



PIONEER LEARNING TRUST

Pursuing Excellence and Equity

JOB DESCRIPTION: Behaviour Support Assistant

SCHOOL: This post is centrally appointed to The Pioneer Learning Trust.

JOB PURPOSE: Under the overall direction of the Team Leader, work alongside the Provision Class Teacher to provide support to address the personal, social and educational needs of pupils within the New Horizons provision who may have been excluded or at risk of exclusion from their base schools.

RESPONSIBLE TO: Provision Class Teacher

GRADE: L5

PRINCIPAL RESPONSIBILITIES:

1. Under the direction of the class teacher prepare and collate materials and resources to support agreed lessons, with a strong focus on providing differentiated tasks, in order to enhance motivation and meet the individual needs of pupils. This will involve using information technology to produce printed materials and accessing planning and resources from class teachers to support this.
2. On the basis of knowledge of individual pupils' behaviour and learning needs, contribute to discussions with class teacher, supporting and aiding assessment and identifying gaps in knowledge and learning, in order to develop appropriate and flexible lesson plans for pupils, which both bridge those gaps and offer opportunities for progression. Also, to evaluate and adjust learning activities as appropriate during tasks to ensure relevance and appropriate challenge.
3. In the classroom situation, work with and direct individual and small groups of pupils. Respond appropriately to pupils to encourage and motivate as necessary in order to keep pupils on task and consistent with behaviour and achievement expectations. Refer to class teacher or team leader as necessary. Promote calm and ordered learning environment, maintaining an awareness of the whole class situation, and using initiative to ensure pupil behaviour does not interfere with other pupil learning.
4. Contribute to the on-going assessment and recording of pupil development and achievement by making observations and recording notes about progress

in writing. Contribute to the discussions on progress with other staff members, pupils and parents/carers. Complete daily logs, incident and monitoring forms and use safeguarding and behaviour logging systems to record concerns, events and incidents.

5. Provide pastoral support and one to one mentoring to pupils. Plan and deliver appropriate specialist interventions, making observations and keeping notes on progress as appropriate, to feed into ongoing assessment of pupils' strengths and needs. Interventions may include, amongst others:

- Sandplay
- Drawing and Talking
- Behaviour Skills such as sitting safely on a mat, in a group and lining up, self-regulation,
- Recognising and Managing Emotions
- Anger Management

(training will be provided as appropriate to support BSAs in developing one or more of these specialisms)

In addition to the above, attending to personal needs and provide advice to assist in their social, health and hygiene development.

6. Develop and maintain constructive relationships with referring schools and external agencies, e.g. social services, CAMHS, Learning Support Services etc. which aim to serve the needs of pupils.

Support pupils within referring schools on an outreach basis, advising class teachers and support staff, as appropriate, regarding suggested behavioural approaches to meet the needs of pupils within the mainstream classroom.

Support pupils who are transferring into mainstream education or transferring to another phase, through liaison with the receiving school, providing advice and guidance for professionals, along with behavioural support to pupils

7. Accompany pupils (and other adults) on external visits to ensure the safety and acceptable conduct of pupils and assist in meeting the desired learning outcomes of such visits.

Prepare and manage supportive resources for visits, such as Visual Timetables, Social Stories and Communication Aids, e.g. PECS (Picture Exchange Communication System).

8. Maintain awareness and comply with policies and procedures relating to child protection, health, safety and security, confidentiality and data protection, reporting all concerns to an appropriate person.

Represent the school at meetings, internal and external, where pupil behaviour is a major part of the discussion. Undertake continuous professional development in this field, including the use of restrictive physical intervention (RPI) techniques. Use safeguarding recording systems to record concerns, events and incidents in all settings.



DIMENSIONS:

Supervisory Management: N/A

Financial Resources: N/A

Physical Resources: Classroom materials, equipment, including IT (computers, laptops and ipads), specific skillset equipment and resources such as games, play related items and intervention linked. e.g. sand, dolls house, guidance books etc

Other: N/A

CONTEXT: All support staff are part of a whole school team. They are required to support the values and ethos of the school and school priorities as defined in the School Improvement Plan. This will mean focussing on the needs of colleagues, parents and pupils and being flexible in a busy pressurised environment.

Because of the nature of this job, it will be necessary for the appropriate level of criminal record disclosure to be undertaken. Therefore, it is essential in making your application you disclose whether you have any pending charges, convictions, bind-overs or cautions and, if so, for which offences. This post will be exempt from the provisions of Section 4 (2) of the Rehabilitation of Offenders 1974 (Exemptions) (Amendments) Order 1986. Therefore, applicants are not entitled to withhold information about convictions which for other purposes are 'spent' under the provision of the Act, and, in the event of the employment being taken up, any failure to disclose such convictions will result in dismissal or disciplinary action by the Authority. The fact that a pending charge, conviction, bind-over or caution has been recorded against you will not necessarily debar you from consideration for this appointment.

Disclosures are handled in accordance with the CRB Code of Practice which can be accessed from the Children and Learning Department, HR Division, or on www.disclosure.gov.uk

Teaching Assistants (Behaviour) might be found in any school, sometimes within a Learning Support Unit where the postholder will be working entirely with pupils withdrawn from class teaching and at severe risk of exclusion. They may be the specialists on behaviour management in the school. The children they will deal with will include those with specific conditions (e.g. Aspergers, Attention Deficit and Hyperactivity Disorder), statemented pupils and pupils with particular behavioural difficulties.

A Teaching Assistant at this level will take responsibility for pupils on placement. S/he should be involved in promoting the acceptance and integration of pupils with special educational needs. They might also be involved in the assisting of pupils for whom English is an additional language.

Physical Effort: The job is likely to involve some lifting of children and equipment on a regular basis. Training will be provided. The role will also involve, as necessary, dealing with violence and restraining children.

Working Environment: There could be a frequent requirement to deal with vomit and bodily fluids when children are unwell.

The School is committed to safeguarding and promoting the welfare of children and expects all staff to share this commitment. Applicants must be willing to undergo child protection screening appropriate to the post, including checks with past employers and the Criminal Records Bureau.

CVs will not be accepted for any posts based in schools.

Person Specification

This acts as selection criteria and gives an outline of the characteristics required to do the job.

Essential (E) :- without which candidate would be rejected.

Desirable (D):- useful for choosing between two good candidates.

Please make sure, when completing your application form, you give <u>clear examples</u> of how you meet the <u>essential and desirable</u> criteria.				
Attributes	Essential	How Measured	Desirable	How Measured
Experience	Demonstrable experience of working with pupils with social and behavioural needs	1,2	Some experience of supporting learning of disaffected pupils in an educational environment. Some experience of providing counselling/pastoral care. Experience of working in a school environment is desirable for this post.	1,2
	Some experience in working with parents to support their child's development.	1,2		1,2
				1,2
Skills/ Abilities	Able to motivate disaffected pupils and able to respond positively in emotionally demanding situations.	1,2		
	Able to contribute constructively to the work of a team.	1,2		
	Able to build and maintain constructive relationships with pupils and parents/carers.	1,2		
	Literacy skills – able to read, understand and differentiate written material within relevant curriculum.	1,2		
	Numeracy skills – able to add, subtract, multiply and divide to support pupils in accessing relevant curriculum.	1,2		
Able to converse with ease with members of the public and provide effective help or advice in accurate and fluent spoken English	1,2,5			
Competencies	Able to demonstrate appropriate motivation to work with young people.	1,2	Appropriate attitudes to use of authority and maintaining discipline.	1,2
	Able to form appropriate relationships with young people.	1,2		
	Emotional resilience in working with challenging behaviours.	1,2		
Equality Issues	Able to recognise and act upon discrimination	2		

Specialist Knowledge	Knowledge of some of the causes of social, emotional and mental health issues in children	1,2		
	Some knowledge of relevant policies and codes of practice and awareness of relevant legislation	1,2		
	Some knowledge of national curriculum at Key Stage 1 and 2 with awareness of EYFS	1,2		
Education and Training	NVQ 3 for Teaching Assistants or equivalent qualification or equivalent experience.	1,2	Specialist training in drawing and talking, anger management, social skills, learning mentoring or similar	1,2,4
Other Requirements	Capable of using restrictive physical intervention strategies to keep children safe	1,2	Able to drive with access to a car in order to support outreach work	1,2

(1 = Application Form 2 = Interview 3 = Test 4 = Proof of Qualification 5 = Practical Exercise)

We will consider any reasonable adjustments under the terms of the Equality Act 2010 to enable an applicant with a disability (as defined under the Act) to meet the requirements of the post.

The Job-holder will ensure that The Pioneer Learning Trust policies are reflected in all aspects of his/her work, in particular those relating to:

- i) Equal Opportunities
- ii) Health and Safety
- iii) Data Protection Act (1984 & 1998).

The School is committed to safeguarding and promoting the welfare of children and expects all staff to share this commitment. Applicants must be willing to undergo child protection screening appropriate to the post, including checks with past employers and the Disclosure and Barring Service.

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