



Behaviour Support Worker

JOB DESCRIPTION

The post-holder will be expected to liaise with Teaching and Support staff in relation to the behaviour, attendance and progress of individuals and groups of students developing positive attitudes and mindsets of all.

Working hours: Term Time Based Hours: 37.5 hours per week, 39 weeks per year Monday to Friday 8:00am-4:00pm.

Annual Leave: The full-time rate of holiday entitlement incorporated in the formula is 25 days per year rising to 30 days per year for employees with 5 or more years of continuous employment with the Trust. The formula also provides for a pro rata entitlement to the bank and public holidays normally observed in England and Wales

Salary: Grade E Scale 7-11 (£24,294 - £25,979) Pro Rata for Part Time (£21,084 - £22,547)

Terms and conditions of employment:

The job description should be read in conjunction with the contract of employment that shall set out the key terms and conditions of appointment.

Job purpose:

The main focus of the role is to:

- Carry forward the Aspirations Trust and Livingstone Academy vision and values.
- Promote high expectations for all students and lead on the provision of appropriate support and intervention strategies to ensure that students' educational, social and emotional development needs are met.
- Be a lead figure in ensuring that the Behaviour and Culture policy and associated system(s) is thoroughly known and exercised in relation to all staff and support from parents.
- Maintain levels of absence from lessons and poor behaviour amongst key groups as low (including disadvantaged, SEND and vulnerable students) and to work with identified students and their families to increase levels of engagement and ensure that the school's core values are embodied by students consistently.
- Support teachers and pupils to promote engagement in learning.

To help the leadership team to:

- Ensure that the academy is a calm, predictable and respectful learning environment and that all students, and staff feel safe.
- Ensure students are able to learn in a positive and supportive environment and that they treat one another with courtesy and respect during lessons and when moving around the school and at break times.



Main Responsibilities

Working under the direction and leadership of the Assistant Principal for Behaviour:

Duties and responsibilities:

Main duties and responsibilities are indicated below. Other duties of an appropriate level and nature may also be required, as directed by the line manager.

Key duties :

- Ensure that the academy vision and values are adopted and lived.
- Embed the school's Behaviour policy and use of associated system(s) through knowing them inside out, training and developing staff, and holding them to account for implementation.
- Respond to any 'on call' requests within the academy which require students being re-engaged in their learning or removed from lessons to the reset room.
- Develop an ethos of high expectations of staff with regards to their knowledge of students' medical needs, behaviour needs, SEND needs, well-being needs and emotional support, and ensure that provision plans, EHC plans, and pastoral support plans are implemented in practice.
- To provide support for a student's emotional and social needs by encouraging and modelling positive behaviour in line with the academy's behaviour policy and demonstrating high expectations of work and behaviour.
- To assist with the general pastoral care of students, including helping students who are sick, distressed or injured.
- Supervising students at social times.
- Oversee and supervise detentions.
- Liaise with parents and informing of sanction when students have failed the reset room.
- Dealing with behaviour, attendance and pastoral issues in a positive manner, communicating actions to students, staff and parents as appropriate.
- Maintaining a high presence around the academy and supporting students to regulate their behaviour in lessons where required.
- Inform, consult and liaise with the Assistant Principal of Behaviour regarding student concerns and make recommendations regarding sanctions.
- Being the key adult for students who require mentoring or individual support.
- Collecting statements from students to support behavioural investigations.
- Supervise and support both individuals and groups of students, ensuring their safety and access to learning.
- Establish good relationships with students, acting as a role model and being aware of and responding appropriately to individual needs.
- Promote the inclusion and acceptance of all students.
- Promote and reinforce student self-worth and independence and employ strategies to recognise and reward achievement and resilience.
- Encourage students to interact with others and engage in activities.
- Encourage students to act independently as appropriate.



- Promote and support the inclusion of students, including those with specific behaviour needs, both in learning activities and within the classroom.
- Use behaviour management strategies in line with the academy's behaviour policy to contribute to a purposeful learning environment and encourage students to interact and work cooperatively with others.
- Accompany teaching staff and students on visits, trips and out of academy activities, as required.
- Ensure effective communication with parents, creating and maintaining positive relationships and resolving complaints before they escalate.
- Carrying out administrative tasks related to all aspects of the role.
- Participate in relevant training and development opportunities as required.
- Support the academy's fire and emergency procedures by being familiar with the instructions for staff and students and take appropriate action should the need arise.
- Retain the confidentiality of all aspects of academy life.
- Comply with all decisions, policies and standing orders of the academy and Aspirations; comply with any relevant statutory requirements, including Equal Opportunities legislation, the Health and Safety at Work Act and the Data Protection Act.
- To be aware of and comply with policies and procedures relating to Child Protection and all aspects of safeguarding children.
- Undertake such other duties as may be reasonably required appropriate for the level of the post.
- Remain positive at all times and lead staff by example.
- Set a good example in terms of dress, punctuality and attendance.

Student Support Duties:

- To support the overall progress and development of students
- To ensure the Behaviour Management system is implemented in classes

General:

- Attend training sessions and meetings as required.
- Work in accordance with data protection regulations.
- Uphold the Trust's policy in respect of child protection and safeguarding matters

Professional development

- Help keep their own knowledge and understanding relevant and up-to-date by reflecting on their own practice, liaising with school leaders, and identifying relevant professional development to improve personal effectiveness.
- Take opportunities to build the appropriate skills, qualifications, and/or experience needed for the role, with support from the school
- Take part in the school's appraisal procedures.
- Undertake training and attend INSET days in accordance with contractual requirements.



Equal Opportunity

- The post holder will be expected to carry out all duties in the context of and in compliance with the academy's equal opportunities policies.
- This job description will be reviewed at regular intervals and is subject to change as the needs of the academy evolve

Special Conditions of Service

- Due to the nature of the post, candidates are not entitled to withhold information regarding convictions by virtue of the Rehabilitation of Offenders Act 1974
- (Exemptions) Order 1975 as amended. Candidates are required to give details of any convictions on their application form and are expected to disclose such information at the appointed interview.
- As this post allows substantial access to children, candidates are required to comply with departmental procedures in relation to police checks. If candidates are successful in their application, prior to taking up post, they will be required to give written permission to the Department to ascertain details from the Police regarding any convictions against them and, as appropriate the nature of such conviction/s.

Person Specification:

Assessed by application (A) Assessed by the recruitment process (R)

Criteria	Essential	Desirable
Qualifications / Education		
GCSE grade C or higher in English and Mathematics	A	
Appropriate First Aid Training		A
Experience		
Experience of managing student behaviour	A	
Experience of working in a secondary school	A	
Experience of successful organisation and administration	A	
Skills, Abilities and Knowledge		
A passion for education and making a difference	R	
Outstanding interpersonal skills and the ability to relate well to a wider range of people	R	
A high degree of emotional intelligence and the ability to apply this in day to day practice with young people and their families	R	
Ability to work successfully as part of a team	R	
Ability to keep accurate records.	R	
Excellent interpersonal communication skills, including influencing skills	R	
Ability to manage the emotional, cultural and social needs of students	R	
Flexible attitude towards work and can adapt quickly to new demands	R	
Commitment to the value and ethos of the Academy	R	
Knowledge		
Discretion, loyalty, commitment, patience, flexibility, good personal organisation, firmness, the ability to work within a team, and good oral communication	R	

Criteria	Essential	Desirable
Knowledge of child protection and safeguarding	R	
Knowledge of the potential barriers to learning	R	