

	<b>Job Description:</b> <b>Instructor – Behaviour Support (SSC)</b>	<b>Scale:</b>	<b>Teacher terms &amp; conditions - Unqualified 1 - 6</b>
		<b>Hours/Week:</b>	<b>32.5 hours per week, 39 weeks</b>
		<b>Updated:</b>	<b>July 2017</b>

<b>Person reports to:</b>	<ul style="list-style-type: none"> <li>• Head of Behaviour Support</li> </ul>
<b>Person supervises:</b>	<ul style="list-style-type: none"> <li>• No staff</li> </ul>
<b>Purpose of Job:</b>	<ul style="list-style-type: none"> <li>• To implement and deliver an appropriately broad, balanced, relevant and differentiated curriculum for students based in the Student Support Centre, with support from teaching staff</li> <li>• To facilitate and encourage a learning experience which provides students with the opportunity to achieve their individual potential</li> <li>• To monitor and support the overall progress and development of students</li> <li>• To contribute to raising standards of student behaviour and attainment</li> </ul>

## MAIN DUTIES AND RESPONSIBILITIES

### 1. Key Tasks and Accountabilities:

- Designing and directing an inclusive behaviour intervention program that trains students to adopt positive behaviours.
- Work one-on-one or in small groups with at-risk and behaviourally challenged students.
- Assess each student and review their problematic behaviours in the classroom. Then, they'll create interventions with research-based strategies to increase appropriate behaviours.
- Behaviour Support Instructors will evaluate each student on their caseload and design appropriate lesson plans modified to reach the targeted goals of that student.
- Behavioural Support Instructors collaborate closely with the child's other educators to implement widespread changes that support improved performance.
- Behaviour Support Instructors are responsible tracking both the behavioural and the academic progress of the students on their caseload and must be confident delivering KS3 and KS4 core subjects.

#### Main duties and responsibilities:

- To build and maintain successful relationships with pupils, treat them consistently, with respect and consideration, and to be concerned for their development as learners.
- To demonstrate and promote the positive values, attitudes and behaviour expected from the pupils at all times.
- To liaise sensitively and effectively with parents/carers, recognising their roles in pupils' learning.
- To liaise effectively and professionally with external agencies and providers where necessary.
- To take part in the school performance management process.
- Recognise and respond effectively to equal opportunities issues as they arise, by challenging stereotyped views, by challenging bullying or harassment and following relevant policies and procedures.

### Teaching

- Plan and deliver learning activities and schemes of learning that are tailored to the specific behaviour and academic targets of students on your caseload.
- Work within a framework set by the line manager, plan your lessons to enable pupils to achieve attainable targets in learning and behaviour.
- Provide feedback to pupils, staff and parent/carers on pupils' needs and progress.
- Use behaviour management strategies, in line with the school's policy and procedures, which contribute to a purposeful learning environment and promote the development of the pupil.
- Plan and deliver small group based workshops within the mainstream setting to support the development of pupils' social, emotional, personal and emotional well-being

### Monitoring and Assessment

- Assess the development, progress and attainment of pupils and report on this using the school assessment and data system Go4Schools.
- Maintain pupil records
- Report to Line Manager on the development and progress of pupils.
- Provide 1:1 Mentoring for pupils to track their progress.
- Support pupils' learning development in the mainstream setting as well as the Student Support Centre.
- Liaise with a pupils' subject teacher to plan lessons suitable for the pupils' needs

### Other

#### **2. Data Protection**

- To be aware of your responsibilities under the Data Protection Act whilst carrying out your duties, seeking guidance and clarification from management, as required.

#### **3. Additional duties**

- To work within the Safeguarding Framework, following Child Protection guidelines as set out by the school
- To produce and maintain classroom resources, displays and classroom layout in consultation with line manager
- To supervise pupils during breaks and/or lunchtimes
- Carry out routine clerical tasks
- Other appropriate duties relevant to the purpose of the post and within the grading and competency of the post holder, as reasonably required by the head teacher/line manager
- To work within the framework of the school ethos, adhering to the Code of Conduct for staff at all times.
- To maintain high standards of professional behaviour and presentation
- To take part in necessary training and staff development.

### **EQUALITY AND DIVERSITY**

We are committed to and champion equality and diversity in all aspects of employment within the London Borough of Newham. All employees are expected to understand and promote equality and diversity in the course of their work.

### **SAFEGUARDING CHILDREN**

This school is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment and uphold all relevant procedures.



# Person Specification and Selection Criteria

Scale

Unqualified 1 - 6

## Instructor – Behaviour Support (SSC)

Updated July 2017

Essential	Essential/Desirable	How the selection criteria will be assessed
<b>Qualifications</b>		
Educated to GCSE or equivalent level, including at least a C grade in English and Maths	E	Application Form
Educated to 'A' Level or Degree level	D	Application Form
<b>Professional Experience, Knowledge and Understanding</b>		
Experience of working in a similar role or other role closely aligned.	E	Application Form, Interview, Test
Experience of working in a secondary school	D	Application Form
Knowledge and understanding of a range of teaching, learning and behaviour management strategies and how to use and adapt them	E	Application Form, Interview
Knowledge of how to differentiate learning and to provide opportunities for all learnings to achieve their potential	E	Application Form, Interview
Good knowledge and understanding of curriculum areas and related pedagogy to enable effective teaching across the SSC cohort	E	Application Form, Interview
Understanding of how students with SEN and/or emotional/behavioural issues may be integrated into mainstream classes	D	Application Form, Interview
Experience of using Microsoft Office and/or Google to produce a range of professional documents	E	Application Form, Interview, Test
<b>Abilities and Skills</b>		
Ability to engage constructively with and relate to a wide range of young people and their families with diverse social and ethnic backgrounds	D	Application Form
Proficient in IT with particular skills in MS Word, Excel and/or Google and SIMS or other MIS	E	Application Form, Interview, Test
Excellent verbal and written communication skills, including telephone manner, tact, diplomacy and confidentiality.	E	Application Form, Interview, Test
Excellent interpersonal skills	E	Application Form, Interview
Ability to consult confidently with external agencies to reach the best outcome for the school and its students	E	Application Form. Interview
Ability to provide timely, accurate and constructive feedback on attainment, progress and areas for development	E	Application Form, Interview
Ability to work in a pressured environment whilst still being polite and reasonable	E	Application Form, Interview
Ability to maintain effective working relationships with students, parents/carers, colleagues and other stakeholders in the school community	E	Application Form, Interview
Ability to plan time effectively and to organise oneself efficiently (self-manage)	E	Application Form, Interview
Ability to work as part of a team	E	Application Form, Interview
Ability to demonstrate initiative	E	Application Form, Interview
<b>Personal Qualities</b>		
A commitment to working in a busy school environment	E	Application Form, Interview
Flexible, motivated and committed to high standards of working	E	Application Form, Interview
Good attendance and punctuality	E	Application Form, Interview
Energy and enthusiasm	E	Application Form, Interview
Adaptability to changing circumstances and new ideas	E	Application Form, Interview

Professional approach to working	E	Application Form, Interview
Committed to the ethos of the school	E	Application Form, Interview
Willingness to be flexible and take on additional duties as and when required	E	Application Form, Interview
Willingness to participate in further training and development opportunities offered by the school	E	Application Form, Interview
<b>Equal Opportunities Awareness</b>		
A commitment to equal opportunities, awareness of diversity issues and working in a positive and non-discriminatory way	E	Application Form, Interview
A commitment to working in a multi-cultural environment and with students from diverse backgrounds and abilities	E	Application Form, Interview
A commitment to working in a flexible and collaborative manner with all members of the school community	E	Application Form, Interview
<b>Child Protection and Safeguarding Awareness</b>		
An understanding of child protection and safeguarding matters	E	Application Form, Interview
A commitment to safeguarding and promoting the welfare of young people	E	Application Form, Interview