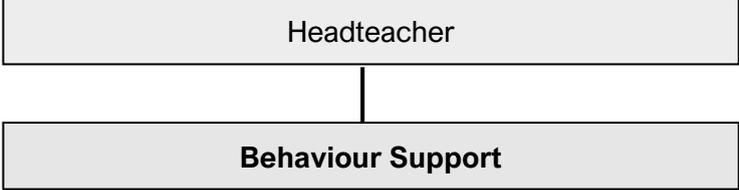




## Job Description

<b>Role</b>	Behaviour Support	<b>School/Department</b>	Oak Tree School
<b>Grade</b>	Grade 5, spinal points 12 to 17	<b>Reports to</b>	Behaviour Support Assistant Headteacher
<b>Job evaluation code</b>	OTS029	<b>Date of evaluation</b>	April 2022
<b>Purpose</b>	To implement and develop the outstanding behaviour management within the school ensuring the children's SEN needs are at the centre of the decision		
<b>Scope</b>	<b>Main contacts:</b>	<b>Staff responsibilities:</b>	<b>Financial accountability:</b>
	Students, staff, parents, Local Authority and other external agencies	None	None
<b>Main duties and responsibilities</b>	<p><b>To complement the professional work of teachers by:</b></p> <ul style="list-style-type: none"> <li>• Embedding our therapeutic behaviour approach to support students in all areas of their EHCP development</li> <li>• To be a restraint instructor carrying out the Crisis Intervention Institute Programme (CPI) implementing and embedding the Crisis Intervention model theory throughout the school</li> <li>• To carry out behaviour trainings with the staff relating to the school's behaviour and restraint policy</li> <li>• Supporting the Assistant head in producing Oak Tree School's behaviour policy and implementing this throughout the school</li> <li>• Gathering data on the pupil's behaviour and restrictive interventions and analysing the data</li> <li>• Carry out and report on Behaviour Intervention Meetings providing strategies related to the child's needs</li> <li>• Working closely with the multidisciplinary team to review key children's behaviour and understand the functional cause of the behaviour</li> <li>• Contributing to the identification and execution of appropriate out-of-school learning or other intervention activities that consolidate and extend work carried out in class; supporting students' attendance at alternative provision courses</li> <li>• Implementing baseline behaviour strategies throughout the school</li> <li>• Supporting the school's delivery of literacy, numeracy, and basic skills</li> <li>• To implement strategies provided by the multidisciplinary team including key Augmentative Alternative Communication strategies</li> <li>• Using ICT effectively to support learning activities and develop students' competence and independence and safety in its use</li> <li>• Advising on appropriate deployment and use of specialist aid/resources/equipment</li> <li>• Developing, implementing, and reviewing provision plans and contributing to Annual reviews as appropriate</li> <li>• Implementing and reviewing individualised behaviour support plans, risk assessments and relevant protocols for specific students, ensuring collaboration with the multidisciplinary team and families is at the centre of these decisions</li> <li>• Working closely with the staff team to ensure that behaviour management is implemented effectively for the children</li> <li>• Supporting children with flexible and creative strategies in transitioning to the school</li> <li>• Working with parents providing a variety of support where possible to ensure there is a strong home school relationships</li> <li>• Complying and assisting with the development of policies and procedures relating to child protection, health, safety and security, equal opportunities, and data protection</li> <li>• Contributing to the overall ethos/work/aims of the school</li> <li>• To carry out such other associated duties as are reasonably assigned by the Headteacher</li> </ul>		



<b>Other requirements/ responsibilities</b>	Enhanced Level DBS required
<b>Structure chart</b>	 <pre>graph TD;   A[Headteacher] --- B[Behaviour Support];</pre>



### Person Specification

<b>Role</b>	Behaviour Support	<b>School/Department</b>	Oak Tree School
<b>Grade</b>	Grade 5	<b>Job evaluation code</b>	OTS029
<b>Qualifications, training and education</b>	<ul style="list-style-type: none"> <li>• Level 2 or equivalent in English and Maths</li> </ul>		
<b>Experience</b>	<ul style="list-style-type: none"> <li>• Working with a variety of challenging behaviours for children with SEN</li> <li>• Specialist skills in relation to the children’s strength and needs (SaLT and OT strategies)</li> </ul>		
<b>Skills and abilities</b>	<ul style="list-style-type: none"> <li>• The ability to plan and carry out a variety of personalised behaviour strategies for children in relation to their strengths and needs</li> <li>• Be able to adapt to the needs of the children</li> <li>• To remain calm, positive and consistent with the children to manage the challenging behaviour they may present</li> <li>• To work closely with a multidisciplinary team</li> <li>• To model behaviour management for the staff team</li> <li>• To implement and analyse data in relation to behaviour</li> <li>• Good understanding of child development and learning processes in relation to the children’s ASD and associated complex needs</li> <li>• Good questioning and observation skills</li> <li>• To be confident to carry out trainings for staff and parents in behaviour management</li> <li>• Knowledge of the standard of work expected from students and the ability to contribute to the assessment of their work</li> <li>• Ability to work well with others and independently</li> <li>• Ability to organise, lead and motivate a team</li> <li>• Ability to work with a range of different professionals</li> <li>• To work closely with parents, continuing to be patient yet managing expectations</li> <li>• Ability to use ICT effectively to support learning</li> <li>• Excellent communication and interpersonal skills</li> <li>• Always show respect of student and staff confidentiality</li> <li>• Understanding of the expected outcomes of individual activities the length of time allocated to the task</li> <li>• Contribute to the student’s relevant assessments</li> <li>• Desire to constantly improve own practice /knowledge through self-evaluation and learning from others</li> <li>• Flexible approach to working and commitment to ongoing service and personal development</li> <li>• Calm under pressure, adaptable and energetic</li> <li>• A caring and positive attitude</li> <li>• Good listener and sensitive to students’ needs</li> <li>• A sense of responsibility</li> <li>• Ability to use own initiative</li> </ul>		
<b>Requirements specific to the role</b>	All staff and volunteers are expected to be committed to safeguarding, equality and promoting the welfare of children and young people.		

**The Trust retains the right to implement changes in job descriptions and person specifications to reflect changes in the demands of the post. Where this is necessary this will be done in consultation with you.**

<b>Signed:</b> Post holder	
<b>Date:</b>	