



Behaviour Support Officer - Candidate information and role profile

Dear Applicant,

Thank you for taking the time to find out more about Greenwich Free School (GFS). This pack is intended to give you information about the role of Behaviour Support Officer, together with details of the school's vision and ethos and our aspirations.

At GFS we believe that two things are necessary to create a transformational school community. That we deliver outstanding teaching to every pupil and that we combine this with personalised pastoral care for every pupil. We argue that if we provide these two things then every young person in our care can achieve beyond their expectations and we can transform their outlook and future possibilities.

So this role plays a central part in helping us deliver our promise.

Alongside working in a school that values the importance of firm but responsive pastoral care you will work with a Student Development team that I truly believe are world class and they will provide you with guidance and advice to help progress your career.

The successful candidate will believe that every young person can achieve if given the right mix of support and challenge and you will have the drive and determination to become the very best you can.

If after reading the enclosed information you would like to apply, please complete the online application form via our recruitment site <https://www.tes.com/jobs/employer/the-greenwich-free-school-1062931> and ensure you include a supporting statement setting out why you feel you are suitable for the role in an evidence-led way that addresses the key requirements of the job by **0900 Monday 6th November 2017**.

If you have any queries please contact Victoria Hemmings on 020 8319 3692. If you would like to speak with me directly, please call on the number above. Visits to the school are welcome and please contact Victoria to arrange.

I look forward to receiving your application.

Rhys Spiers
Headteacher



GREENWICH FREE SCHOOL

Behaviour Support Officer - Job description

Job Title: Behaviour Support Officer
Reports to: Deputy Headteacher
Responsible for: Delivering the highest quality pastoral care to pupils at GFS
Start date: May 2017
Salary: Negotiable dependant on experience
Hours: 07:50 - 16:00
Disclosure level: Enhanced
Roles included: Behaviour Support Officer.

Job purpose:

To take a lead role in building the Greenwich Free School into a great school by believing in the importance of firm but fair pastoral support and acknowledging that all children require a balance of extra challenge and extra support.

Key Objectives for the role:

- To manage and coordinate the day-to-day function and development of Behaviour Support Unit (BSU). The Behaviour Support Unit caters for students who have behaved poorly in class and have disrupted the learning of others; it is used for the purpose of isolation and personal reflection.
- To be responsible for the coordination of programmes of support for students referred to the unit. Working with and directly supporting students accessing it.
- Monitoring closely the quality & quantity of work being produced
- To be responsible for delivering appropriate behaviour strategies set within the ethos of GFS which will contribute to improved behaviour and attendance in support of learning.
- To administrate as required and supervise the internal Behaviour Support Unit and coordinate work from relevant subject areas, including the use of resources designed to support personalised learning and reflection.
- The post holder will be the sole supervisor of the Behaviour Support Unit so the ability to work alone is essential.
- To support with administration tasks including accurate recording of student frequency in the BSU, trend analysis and behaviour progress tracking, in addition some oversight of DDD & Enrichment admin will be required.
- Providing relevant information to parents and carers.
- To attend pupil and parent reintegration meetings as necessary
- To communicate with parents regarding trends in behaviour and strategies for improvement.

Key Roles & Responsibilities: Students:

- To provide appropriate work and supervision for students in the BSU.
- To maintain records and undertake daily administration to ensure all pupils in the BSU are working and can return to mainstream classroom activities as soon as possible
- To liaise closely with all colleagues including the Assistant Head teacher, Key Stage Leaders, Behaviour Staff and class teachers.
- Training staff in strategies for de-escalating poor behaviour
- The post holder will directly influence students in school whose behaviour is a barrier to learning and who have been identified as benefiting from time in the Behaviour Support Unit.
- Students are expected to work in silence within the unit and to engage appropriately with the BSO and other colleagues as required.
- To create an environment in the Behaviour Support Unit which helps to foster students in developing a sense of belonging to the school community, a sense of self-worth and competence and of empowerment to make decisions about their life in school.
- To create and maintain an ethos in the Behaviour Support Unit which is conducive to the aims and values of GFS.
- In liaison with the pastoral team and teaching staff to help identify students who would benefit from access to the Behaviour Support Unit and advise staff on suitable exit strategies from the Unit.
- To ensure that the Behaviour Support Unit procedures are adhered to and the unit is well maintained, neat and tidy.
- To log behaviour incidents, circulate a weekly behaviour log and create and circulate a termly and annual behaviour report.
- To create case studies of students who have passed through the BSU repeatedly – using the Diagnosis/Therapy/Testing approach
- To create, plan & lead on restorative & educational work around issues such as homophobia/racism/anger management & other high level issues that lead to students to be referred to the BSU
- Make contributions to inclusion team meetings, giving strategies and progress the BSU/time out supervision.
- To support with administration as required.
- Supporting the supervision of students at break and lunch time.
- To contribute to the provision of an effective environment for learning.
- To be aware of the confidential nature of issues.
- To contribute to the overall ethos, work & aims of GFS.

The duties listed above are examples of duties at this level and other duties of a similar level/nature may be undertaken by individuals and are not excluded simply because they are not itemised. The above is a summary of the main duties and responsibilities of the post. The tasks involved within each responsibility area have not been detailed.

This job description is current at the date shown, but, in consultation with you, may be changed by the Head Teacher to reflect or anticipate changes in the job commensurate with the grade and job title.

I NOTES

1. All new staff will be subject to a probation period of six months (which may, in certain circumstances, be extended by up to 10 weeks). The probation period is a trial period, to enable the assessment of an employee's suitability for the job for which he or she has been employed. It provides the school with the opportunity to monitor and review the performance of new staff in relation to various areas, and also in terms of their commitment to safeguarding and relationships with pupils.

- This post is subject to an enhanced DBS disclosure.
- The post holder must be committed to safeguarding the welfare of children.

Person specification

	Essential	Desirable
Qualifications	• Qualified to work in the UK.	• A-Level qualifications or equivalent. • Professional qualifications relevant to the post. • Educated to degree level.
Experience	• Proven commitment to continued professional development and a readiness to reflect and self-evaluate to change, improve and develop. • Experience of building relationships with young people. • Experience of successfully managing challenging behaviour. • Experience of working in Child Protection: Familiarity with CAF and eCAF.	• Experience of having worked successfully in at least one school in an urban, multi-cultural setting, supporting pupils from backgrounds of socio-economic disadvantage. • Further experience in Child Protection: familiarity with TAC and LP role. • Experience leading restorative justice sessions.
Knowledge	• An understanding of the strategies needed to establish consistently high aspirations and academic / behavioural standards in an urban school setting, and a commitment to relentlessly implementing these strategies. • Knowledge & experience of Safeguarding & Child Protection issues. • Knowledge and experience of attendance procedures leading to prosecutions	• Knowledge of current educational policy and developments in the areas of pastoral support, attendance, behaviour and wellbeing – and their implications in a complex, urban context.

Skills	• Excellent written communication skills. • Excellent interpersonal and listening skills; a high degree of emotional intelligence; and an effective oral and written communicator with children, staff and parents. • The ability to develop positive relationships with all young people. • Well-developed planning & organising skills including time management, prioritisation, delegation and administration. • Sound judgement and problem solving skills.	• A proven ability to use data confidently and forensically to inform and diagnose weaknesses that need addressing, and ability to plan effectively in order to raise individuals' and cohorts' attainment. • Competent user of ICT.
Motivation	• Willing to be fully engaged in the whole life of the school including extra-curricular activities. • Committed to team work and working collaboratively with colleagues. • A commitment to the safeguarding and welfare of all pupils.	• Experience of leading successful enrichment and extracurricular activities which inspire and motivate learners.
Attributes	• A clear passion for the importance of personal development and wellbeing, as a key driver for the success of every child. • Passion, resilience, maturity and optimism to lead through day-to-day challenges while maintaining a clear strategic vision and direction. • Confidence and self-motivation to work well and be decisive under pressure. • A high level of honesty and integrity. • Personal stamina & energy including a good record of attendance and health. • A firm and constant belief in the unlimited potential of every pupil and a commitment to inclusive educational provision.	• An entrepreneurial attitude. • A sense of humour!