



JOB DESCRIPTION

Job Title:	Behaviour Support Worker - Level 2
School:	North East Primary Area Inclusion Area (NEPAIP)
Pay Range:	C1 – C3
Hours:	37 hours per week plus 10 days
Contract:	Fixed term due to funding – to 31/03/2026
Responsible to:	North East Primary AIP Project Director

Role:

To work under the guidance of senior staff and within an agreed programme of supervision, to implement agreed support/work/pastoral programmes with individuals or groups, in NEPAIP inclusion base provision and in the classroom environment. To support the team and school staff in addressing the needs of those pupils who need particular help to overcome barriers to learning and inclusion within their school. Establishing productive working relationships with pupils, acting as a role model and mentor is a requirement of the role. All the duties outlined are carried out under the general direction of the senior staff.

Main Duties:

1. Provide levels of individual pastoral support to pupils including those with special needs, as directed by the senior staff.
2. Receive and supervise pupils excluded from, or otherwise not working to a normal timetable.
3. To rigorously follow school safeguarding and child protection policies, displaying commitment to the protection and safeguarding of children and young people.
4. Attend to pupils personal needs and provide advice to assist in their social care, health and hygiene development.
5. Participate in the comprehensive assessment of pupils to determine those in need of particular help.
6. Support the development and implementation of Individual Learning/ Education/ Behavioural/ Support/ Mentoring plans and behaviour management strategies.

7. Develop one to one mentoring arrangements with pupils and provide support for distressed and/or dysregulated pupils.
8. Provide information and advice to enable pupils to make choices about their own learning / behaviour / attendance.
9. Challenge and motivate pupils, promoting and reinforcing self-esteem.
10. Provide feedback to pupils in relation to progress, achievement, behaviour and attendance.
11. Liaise with schools if required and other relevant bodies to gather pupil information and compile necessary reports.
12. Support pupils' access to learning using appropriate strategies and resources.
13. Liaise with other staff in planning, evaluating and adjusting learning and pastoral activities as appropriate.
14. Monitor and evaluate pupil's responses and progress against action plans through observation and planned recording.
15. Provide objective and accurate feedback and reports to other staff on pupil's achievement, progress and other matters as requested.
16. Responsible for keeping and updating records as agreed, contributing to review systems/records as requested.
17. Establish constructive relationships with parents and carers including the exchanging of information and facilitating their support for their child's attendance.
18. Implement agreed learning activities/teaching programmes, adjusting activities according to pupil responses/needs.
19. Supervise pupils on visits, trips and out of school activities as required.
20. Implement supervision of pupils out of school hours as required.
21. Attend and participate in regular meetings, training and other learning activities as required, contributing to the overall ethos and aims of the NEPAIP.
22. Establish constructive relationships and communicate with other agencies/professionals, in liaison with the team, to support achievement and progress of pupils.
23. Be aware of, and comply with, policies and procedures relating to child protection, health, safety, confidentiality and data protection, reporting all concerns to the appropriate person.
24. Be aware and support differences and ensure all pupils have equal access to opportunities to learn and develop.
25. To undertake any other duties commensurate to the post as required.

Physical Conditions

- The post holder will work within the NEPAIP inclusion base provision and across all schools within the North East Primary Area Inclusion Partnership and will be based at NEPAIP@Leopold, 62 Leopold Street, LS7 4AW.
- The schools in the North East Primary Area Inclusion Partnership have a variety of access methods including stairs and lifts and are accessible to disabled persons.
- This post is subject to an enhanced Disclose and Barring Service check
- NEPAIP@Leopold and all primary schools within the North East Primary Area Inclusion Partnership operate non- smoking policies

Relationships

- The postholder will be required to work flexibly to deliver an efficient Service.
- There will be regular contact with pupils, colleagues, other members of staff, line managers and internal and external customers

Economic Conditions

Grade: C1-C3 (Fixed term contract to 31/03/2026)
 Annual Leave: Term time only working + 10 days
 Hours: 37 hours per week
 Conditions of Service: NJC Conditions apply

Person Specification

PERSONAL SPECIFICATION ESSENTIAL REQUIREMENTS: It is essential that the post holder should be able to demonstrate the following criteria for the post within the context of the specific role. Candidates will only be shortlisted for interview if they can demonstrate on the application form that they meet all the essential requirements.

Method Of Assessment (MOA) – A = Application Form T = Test I = Interview C = Certificate

SKILLS	
Requirements For Grade	MOA
The ability to model a reflective practice/action learning approach which facilitates evidence based practice	A/I
Ability to develop personal and professional credibility with range of partners and stakeholders	A/I
Ability to work successfully and meet the needs of children who exhibit challenging behaviour	A/I
Ability to work on own initiative and as part of a teams	A/I
Ability to work flexibly to meet the needs of children, young people and their families	A/I
Ability to manage a range of risks effectively in a partnership setting	A/I
Good numeracy/literacy skills	A/I
Ability to self-evaluate learning needs and actively seek learning opportunities (desirable)	A/I
KNOWLEDGE – Essential	
Requirements For Grade	MOA

Full knowledge and understanding of legislation, guidance and practice relating to Children's Services	A/I
Working knowledge of supporting children with Social, Emotional and Mental Health. Working knowledge and understanding of whole family working, family agreements and contracts, team around the family approach within a multi-professional environment	A/I
To rigorously follow school safeguarding and child protection policies, displaying commitment to the protection and safeguarding of children and young people.	A/I
Understanding of the work of other key agencies and links to targeted services	A/I
Good knowledge and understanding of locality context and priorities	A/I
Good knowledge of a range of approaches in working with children who exhibit challenging behaviour and social and emotional and mental health needs	A/I
Good knowledge and understanding of the impact of adverse childhood experiences on the development of children, young people and their families	A/I
Good knowledge of structures within primary schools and the application of interventions to support pupils with SEMH and SEN.	A/I

EXPERIENCE	
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Requirements For Grade	MOA
Experience of working with a range of partners.	A/I
Experience of successful development and delivery of interventions to improve outcomes for vulnerable children, young people and their families.	A/I
Understanding of monitoring and evaluating work leading to improved outcomes for children and young people.	A/I
Understand key principles of safeguarding children in education and know how to raise concerns appropriately in a school setting. Evidence from application, reference and selection process.	A/I
Experience of working with children with social, emotional and mental health challenges	A/I
Experience of working within a primary school	A/I
Understanding classroom roles and responsibilities and your own position within these.	A/I
Experience of working with and successfully supporting the needs of children with challenging behaviour	A/I

BEHAVIOURAL & OTHER RELATED CHARACTERISTICS	
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Requirements For Grade	MOA
Committed to the delivery of high quality targeted services	A/I
Ensure delivery of services to children and young people with a clear child centred approach and philosophy	A/I
High degree of personal integrity with commitment to fairness, diversity and equality and to actively promote the Council's Equal Opportunities Policy	A/I
Willingness to lead by example to promote excellence	A/I
Committed to carry out all duties having regard to an employee's responsibility under the Council's Health & Safety Policies	A/I
Willingness to actively participate in training and development activities to ensure up to date	A/I

knowledge, skills and continuous professional development	A/I
Qualifications	
5+ A* - C GCSEs including English and Maths	A/Cert
A proven high level of literacy/numeracy	A/R

PERSONAL SPECIFICATION DESIRABLE REQUIREMENTS: It is essential that the post holder should be able to demonstrate the following criteria for the post within the context of the specific role. Candidates will only be shortlisted for interview if they can demonstrate on the application form that they meet all the essential requirements.

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Possession of a full current driving licence and use of own car.

Team teach training

'A' level qualification / Level 3 qualification

NVQ 2 for teaching assistants

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