

KIRKLEES COUNCIL

SECTION: SCHOOL

POST TITLE: BEHAVIOUR AND SOCIAL INCLUSION

GRADE: 8

PURPOSE OF POST

To work as part of a team including parents, teachers and other support staff to support the learning and behaviour of students who need help to overcome barriers to learning, in order to achieve their full potential.

To provide practical support for learning, educational activities, developing social skills, integration and for securing students physical and emotional well being.

KEY AREAS

1. Teaching Support
2. Student Support and Supervision
3. Home School Liaison
4. Management of Staff
5. General

DUTIES AND RESPONSIBILITY

1. Teaching and Learning Support

- 1.1 To organise, deliver and evaluate intervention programmes.
- 1.2 To participate in the comprehensive assessment of all students who need extra support to overcome barriers to learning both inside and outside school.
- 1.3 To liaise closely with teaching staff of assigned students to ensure that they understand the support strategies being used by the Senior ETA staff (behaviour and social inclusion).
- 1.4 When required, to work closely with SENCo and senior members of staff responsible for gifted and talented provision, to ensure the needs of gifted and talented students and those with specialist educational needs are met.
- 1.5 To assist in training new and temporary members of the team particularly on the behaviour management strategies or learning

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strategies followed by the teacher.

- 1.6 To provide objective and accurate feedback and reports as required to the teacher on pupil achievement, progress and other matters, ensuring availability of appropriate evidence.
- 1.7 To meet regularly with teaching staff/ line manager to report on progress of assigned students.
- 1.8 To have a full knowledge and understanding of the range of activities, courses, opportunities, organisations and individuals that could be drawn upon to provide extra support for students.
- 1.9 To work closely with the community hub and its partners and take an active role in coordinating and supporting its work both in and out of school, to meet the needs of students and their families.
- 1.10 Develop effective working relationships with a wide range of external agencies, as appropriate, to support the progress of individual students.
- 1.11 To deal with any immediate problems or emergencies in accordance to school policies and procedures.

2. **Student Support and Supervision**

- 2.1 To identify students who would benefit most from support and working with other staff, draw up and implement behaviour plans, individual educational plans and teaching strategies etc. to maximise their achievements.
- 2.2 Actively encourage the inclusion of all pupils to participate in the life and activities of the school and access the EYFS and/or National Curriculum to the best of their ability.
- 2.3 To manage challenging and extreme behaviour of individual pupils.
- 2.4 To develop one to one mentoring relationship with students requiring particular support to achieve goals defined in their My Support Action plan or EHCP.
- 2.5 To contribute to pupil's plans, review and evaluations by writing reports on progress and attendance at meetings.
- 2.6 As required, to deal with pupils who require physical restraint and intervention, using methods such as TEAM-TEACH, under the direction of the Headteacher.
- 2.7 To provide programmes for individuals and small groups of students on social skills, anger management and emotional literacy.

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3. Home School Liaison

- 3.1 To maintain regular contact with parents/carers of students in need of extra support, to keep informed of their child's needs and progress, and to secure positive family support and involvement.
- 3.2 To assist in the running of courses for parents/carers, especially of pupils who present challenging behaviour.
- 3.3 Work with school staff to ensure parents and representatives of the community have the opportunity to discuss the education provided by school.

4. Management of Staff

- 4.1 To be responsible for the day to day management and supervision of the SEMH Inclusion Team and the lunchtime supervisors.
- 4.2 To provide guidance and appropriate leadership to staff.
- 4.3 To ensure support staff including lunchtime staff are effectively trained in relation to behaviour improvement.

5. General

- 5.1 As part of your wider duties and responsibilities you are required to promote and actively support the School's/LA's responsibilities towards safeguarding. Safeguarding is about keeping people safe and protecting people from harm, neglect, abuse and injury. It is about creating safe places, being vigilant and doing something about any concerns you might have. It isn't just about the very old and the very young, it is about everyone who may be vulnerable. Please refer to the Employment page, working for the Council on the Kirklees website under the following link:

<http://www.kirklees.gov.uk/employment/safeguarding.shtml>

- 5.2 Carry out your duties with due regard to current and future School's/LA's policies, procedures and relevant legislation. These will be drawn to your attention in your appointment letter, your statement of particulars, induction, ongoing performance development and through School communications.

RESPONSIBLE TO: Head Teacher/Line Manager

RESPONSIBLE FOR: SEMH Team and Lunchtime Supervisors

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JD Reference No	SS/ETA08/BS
JD Prepared / Amended	OCT 2009
Refers to Estab(s)	

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EMPLOYEE SPECIFICATION

DIRECTORATE: Children & Young People**SECTION:** All Schools Model**JOB TITLE:** Advanced Educational Teaching Assistant**GRADE:** 8

	ATTRIBUTES		RELEVANT CRITERIA	HOW IDENTIFIED	RANK
1.	RELEVANT EXPERIENCE	1.1	Previous experience of working with children/young people with a range of behavioural, social, emotional and academic needs across the primary age range.	Application Form/ Selection Process.	A
		1.2	Experience of working with children/young people in a primary school environment.	Application Form/ Selection Process	A
		1.3	Experience of managing/supervising staff.	Application Form/ Selection Process	B
2.	EDUCATION AND TRAINING ATTAINMENTS	2.1	Numeracy and Literacy skills to a level to assist pupils with their work – at least NVQ Level 2 or equivalent.	Application Form/ Selection Process/ Certificate.	B
		2.2	Relevant professional development.	Application form/ Selection Process.	A
		2.3	Relevant professional development including Team Teach training.	Application form/ Selection Process.	B
3.	GENERAL AND SPECIAL KNOWLEDGE	3.1	Understanding of National Curriculum and other learning programmes/strategies related to SEMH assessments	Selection Process	A
		3.2	Understanding of child development and learning.	Selection Process	A
		3.3	Understanding of Boxall and SDQ Assessments	Selection Process	B

	ATTRIBUTES		RELEVANT CRITERIA	HOW IDENTIFIED	RANK
3.	GENERAL AND SPECIAL KNOWLEDGE cont...	3.4	Understanding and commitment to the Local Authority's Equality and Diversity Policy and how this relates to the duties of the job.	Selection Process	A
4.	SKILLS AND ABILITIES	4.1	Ability to contribute to effective use of ICT to support learning and for day to day organisation and management.	Application Form/ Selection Process.	A
		4.2	Ability to plan activities to promote well-being of pupils and offer support to teachers in identifying activities with support well-being in the classroom.	Selection Process	A
		4.3	Have a positive attitude and pro-active approach towards working with pupils and their families including multi-agency working.	Application Form/ Selection Process	A
		4.4	Ability to relate to children/young people from diverse social backgrounds.	Selection Process	A
		4.5	Ability to work as a team member and on own initiative.	Application Form/ Selection Process	A
		4.6	Ability to work with children exhibiting SEMH difficulties and deliver a range of interventions.	Application Form/ Selection Process	A
		4.7	Ability to effectively lead and manage a team and undertake performance management.	Application Form/ Selection Process	B
		4.8	Ability to share knowledge and expertise with other professionals to secure positive outcomes.	Selection Process	A
		4.9	Flexibility to meet the needs of individuals, families and the school.	Selection Process	A
5.	ANY ADDITIONAL FACTORS	5.1	Understanding of relevant policies/codes of practise and awareness of relevant legislation.	Selection Process	A

		5.2	Commitment to ongoing personal training and development.	Selection Process	A
		5.3	Willingness to undertake an enhanced Disclosure and Barring Service check. Please note a conviction may not exclude candidates from employment but will be considered as part of the selection process.	Application Form/ Selection Process	A

Please make sure that you demonstrate your ability to meet the requirements of the job by giving clear, concise examples of how you meet each criteria on your application form. The letters A, B and C in the "Rank" column refer to the importance we will give your answers when we read your applications. You must have all the A's on day one to be able to do the job, you need to have all the B's to do the job, but they could be learnt during the induction, and if you have C criteria this would be an additional bonus. We recognise and welcome our responsibility to remove any barriers in our Recruitment and Selection process for disabled people. We have tried to do this, but if you have a disability and identify any barriers in the job description or employee specification, please tell us of these in your application. We are committed to making reasonable adjustments to the job wherever possible and it would help us to know your needs in order to do this.

Where criteria are to be identified through the "Selection Process", this may involve written exercises, group discussions, presentations, interview etc.

ES Reference No	CS08/CS
ES Prepared/Amended	NOV 2017
Refers to Estab(s)	