



Job Title: Transition Behaviour Coach

Hours of work: 28 hours x 38 weeks plus 2 non-pupil days

Reports to: Learning Re-Focus Hub Lead

Role: To support identified students to re-focus their learning to enable them to access education successfully.

Working under the direction of the Learning Re-Focus Hub Lead and liaising with all stakeholders

Responsibilities:

- to be responsible for the improvement in learning of students that have been referred to b4I for support. Showing the progression of students and their behaviour in the classroom
- support the delivery of learning in the RETREAT or other identified provisions or learning hubs
- support the transition of students in and out of mainstream provision as directed by the Learning Re-Focus Hub Leader
- supervise the learning re-focus students as required
- support the supervision of students on the IFTE programme, including checking in students and their supervision after academy core hours; offering help and support to ensure that the student completes the IFTE and the work successfully
- work with the classroom teacher and Learning Re-Focus Hub Leader to support positive behaviour in the classroom
- provide support in the classroom for challenging behaviour
- carryout classroom observations under the guidance of the Learning Re-Focus Hub Leader, including writing reports, contacting parents/carers, and recording students' behaviour over the week.
- logging all events on Go4Schools
- provide support for the Solution Focus Sessions
- attend meetings, teacher conferences and meet with other professionals in relation to individual students including EIP meetings, as required
- deliver Anger Management and Emotional Literacy sessions under the guidance of the Learning re-focus hub leader or learning director for Inclusion.

Other clauses:

- The above responsibilities are subject to the general duties and responsibilities contained in the Statement of Conditions of Employment
- This job description allocates duties and responsibilities but does not direct the particular amount of time to be spent on carrying them out and no part of it may be so construed.
- The job description is not necessarily a comprehensive definition of the post. It will be reviewed at least once a year and it may be subject to modification or amendment at any time after consultation with the holder of the post.
- This job description may be varied to meet the changing demands of the academy at the reasonable discretion of the Principal/Group/Chief Executive
- There may be occasions when it will be necessary to cover other Administrative roles within the academy or to work with the administrative team when there are peaks and pressing issues.
- This job description does not form part of the contract of employment. It describes the way the post holder is expected and required to perform and complete the particular duties as set out in the foregoing.
- Postholder may deal with sensitive material and should maintain confidentiality in all academy related matters.

Safeguarding

We are committed to safeguarding and protecting the welfare of children and expect all staff and volunteers to share this commitment. A Disclosure and Barring Service Certificate will be required for all posts. This post will be subject to enhanced checks as part of our Prevent Duty.

Person Specification

General heading	Detail	Essential requirements:	Desirable requirements:
Qualifications	Qualifications required for the role	<ul style="list-style-type: none"> GCSE Grade C or above in English 	<ul style="list-style-type: none"> Successful experience of working with children in a school environment
Knowledge/Experience	Specific knowledge/ experience required for the role	<ul style="list-style-type: none"> Excellent literacy skills Excellent numeracy skills Good working knowledge of ICT Working with children that have identified behavioural needs. Proven track record of improving student engagement with learning. Different/identified learning needs that may affect the way a student may behave or react to situations. 	<ul style="list-style-type: none"> Experience of working with students with ASD, ADHD, OCD or ODD.
Skills	Line management responsibilities (No.)	<ul style="list-style-type: none"> n/a 	<ul style="list-style-type: none">
	Forward and strategic planning	<ul style="list-style-type: none"> n/a 	<ul style="list-style-type: none">
	Budget (size and responsibilities)	<ul style="list-style-type: none"> None 	<ul style="list-style-type: none">
	Abilities	<ul style="list-style-type: none"> Skilled in de-escalation 	<ul style="list-style-type: none">

		<ul style="list-style-type: none"> techniques. 	
Personal Characteristics	Behaviours	<ul style="list-style-type: none"> • Patient and calm manner • Able to work as part of a team. • Good interpersonal skills 	<ul style="list-style-type: none"> •
Special Requirements		<ul style="list-style-type: none"> • Successful candidate will be subject to an enhanced Disclosure and Barring Service Check • Right to work in the UK • Evidence of a commitment to promoting the welfare and safeguarding of children and young people • 	<ul style="list-style-type: none"> •