

Job Description



Behaviour Support Worker (non-teaching)

Astrea Academy Sheffield

Salary:	Scale point 18 - 23	Reports To:	Assistant Principal: Behaviour
Actual Salary:	£26,369 - £28,821	Start Date:	ASAP
Contract:	37 hours, 39 weeks, Permanent	Location:	Astrea Academy Sheffield

Purpose of the Role

The Behaviour Support Worker will take responsibility for a specific cohort of scholars within the academy, namely our GRT/Roma cohort. By working alongside the Academic Year Leaders and Pastoral Year Leaders in the Academy, this role will ensure that the highest standards of pastoral care are in place for GRT/Roma scholars at Astrea Academy Sheffield.

The role holder will enforce high standards and expectations around behaviour, attendance and progress so that each scholar achieves their full potential.

Key Responsibilities

- Work collaboratively with the Assistant Principal to ensure we deliver the academy vision
- Be a role model to support our GRT/Roma cohort, representing Astrea values to parent, community and external agencies
- Support the Pastoral Year Leaders with administration tasks related to their year group and the GRT/Roma cohort.
- Engage parents to ensure they support their children and the academy
- Provide the professional support and challenge to staff to ensure consistency and high expectation are maintained
- Work collaboratively with the DSL, SENDCO and APs to ensure effective teaching strategies are employed for all scholars in the GRT/Roma cohort
- Maintain regular contact with families of scholars in need of extra support, to keep them informed of the scholar's needs and progress to ensure positive family support and involvement in improving scholar performance
- In liaison with SLT, support the transition and transfer/options process at the relevant key stage/year group to ensure positive progression and accelerated progress
- Contribute to the celebration of achievement/academic excellence and success in the GRT/Roma cohort and promote the rewards system
- Develop individualised plans for scholars, focusing on strategies to help them overcome barriers to learning and succeed academically and socially

Behaviour for Learning & Securing Progress

- Be relentless in monitoring the behaviour of scholars and ensuring that appropriate follow up takes place by all members of staff where poor behaviour or serious behaviour choices occur
- Work as part of the wider pastoral team to support academy wide behaviour systems and uphold standards
- Maintain a high, visible presence around the academy to ensure that the highest standards of behaviour and site-usage are upheld
- Track the behaviour of scholars in the cohort to identify scholars who require intervention in terms of rules, routines and relationships and provide this intervention either through formal or informal means
- Work with the Attendance Team to identify those scholars at risk of poor attendance and implement strategies to improve their attendance to ensure all scholars attendance is in line with the academy target of 96%
- Champion the academy's rewards system and ensure that scholars in the GRT/Roma cohort are recognised for their achievements and contributions to the life of the school
- Ensure scholars enjoy school through supporting the academy with enrichment activities including trips/residential opportunities.
- Work with the leadership team and teachers with regards to scholar review evenings and strive for 100% parental attendance especially through tackling 'hard to reach' parents effectively
- Act as a mentor for scholars who are underachieving in relation to their targets
- Champion the importance of every scholar making excellent progress and be willing to remove barriers and inspire scholars to achieve their true potential
- Deliver targeted interventions and support, including one to one and small group work, tailored to meet the individual needs of scholars
- Implement effective behaviour management strategies to promote positive behaviour, engagement, and self-regulation in students, helping them to develop skills for managing their own actions and interactions

Working with others & self-development

- Treat people fairly, equally and with dignity and respect to create and maintain a positive culture
- Communicate and liaise with staff, scholars, parents, governors and members of the local community as appropriate
- Actively promote the academy and liaise with outside agencies as necessary, representing the academy as appropriate
- Work with the SLT on transition between year groups and key stages
- Acknowledge the responsibilities and celebrate the achievements of individuals and teams
- Demonstrate a commitment to Equality of Opportunity for all members of the academy's community
- Develop and maintain a culture of high expectations for self and for others and take appropriate action when performance is unsatisfactory
- Collaborate with teachers, support staff and school leaders to ensure consistency across the school environment
- Work with the attendance team to conduct home visits for scholars where necessary
- Support teachers with strategies for managing challenging behaviours, offering guidance and resources as needed

- Engage and communicate regularly with families to update them on student progress in learning and behaviour, and involve them in the support process
- Work with external agencies and support services to provide additional resources for scholars and their families
- Track scholar progress and evaluate programme effectiveness, providing regular reports to the Senior Leadership Team (SLT) via the Assistant Principal for behaviour.
- Analyse data to identify strength and areas for development within the programme, ensuring continuous improvement
- Stay updated on best practices for supporting scholars with behavioural, learning and SEND needs, attending relevant training as required

Education and Qualifications

- GCSE Maths & English Grade 4/C or above (or equivalent)
- Recent first aid qualification is desirable

Experience

- Experience of working with KS3/4 aged scholars in a pastoral capacity

Knowledge, skills and abilities

- Be a fluent speaker of Slovak (essential)
- Be able to work in partnership with parents and families
- Excellent written and oral communication skills
- Good organisational and management skills
- Be able to work as part of a team
- Be friendly and have a flexible approach to work
- Be able to work on own initiative and be self-motivated
- Be enthusiastic
- Have a calm and confident manner
- Demonstrate personal and professional integrity, including modelling Astrea values and vision
- Commitment to promote and support the aims and value partners of Astrea Academy Sheffield
- Effective time management
- Understanding of and commitment to Equal Opportunities and anti-discriminatory practice
- Have a commitment to children, their families and the community

Personal attributes

- Ability to work under pressure and deadlines with high expectation of self and others
- An understanding and commitment to the protection and safeguarding of children and young people
- Ability to establish and maintain good relationships with others
- Energy, imagination, loyalty and personal commitment
- Ability to inspire the trust, confidence and respect of all stakeholders
- Sense of humour and maintain a sense of perspective

Astrea Academy Trust is committed to safeguarding and promoting the welfare of children and young people. We expect all staff and volunteers to share this commitment. Posts are subject to enhanced DBS checks.

Astrea Academy Trust are delighted to be part of such an important movement, which will ensure we have the guidance to challenge attitudes towards disability, tap into wider talent pools and help all individuals across the Trust fulfil their potential and realise their aspirations. As a disability confident employer, we have pledged to promote a culture that ensures there are no barriers to the development and progression of disabled staff