

Addey and Stanhope School

Job Description for Behaviour Support Worker

Main purpose of the role

To supervise and provide support for students in the Return to Learn Centre to aid reintegration back into lessons; to work with the RTLTC team to improve the self-esteem, motivation and well-being of pupils at risk of suspension; to support the smooth running of the school and contribute to the 'on-call' system; to significantly contribute to the restorative approach of the school; to support unstructured times as required; to create and deliver early intervention support for pupils; to support with activities during the holidays as required.

Summary of responsibilities and personal duties

1. Provide pastoral support to pupils
2. Receive and supervise pupils excluded from, or otherwise not working to, a normal timetable.
3. Attend to pupils' personal needs and provide advice to assist in their social development.
4. Participate in comprehensive assessment of pupils to determine those in need of particular help.
5. Assist with the development and implementation of individual behaviour support plans.
6. Establish productive working relationships with pupils, acting as a role model.
7. Support mentoring/counselling arrangements with pupils and provide support for distressed pupils.
8. Promote the speedy/effective transfer of pupils across phases/integration of those who have been absent.
9. Provide information and advice to enable pupils to make choices about their own behaviour.
10. Challenge and motivate pupils, promote, and reinforce self-esteem and well-being.
11. Provide feedback to pupils in relation to progress, achievement, behaviour, attendance.
12. Liaise with feeder schools and other relevant bodies to gather pupil information.
13. Support pupils' access to learning using appropriate strategies, resources etc.
14. Work with the RTLTC team in evaluating and adjusting behaviour plans as appropriate.
15. Monitor and evaluate pupils' responses and progress against action plans through observation and planned recording.
16. Provide objective and accurate feedback and reports as required, to other staff on pupils' behaviour and other matters, ensuring the availability of appropriate evidence.
17. Log and assess trends in pupils' behaviour and needs.
18. Be responsible for keeping and updating records as agreed, contributing to reviews of systems/records as requested.
19. Assist in the development and implementation of appropriate behaviour management strategies.
20. Establish constructive relationships with parents/carers, exchanging information, facilitating their support for their child's attendance, behaviour, access and learning; supporting home to school and community links.
21. Support with the restorative approach of the school through meetings, conversations and reflection activities for pupils'
22. Support and carry out investigations as directed
23. Support with home visits where necessary.
24. Support with pupils' who are on an external internal exclusion (EIE), or at an alternative provision.
25. Support the management of the school through the 'on call' system and the undertaking of duties as required.
26. Support unstructured times as required.
27. Clerical/admin support eg. dealing with correspondence, compilation/analysis/reporting on behaviour, suspensions, making phone calls.

Support for the school

1. Be aware and comply with policies and procedures relating to child protection, health, safety and security and data protection, reporting all concerns to an appropriate person.
2. Be aware of confidential issues linked to home/pupil/teacher/school/work and to keep confidences as appropriate.
3. Be aware of and support diversity and ensure all pupils have equal access to opportunities to learn and develop.
4. Contribute to the overall ethos/work/aims of the school.
5. Establish constructive relationships and communicate with other agencies/professionals, in liaison with the Well-Being and Behaviour Officer to support achievement and progress of pupils.
6. Attend and participate in regular meetings.
7. Participate in training and other learning activities as required.
8. Recognise own strengths and areas of expertise and use these to advise and support others.
9. Assist in the supervision, training and development of staff.
10. Implement planned supervision of pupils out of school hours.
11. Supervise pupils on visits, trips and out of school activities as required.
12. Facilitate the running of activities during students' lunchtimes.
13. Carry out 'on-calls' and provide operational support as directed by the Headship team to ensure the smooth running of the school.

Other information/Requirements

This post is subject to an enhanced DBS check.

The duties defined in this job description are not definitive and may need to be amended according to the needs of the school.

Person Specification for Behaviour Support Worker

Essential	Desirable	Evidence
Qualifications and Experience		
<ul style="list-style-type: none"> • Maths and English GCSE or equivalent • Child Protection qualification or willingness to undertake course of study 	<ul style="list-style-type: none"> • NVQ L2 Teaching Assistant qualification or equivalent (D) 	<ul style="list-style-type: none"> - Application form - References - Interviews - Certificate/s to be available at interview
Experience		
<ul style="list-style-type: none"> • Experience of working with children with challenging behaviour • Experience of working in a school/ education environment 	<ul style="list-style-type: none"> • Liaising with parents/carers • Experience of mentoring young people, with positive outcomes 	<ul style="list-style-type: none"> - Application form - References - Interviews
Skills, Abilities and knowledge		
<ul style="list-style-type: none"> • Able to plan and organise own caseload to meet deadlines • Effective communication skills • Able to motivate students • Able to promote positive behaviour • Able to manage challenging/defiant behavior • Ability to maintain confidentiality • Able to support students academically with aspects of the curriculum • Patient • Resilient • Hardworking and committed • Able to use own initiative • Good ICT skills • Good interpersonal skills • Able to respond positively in challenging situations • Knowledge and understanding of the current issues that affect children and young people • Good oral and written communication skills • Sound judgement • Able to work empathetically with students and parents • Flexible and responsive to change 		<ul style="list-style-type: none"> - Application form - References - Interviews