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**Job Description – 1-2-1 Behaviour Support Assistant (BSA)**

**Little Reddings Primary School**

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| **Post Title** | 1-2-1 Behaviour Support Assistant (BSA) |
| **Purpose** | The Behaviour Support Assistant will provide additional support to teachers and other staff, addressing the needs of children who require assistance in overcoming barriers to learning in order to achieve their full potential, or accessing the curriculum.  The Behaviour Support Assistant will work with children who have challenging behaviour that is impacting on their learning or the learning of others |
| **Reporting to** | Headteacher |
| **Liaising with** | Governors, Headteacher, SENCo, teaching and support staff, external agencies, children and parents |
| **Working Time** | 30 hours per week Monday to Friday. term time only. Hours to be worked are 8.30am – 3.30pm, including unpaid breaks of 60 minutes per day. |
| **Salary/Grade** | APT & C Points 5 – 6 plus London Fringe, (£19,312 pa to £19.698 + £898pa). Salary paid pro-rata based on hours worked.  Actual salary range £13,002 pa - £13,262 pa + £604 pa Fringe. |
| **Disclosure Barring Service** | Enhanced |
| **MAIN (CORE) DUTIES** | |
| **Operational, Strategic Planning:** | * To develop an understanding of the specific needs of pupils and develop a knowledge of the wide range of learning support methods * To establish a supportive relationship with pupils and encourage acceptance and inclusion, developing methods of promoting/reinforcing self-esteem * To provide regular feedback regarding pupils’ progress to line managers and teaching staff * Contribute to the maintenance of childrens’ progress records * Participate in the evaluation of the support programme * To plan and draw up approaches that could be used to support pupils both individually and within a group |
| **Curriculum Provision and Development:** | * To assist teaching staff in offering a broad, balanced, relevant and differentiated curriculum to pupils and help them to learn as effectively as possible, both in group situations and on their own, while supporting the requirements of the national curriculum and the lesson aims of the teacher * Undertake structured and agreed learning activities/teaching programmes, adjusting activities according to pupil responses; * Undertake intervention programmes linked to local and national learning strategies, recording achievement and progress, and feeding back to the teacher * Support the use of ICT in learning activities and develop pupils’ competence and independence in its use |
| **Staff Development:** | * To take part in the school’s staff development programme by participating in arrangements for further training and professional development * To work as a member of a team and contribute positively to effective working relations within the school * To engage actively in the Performance Appraisal Review process * To attend relevant in-service training and regular learning support meetings |
| **Standards and quality assurance:** | * Support the aims and ethos of the school * 1-2-1 support out of class * Small group support in or out of class * Able to apply consistently high expectation of behaviour * A listener * A facilitator for learning * An encourager * A motivator * A positive role model * Set a good example in terms of dress, punctuality and attendance * Follow and uphold school policies * Participate in staff training * Develop links with the Governors, Hertfordshire Education Authority and neighbouring schools * Contribute to the overall ethos/work/aims of the school * Appreciate and support the roles of other professionals * Attend and participate in relevant meetings as required * Where appropriate develop a relationship to foster links between home and school * Liaise, advise and consult with other members of the team supporting the children as appropriate |
| **Management Information:** | * To provide feedback to pupils in relation to progress and achievement under the guidance of the teacher * Contribute to reviews of childrens’ progress as appropriate * Monitor and record their progress by liaising with teaching staff, TAs (and outside agencies when appropriate) and to foster links between home and school |
| **Communication:** | * + To communicate effectively with the parents of pupils as appropriate   + Where appropriate, to communicate and co-operate with persons or bodies outside the school   + To follow agreed policies for communications in the school   + Attend meetings as required   + To prepare and provide reports as required   + To be aware of in-school procedures and confidential issues and to keep confidences appropriately |
| **Marketing and Liaison:** | * + To take part in marketing and liaison activities such as Open Evenings, Parents’ Evenings and liaison events with partner schools as required   + To contribute to the development of effective subject links with external agencies as required |
| **Management of Resources:** | * + To contribute to the process of the ordering and allocation of equipment and materials   + To assist in the identification of resource needs and to contribute to the efficient and effective use of resources   + To co-operate with other staff to ensure a sharing and effective usage of resources to the benefit of the school, faculty and the pupils |
| **Other Specific Duties**:   * To work in partnership with the class teacher and SENCo to devise, implement and evaluate specialized programmes of work to encourage and promote a pupil’s social emotional and behavioural development * To plan and facilitate structured games and activities, to support pupils to make appropriate use of unstructured times | |
| * to play a full part in the life of the school community, to support its Strategic Commitment, Purpose and Intent and to encourage staff and pupils to follow this example * to promote actively the school’s policies * to continue personal, professional development * to actively engage in the school’s self-review and evaluation processes * to actively engage in the school’s Appraisal of Performance processes * to comply with the school’s Health and Safety Policy and undertake risk assessments as appropriate * to attend meetings as determined in the meetings policy and as directed by the Headteacher * to comply with the school’s procedures concerning safeguarding and to ensure that training is accessed | |
| All support staff may be required, from time to time, to work as directed by the Headteacher to provide cover for administrative functions within the school. This may include exam invigilation, pupil supervision and other duties not normally detailed elsewhere within their job description. | |

**September 2021**