learning by reducing barriers created by difficult or undesirable behaviour</li> </ul>	<p>Y</p> <p>Y</p> <p>Y</p> <p>Y</p> <p>Y</p> <p>Y</p> <p>Y</p> <p>Y</p> <p>Y</p> <p>Y</p> <p>Y</p>	<p>Y</p>

<ul style="list-style-type: none"> <li>▪ Ability to use good listening and counselling skills while keeping mentoring relationship structured and focused; ability to give constructive feed back</li> <li>▪ Values and respects the views and perceptions of young people and knows how to respond appropriately to what they are communicating</li> <li>▪ Can plan and innovate individual and group programmes to support skills for learning, positive behaviour, social and emotional development and healthy life styles</li> <li>▪ Ability to follow and implement behaviour plans to provide consistency in behaviour management</li> <li>▪ Ability to assess risk in an informal manner and to follow formal risk assessments effectively</li> <li>▪ Is imaginative in developing alternative strategies to motivate and raise self-esteem; can change attitudes and horizons by offering new perspectives</li> <li>▪ Understands the different ways in which children and young people can be harmed; knowledge of relevant legislation concerning Child Protection/ Safeguarding and Prevention</li> </ul>	<p>Y</p> <p>Y</p> <p>Y</p> <p>Y</p>	<p>Y</p> <p>Y</p>
<b>Personal qualities</b>		
<ul style="list-style-type: none"> <li>▪ Ability to organise effective systems for referral, planning and review, able to prioritise and to manage time effectively, competent ICT skills</li> <li>▪ Committed to extending own professional competence and knowledge</li> <li>▪ Ability to reflect critically on own work and contribution to the school</li> <li>▪ Ability to work in collaboration and as part of a team</li> <li>▪ Resilience and a sense of humour</li> <li>▪ Good interpersonal skills for networking. Ability to collaborate with others and build effective relationships with a wide range of professionals and organisations</li> <li>▪ Ability to handle difficult situations with sensitivity and confidentiality and to be non-confrontational</li> <li>▪ Ability to exercise initiative, work independently</li> <li>▪ Ability to manage the different components of the role, pupil caseload, delivering a programme of activities, parents and multi-agency working</li> <li>▪ Ability to communicate effectively with other professionals</li> </ul>	<p>Y</p> <p>Y</p> <p>Y</p> <p>Y</p> <p>Y</p> <p>Y</p> <p>Y</p> <p>Y</p> <p>Y</p> <p>Y</p>	