



Rowhill School

Job Description

DEPARTMENT:	Education
LOCATION:	Rowhill School
JOB TITLE:	Behaviour Support Worker
GRADE:	KR7 – Pro Rata £25,378-£28,466 + SEN £1,422.52 (Additional-overtime hours may be required)
RESPONSIBLE TO:	Headteacher and the Senior Leadership team

MAIN PURPOSE OF THE ROLE:

To work directly with identified individual or groups of pupils, to help overcome barriers to learning, improve behaviour and raise achievement. To liaise with parents, appropriate agencies and the wider school community to support all concerned. To lead the schools' Behaviour Team.

CONTEXT OF THE JOB:

Behaviour Support Workers play a key role in providing a supportive service to all pupils and their families where specific difficulties are providing barriers to learning. Behaviour Support Workers provide a complimentary service to pupils, parents, staff in school and external agencies.

Principal Accountabilities

There are five key responsibilities by which the Behaviour Support Workers will make a significant contribution to the achievement and wellbeing of pupils:

1. To improve the behaviour and wellbeing of individual pupils.
2. To support pupils who are experiencing behaviour difficulties.
3. To support behaviour at school and encourage links between home and school.
4. To support the behaviour management and good order of the school.
5. To work with pupils to develop positive behaviour, thinking and social skills.

Key Tasks

1. Working with staff to identify existing and potential barriers to pupils learning and progress.
2. Planning relevant & appropriate support to help remove identified barriers to learning that prevent pupils achieving their full potential.
3. Working closely with all school staff, parents/carers and external agencies to achieve a shared understanding of the needs of individual pupils.
4. Working with key staff and identified pupils to develop, agree and implement an action plan for those pupils based on an assessment of their individual needs.
5. Providing appropriate programmes of 1:1 or group support that enable pupils to take a full and confident part in all aspects of their learning & school life.
6. Developing effective exiting strategies for students in order that they continue to feel supported.
7. Working alongside teachers, support staff and families to promote the effective use of behaviour management strategies.
8. Working with teachers to provide support for pupils and their families who join the school during the course of the academic year.
9. Liaising regularly with staff to provide and receive up-to-date feedback on the monitoring and progress of all identified pupils.
10. Developing, identifying & sharing strategies that have shown themselves to be effective in meeting the needs of individual and groups of pupils in order to ensure consistency and continuity of practice and the maintenance of positive outcomes.
11. Contributing to the development and implementation of appropriate support which will assist students in modifying inappropriate behaviour, developing positive self-images, enhanced educational achievement & reduce the likelihood of exclusion.
12. Creating an atmosphere of trust & support by providing opportunities in which pupils feel able to discuss their progress, insights, opinions, targets and are confident to self-refer.
13. Promoting students' equality, diversity, rights and encouraging responsibilities.
14. Maintaining appropriate professional boundaries in all contacts and support of pupils and their families.
15. Maintaining the health, safety, protection and wellbeing of pupils throughout the behaviour support process.
16. Working with teachers to identify pupils who require support in moving between classes.

17. Being fully aware of school policies and following school procedures in maintaining regular contact with families/carers of children in need of support, keeping them informed of needs and progress, with the purpose of securing family support and involvement. This will include developing knowledge of Child Protection procedures – KCSIE 22-23
18. Developing knowledge and making the best use of the range of activities, courses, external agencies and individuals that might be used and drawn on to provide additional support for pupils.
19. Providing regular opportunities to liaise with families or carers to keep them informed about and involved in their child/children's progress.
20. Following school procedures to contact families and provide support where appropriate to improve attendance and punctuality.
21. Liaising with parents/carers to support their understanding of the school systems on attendance & punctuality.
22. Behavioural and Safeguarding – recording and reporting all incidents in line with school procedures, including class charts, my concern and the bound & numbered book.
23. Keeping safeguarding qualifications up to date.

This job description sets out the duties of the post at the time when it was drawn up. Such duties may vary from time to time without changing the general character of the duties or the level of responsibility entailed. Such variations are a common occurrence and cannot of themselves justify a reconsideration of the grading of the post. In order to deliver the service effectively, a degree of flexibility is needed and the post holder may be required to perform work not specifically referred to above. Such duties however, will fall within the scope of the post, at the appropriate grade.

School Specific

At Rowhill School, the Behaviour Support Worker role may include using strategies to:

1. Improve learning and raise attainment.
2. Improve attendance.
3. Support pupils at risk of exclusion.
4. Support pupils on internal exclusion at the school.
5. Raise standards of behaviour.
6. Work independently and to organise and lead the behaviour support work throughout the school, supported by the Senior Leadership Team.

Person Specification

Post Title: Behaviour Support Worker

Location: Rowhill School

Grade: KR7

	Essential Criteria	Desirable Criteria
Key Skills & Abilities	<ul style="list-style-type: none">• A good standard of language and numeracy skills.• Ability to be proactive, to plan/organise and prioritise own work load.• Ability to work effectively in a team and with individuals, institutions, multi-agencies and organisations.• Ability to provide a good role model to children maintaining an approachable manner in dealing with adults and children.• Ability to work flexibly.• Ability to motivate pupils in making good choices.• Ability to work with sensitivity and maintain confidentiality when working with families/carers, sometimes in their homes.• Ability to develop and maintain clear records, reports and share information appropriately.	<ul style="list-style-type: none">• Ability to widely use ICT skills or willingness to train.
Education & Qualifications	<ul style="list-style-type: none">• Evidence of relevant training or professional development.• A good standard of education. GCSE's (or equivalent) grade A-C.	

Knowledge	<ul style="list-style-type: none"> • Willingness and ability to put issues relating to equality of access and opportunity into practice in line with the School's Equal Opportunity Policy. 	<ul style="list-style-type: none"> • Knowledge and understanding of safeguarding and promoting the welfare of pupils and support them at times of transition. • Awareness and understanding of issues relating to equality of access and opportunity.
Experience	<ul style="list-style-type: none"> • At least 2 years experience working with children ages 5 – 16 in an educational, youth or social services work environment in paid employment. • Experience of having been involved in multi-agency work. • Experience of working with children in a range of special educational needs, SEMH & ASC and from a range of multi-cultural backgrounds. • Evidence of experience of working with children using good behaviour management strategies & techniques. 	
Other	<ul style="list-style-type: none"> • There will be a need for flexible working arrangements. All behaviour support workers must be prepared to attend training courses and other school activities related to their role if required during school closure periods. • Behaviour support workers must be able to relate well to a wide range of young people from different ability, ethnic and social backgrounds as well as with teachers and other professionals. They will need commitment, energy and patience and must be prepared to learn. 	