



The Henry Box School

Founded 1660

Job title: Student Support Worker (Behaviour and Attitudes)

Responsible to:	School Leader: Behaviour, Safety and Welfare
Manages/Supervises:	None
Location:	Based at The Henry Box School (Required to work at or travel to any of the Mill Academy Schools as required for training, meetings or support)
Salary:	Grade 7/8 (Postholder should possess and demonstrate at performance review all of the essential and most of the desirable qualities in the person specification before progression to the higher grade is approved)
Working Pattern:	35 hours per week – term time only Flexibility around actual working hours is required as attendance at after school meetings, events or training will be required
Disclosure level:	Enhanced

Job Description

Purpose

- To promote a culture where students show ready, respectful and safe behaviour and attitudes
- To support students experiencing more than three significant risk factors
- To enable teachers to focus on teaching and learning
- To lead and coordinate behaviour support and pastoral support for designated students
- To actively promote and contribute to the school ethos and values
- To provide daily support to teaching and support staff to ensure highest standards of student behaviour and achievement.
- To facilitate restorative and reparation conversations
- To recognise over and above behaviours by giving praise, post cards and making positive phone calls home



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Tasks and responsibilities

- Being visible throughout the school day to ensure students' behaviour is ready respectful and safe – especially in lesson change overs, break and lunch times.
- Manage student behaviour and attendance issues as they arise, including liaising with teaching staff, contacting parents and meeting with students.
- Establish clear standards of care and discipline, including responsibility for investigating incidents and applying appropriate sanctions in line with school policy. Advising School Leaders where higher order sanctions need to be considered.
- Be the key worker for students who are struggling (behaviour and attendance). 'Check in' with students to ensure they can access learning.
- As first point of contact, to respond appropriately to complaints and enquiries from parents/carers, including taking responsibility for contacting, meeting and working in partnership with the parents/carers for all matters relating to behaviour, attendance and general well-being
- Run a bespoke tutor group for students who are experiencing trauma - time limited intervention
- Provide a safe space for students who have heightened anxiety
- Attend service meetings with pastoral School Leaders to ensure support is deployed effectively
- Attend parents' evenings to review progress of students with parents and carers
- Support assemblies
- Provide support for vulnerable students in school such as looked after children, students with educational needs etc., and where appropriate, investigate and report on Safe guarding issues in conjunction with the DSL
- Liaising with School Leader: Primary transition to support the transition process from primary to secondary
- Take a lead role in inducting in year admissions – students to join bespoke tutor group for at least two weeks
- Liaise with teaching staff to ensure work is sent home for excluded students and in conjunction with the School Leader, manage the reintegration of students following exclusion or long term absence.
- In line with the school's anti-bullying policy, to respond to, record and take appropriate action following incidents of bullying involving students.
- To ensure that high standards of recording are in place
- Liaise with the Family Support Team on a daily basis to ensure students are appropriately supported.

Staff Development Responsibilities

- Participating in the school's appraisal policy
- Attending relevant training and development opportunities as required by the Headteacher

Other Duties

- To undertake such other duties as may be required from time to time commensurate with the level of the post
- Particular duties and responsibilities attached to the post may vary from time to time without changing the general character of the duties or the level of responsibility entailed
- To have a commitment to Safeguarding; to promote the welfare of children and young people in accordance with The Trust's values





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- To play a full part in the life of the school community, to support its distinctive aim and ethos and to encourage staff and students to follow this example.
- To comply with the school's Health and Safety policy and undertake risk assessments as appropriate.
- To show a record of excellent attendance and punctuality.
- To adhere to the Trust's Code of Conduct.

General

Employees will be expected to comply with any reasonable request from a manager to undertake work of a similar level that is not specified in this job description.

Employees are expected to be courteous to colleagues and provide a welcoming environment to visitors and telephone callers.

The school will endeavour to make any necessary reasonable adjustments to the job and the working environment to enable access to employment opportunities for disabled job applicants or continued employment for any employee who develops a disabling condition.

This job description will be reviewed at regular intervals and is subject to change as the needs of the academy evolve.

JOB CONTEXT

The Student Support Team (SST) is centred on the crucial link between the way in which children and young people learn and their social knowledge and behaviour, the focus is upon establishing positive relationships across three elements of self, others and curriculum. Behaviour has implications for students, teachers, parents and other professionals. Its principles are applied to all students and not just those perceived as being "*difficult to manage*". It applies as much to teachers and their relationship with students as much as it applies to the students themselves.

SUPERVISION

The post holder reports to the School Leader – Behaviour, Safety and Welfare but operates independently on a day to day basis and will be required to deliver a high level of personal responsibility for the management of student behaviour. The self starting nature of this role will require the post holder to set their own work priorities and exercise considerable initiative to ensure the successful delivery of the key areas they are responsible for, including dealing with situations as they arise.

PROBLEMS AND DECISIONS

- To be responsible for the welfare and guidance of students
- Ensure a safe school environment for all students, staff and visitors





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- To be the first point of contact for the parents/carers of key students visiting the school in relation to their child's behaviour, dealing with them appropriately and in a professional manner at all times
- To be able to judge when appropriate to involve external agencies e.g. social services, when to involve the Family Support Team or members of the Leadership Team, and when to act on own initiative on Safeguarding issues.

CONTACTS

- Students – to provide behavioural and pastoral support.
- Staff – provide advice, support and training to all staff in relation to students' pastoral and training needs.
- External agencies (e.g. Social Services, CAMHS etc) – to broker additional support for students or to raise child protection issues in liaison with SLT
- Parents/carers – to handle concerns, complaints, liaise over student support or child protection issues.
- Public – to respond to complaints concerning student behaviour when not on school premises.



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Person Specification:

Experience	<ul style="list-style-type: none"> Significant experience of working with vulnerable young people Experience of working within primary/secondary school environment 	E E
Qualifications and Training	<ul style="list-style-type: none"> GCSE grade C or above in Maths and English or equivalent qualifications for the role Further education qualifications, e.g. A levels, NVQ, BTEC Recent CPD in behaviour management and /or pastoral care Relevant professional qualifications and experience (e.g. DSL trained) Educated to degree standard 	E E E E D
Aptitude and Abilities	<ul style="list-style-type: none"> Computer literate Excellent organisational skills Ability to work under own initiative and also as part of a team Helpful and positive nature Understanding the importance of confidentiality and discretion Highly motivated showing resilience, stamina and reliability under pressure Reflective – able to review own performance and keen to learn and develop own skills Flexible attitude towards work and ability to adapt quickly to new demands Good communication skills in respect of work with students and liaising with colleagues An ability to support students who are vulnerable Commitment to the value and ethos of the Trust 	E E E E E E E E E E E
Other Factors	<ul style="list-style-type: none"> Commitment to equity, equality of opportunity and the safeguarding and welfare of all students Enhanced DBS check 	E E