

## Job Description

<b>POST:</b>	Behaviour Support Officer
<b>RESPONSIBLE TO:</b>	Head of House, Deputy/Assistant Headteacher - Relationships
<b>SALARY:</b>	NJC Scale 6
<b>LOCATION:</b>	The Telford Langley School
<b>WORKING PATTERN:</b>	35 hours, (Term Time plus 1 week)
<b>DISCLOSURE LEVEL:</b>	Enhanced
<b>KEY RELATIONSHIPS:</b>	Other Behaviour Support Officers, Pastoral Support Officers, Heads of House, Teachers, External Agencies, Parents
<b>RESPONSIBLE FOR:</b>	N/A

### MAIN PURPOSE:

Some disciplines which are covered in the posts of: Pastoral Support Officer and Behaviour Manager are likely to overlap dependent on skills and expertise. Flexibility is key for these post holders with student progress, behaviour, well-being and safety, being the core purpose.

The post holder will have the appropriate skills, ability and confidence to deal with individual student issues, maintain good order and to keep students on task. They will be required to respond to questions and generally assist students whatever their needs.

Contribute to the early identification of barriers to learning and disengagement for individual children and young people and provide them with a range of strategies for overcoming the barriers.

The post holder will have the appropriate skills, ability and confidence to deal with individual student issues, maintain good order and to keep students on task. They will be required to respond to questions and generally assist students whatever their needs.

### SPECIFIC RESPONSIBILITIES

<b>Managing Behaviour</b>	<ul style="list-style-type: none"> <li>• To manage the use of the pastoral base as an integral part of the Behaviour Management system within the school</li> <li>• To respond to calls made by members of staff in support of the consequences system</li> <li>• To manage the completion of C4 consequences</li> <li>• To liaise with the Inclusion/ Alternative Provision Team, Student Support Officers, CSO's and other relevant stakeholders to trigger relevant interventions</li> <li>• To liaise with parents/ carers to ensure an understanding of the severity of any incident resulting in the sanction of a consequence and its place within the Behaviour Management system</li> <li>• Assist the teacher with the development and implementation of Individual Education/Behaviour/Support/Mentoring plans</li> </ul>
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	<ul style="list-style-type: none"> <li>• Provide support for students with special needs</li> <li>• Establish productive working relationships with students, acting as a role model</li> <li>• Provide information and advice to enable students to make choices about their own learning/behaviour/attendance</li> <li>• Challenge and motivate students, promote and reinforce self-esteem</li> <li>• Provide feedback to students in relation to progress, achievement, behaviour, attendance etc.</li> <li>• Support students' access to learning using appropriate strategies, resources etc.</li> <li>• To provide daily supervision of pupils attending the pastoral bases</li> <li>• Establish a calm and purposeful working environment at all times.</li> <li>• To effectively manage and ensure the consistent smooth running of the school's pastoral base, exercising highly developed negotiating skills to ensure the appropriate behaviour of potentially demanding pupils.</li> <li>• To implement restorative approaches to improving pupil behaviour.</li> <li>• To ensure a safe and calm ethos is maintained throughout the school</li> <li>• Establish and develop effective and productive one-to-one academic coaching, counselling and other supportive relationships with children and young people, always acting as a positive role model and setting high expectations.</li> </ul>
<b>Support for the Teacher</b>	<ul style="list-style-type: none"> <li>• Work with other staff in planning, evaluating and adjusting learning activities as appropriate</li> <li>• Monitor and evaluate students' responses and progress against action plans through observation and planned recording</li> <li>• Provide objective and accurate feedback and reports as required, to other staff on students achievement, progress and other matters, ensuring the availability of appropriate evidence</li> <li>• Manage record keeping systems and processes</li> <li>• Take key role in the development and implementation of appropriate behaviour management strategies</li> <li>• Establish constructive relationships with parents/carers, exchanging information, facilitating their support for their child's attendance, access and learning and supporting home to academy and community links</li> <li>• Contribute in the development, implementation and monitoring of systems relating to attendance and integration e.g. registration, truancy, pastoral systems etc.</li> <li>• Administrative support e.g. dealing with correspondence, compilation/ analysis/reporting on attendance, exclusions etc., making phone calls etc.</li> <li>• Effectively deploy the Behaviour, Attendance and Rewards policies and actively review these policies</li> <li>• Assist with the review, monitoring and evaluation of the Behaviour, Attendance and Rewards policies</li> </ul>
<b>Support for the Curriculum</b>	<ul style="list-style-type: none"> <li>• Implement agreed learning activities/teaching programmes,</li> </ul>

	<p>adjusting activities according to student responses/needs</p> <ul style="list-style-type: none"> <li>• Ensure all pupils have resources to meet their individual needs through liaison with class teachers and the SEND department.</li> <li>• Display the ability to manage the most challenging and disengaged students</li> <li>• Demonstrate a passion for learning and the education of young people</li> <li>• Actively seek information regarding, and utilise, the range of activities, courses, organisations and individuals to provide support for students to broaden and enrich their learning</li> <li>• Determine the need for, prepare and use specialist equipment, plans and resources to support students</li> <li>• To initiate activities within the Consequences Room which ensure students have a sound understanding of their actions and the consequences of their actions</li> <li>• To provide feedback to stakeholders on students conduct and work ethic</li> <li>• To be responsible for arranging cover of the unit during lunch break and/or planned absence.</li> <li>• To promote the inclusion and acceptance of all students</li> <li>• To assess the needs of students and use detailed knowledge and specialist skills to support and develop their behaviour for learning</li> <li>• To work within the school's behaviour policy to anticipate and manage behaviour constructively, promoting self-control and independence</li> <li>• To provide information and advice to enable students to make choices about their own learning, behaviour and, if applicable, their attendance and complete restorative justice conversations where necessary.</li> <li>• To work with colleagues to establish an appropriate learning environment in the pastoral base to deliver the National Curriculum</li> <li>• To challenge and motivate students, and promote and reinforce self-esteem</li> <li>• As part of the inclusion team, be on call to support students who are unable to engage in the lesson, working one to one with them and supporting their return to class as appropriate</li> <li>• Within an agreed system of supervision, deliver learning activities to individuals and small groups, adjusting them according to learner's responses/needs</li> <li>• To collect and register pupils</li> <li>• To arrange for resources, worksheets, etc necessary to lead learning activities, taking account of students' interests and language and cultural background</li> <li>• To use ICT facilities effectively to support learning activities and develop students' competence and independence in its use</li> <li>• To attend relevant meetings and undertake and provide in-service training as required</li> </ul>
<p><b>Support for the School</b></p>	<ul style="list-style-type: none"> <li>• Liaise between managers/teaching staff and support staff</li> <li>• Attend regular team meetings with managed staff</li> <li>• Be aware of and comply with policies and procedures relating to child protection, health, safety and security, confidentiality and</li> </ul>

	<p>data protection, reporting all concerns to an appropriate person</p> <ul style="list-style-type: none"> <li>• Be aware of and support difference and ensure all students have equal access to opportunities to learn and develop</li> <li>• Contribute to the overall ethos/work/aims of the academy</li> <li>• Appreciate and support the role of other professionals</li> <li>• Attend relevant meetings as required</li> <li>• Participate in training and other learning activities and performance development as required</li> <li>• Assist with the supervision of students out of lesson times, including before and after academy times and at lunchtimes</li> <li>• Accompany teaching staff and students on visits, trips and out of academy activities as required</li> <li>• Assist with exam invigilation when necessary</li> </ul>
<b>Support for the Student</b>	<ul style="list-style-type: none"> <li>• Take a key role in managing and delivering pastoral support to students</li> <li>• Manage the supervision of students excluded from, or otherwise not working to, a normal timetable</li> <li>• Attend to students' personal needs and provide advice to assist in their social, health &amp; hygiene development</li> <li>• Undertake comprehensive assessments of students to determine those in need of particular help</li> <li>• Provide support for students with special needs</li> <li>• Provide information and advice to enable students to make choices about their own learning/behaviour/attendance</li> </ul>

### Safeguarding Children

The trust is committed to safeguarding and promoting the welfare of children and young people. We expect all staff to share this commitment and to undergo appropriate checks, including enhanced DBS checks.

The above responsibilities are subject to the general duties and responsibilities contained in the Statement of Conditions of Employment. The duties of this post may vary from time to time without changing the general character of the post or level of responsibility entailed.

The person undertaking this role is expected to work within the policies, ethos and aims of the Trust and to carry out such other duties as may reasonably be assigned by the Line Manager. The post holder will be expected to have an agreed flexible working pattern to ensure that all relevant functions are fulfilled through direct dialogue with employees, contractors and community members.

### English Duty -

This role is covered under part 7 of the Immigration Act 2016 and therefore the ability to speak fluent spoken English is an essential requirement for this role.

### Person Specification

## Our Values and Vision

These are our values. They can be thought of as our ‘non-negotiables’ - beliefs, expectations and standards that underpin how we work with the young people in our care, and the community we serve. We believe that if we work in the context of these values, students will achieve more than they ever thought possible. They are also values that have evolved following a sustained period of success for our school.

## Our Young People

We value three main types of achievement for our young people, and the vision for our school is that we ensure our students are empowered to achieve to a consistently outstanding level.

**Achievement - Academic:** We believe all young people have the potential to achieve great things. Intelligence can be developed regardless of emotional and social background, given appropriate teaching and bespoke, individualised support.

Young people should be encouraged to develop autonomy and meta-cognitive control (‘knowing what to do when they don’t know what to do’) in their learning and to gain inspiration from learning. They should be equipped with a crucial sense of possibility based on a well-developed self-awareness and ambition - ambition not only for themselves but for the communities in which they live and work.

**Achievement - ‘letting your light shine’:** All young people achieve things they can be proud of every day in addition to academic success and outside our school’s planned curriculum. We have a vital role in ensuring individuals develop their own talents and interests and have a responsibility to instil in them a sense of pride in who they are and what they achieve. We must recognise and celebrate these achievements.

**Achievement - relationships (Starfish Principle):** Excellent relationships for learning are a prerequisite for all other achievements. Relationships that result in mutual respect between young people and all other members of our school community will ensure learning can be fun in a disciplined and caring environment where the highest expectations are the norm.

## Our Staff

Our Values extend to how we challenge, support and work with each other. All staff (support and teaching) play a crucial role in the education of young people. We all understand how our work has a direct influence on the life chances of the young people in our care. In the same way that we all have a duty of care to them, we have a duty of care to each other and have regard for each other’s professional and personal wellbeing.

The Trust Board sees all members of the Trust’s staff community as learners. They are empowered to make decisions, be creative and to lead. Mutual respect pervades all relationships working together to enhance professional learning and practice and collaboration; collegiality and a sense of team identifies how all staff work together. Staff co-operate with each other and are not in competition with each other - they are part of a team that ensures the academies throughout the Trust strengthen their positions among the best academies in the country.

	<b>Essential</b>	<b>Desirable</b>
<b>Qualifications and Experience:</b>	<ul style="list-style-type: none"> <li>• Level 4 qualification or equivalent or experience</li> <li>• Excellent numeracy/literacy skills</li> <li>• Several years' experience working in a relevant discipline in a learning environment</li> <li>• Experience of working with children of relevant age</li> <li>• Experience of working with students with additional needs particularly social, emotional and behavioural difficulties</li> <li>• Experience of working with teenagers and adults in difficult circumstances</li> </ul>	
<b>Professional Attributes:</b>	<ul style="list-style-type: none"> <li>• Excellent communication skills</li> <li>• Full working knowledge of relevant policies/codes of practice /legislation</li> <li>• Ability to plan effective actions for students at risk of underachieving</li> <li>• Understand range of support services/providers</li> <li>• Ability to relate well to children and adults</li> <li>• Understanding of principles of child development and learning processes and in particular, barriers to learning</li> <li>• Ability to plan effective actions for students at risk of underachieving</li> <li>• Understand range of support services/providers</li> <li>• Ability to self-evaluate learning needs and actively seek learning opportunities</li> <li>• Work constructively as part of a team, understanding academy roles and responsibilities and your own position within these</li> <li>• Effective use of ICT packages and good keyboard skills</li> <li>• Use of relevant equipment/resources</li> <li>• Knowledge of relevant policies/codes of practice &amp; awareness of relevant legislation</li> <li>• Ability to relate well to children and adults</li> <li>• Work constructively as part of a team, understanding academy roles &amp; responsibilities and your own position within these</li> <li>• Ability to identify own training &amp; development needs &amp; cooperate with means to address these</li> <li>• Develop good relationships with others by behaving with integrity, treating people with respect and leading by example</li> <li>• Reliable, approachable and non-judgemental</li> <li>• Able to encourage positive traits / behaviours</li> <li>• Able to challenge negative behaviours and assumptions</li> <li>• Be an active supporter of students, parents, carers and staff</li> <li>• Able to handle sensitive information and maintain confidentiality</li> <li>• Able to work with individuals and small groups of students</li> </ul>	

Job Description Acknowledgement: I have received, reviewed and fully understand the job description detailed above. I further understand that I am responsible for the satisfactory execution of the essential functions described therein, under any and all conditions as described.

Employee Name:

Employee Signature

Date :

This job description will be reviewed annually and may be subject to amendment or modification at any time after consultation with the post holder. It is not a comprehensive statement of procedures and tasks but sets out the main expectations of the academy in relation to the post holder's professional responsibilities and duties.

We will ensure, so far as is reasonably practicable, that no disabled applicant is placed at a substantial disadvantage. This person-specification includes what we believe are fully justifiable essential and desirable selection criteria. Provided that the selection criteria unconnected with the disability are met, we will make ALL reasonable adjustments in order that someone with a disability can undertake the duties involved

We are committed to safeguarding and promoting the welfare of children and young people and expect all staff and volunteers to share this commitment. An Enhanced DBS check will be carried out for all employees and volunteers. We are a no smoking site.