

Job Description

POST: Behaviour Assistant

RESPONSIBLE TO: Deputy Principal

GRADE: Scale 4, scale point 7-11

LOCATION: Oasis Academy Isle of Sheppey

WORKING PATTERN: 8:00 am – 4:00pm, 37 hours per week.
Term Time (39 weeks) only

JOB PURPOSE:

On call monitoring and impact
To carry out restorative practices in the Academy
Organise and resolve student – student/teacher issues through restorative approaches.
Organise and resolve student-student and support resolutions to student – teacher issues through restorative approaches.
In class support and mentoring.
Help reduce Persistent Absence through attendance target setting
Provide in class support for behaviour for learning
Supervise students during break and lunchtimes.
Support the Transition between year 6 and 7 , 8/9

DISCLOSURE LEVEL: Enhanced DBS

RESPONSIBILITIES

A. Progress Tracking

- Using data provided identify students who are not progressing in line with expectations.
- Liaise with HOY regarding students with low progression to set up ongoing academic mentoring, in class support where needed.
- Liaise with the attendance team to identify students whose attendance is affecting academic progress, intensively track and support students whose attendance is in the Persistent Absence category.
- Analysis of student mentoring to evaluate effectiveness of mentoring groups of students

B. Supporting Behaviour for Learning:

- Promote restorative approaches across the academy.
- Investigate incidents between students and relay the information gathered to HOY.
- Support staff in developing positive relationships with students through restorative approaches.
- Work as a part of a team to reduce repeat referrals of students to RESET or IEU
- Monitoring and carry out ON Call.

C. Professional Standards

- Support the ethos, vision, principles and values of the Academy
- Treat colleagues, students and all members of the community, with respect and consideration
- Treat all students fairly, consistently and without prejudice
- Set a good example to students in terms of appropriate dress, standards of punctuality and attendance.
- Support the ethos of the Academy by upholding the code of conduct, uniform rules, etc
- Take responsibility for own professional development and participate in arrangements as adopted by the Academy for the assessment of his/her performance.

- Reflect on own practice as well as the practices of the Academy with the aim of improving all that we do and achieving excellence.
- Participate in the development and management of the Academy by attending various team and staff meetings.
- Undertake duties as prescribed within the Academy's policies.
- Ensure that all deadlines are met as published in the school calendar.
- Undertake professional duties that may be reasonably assigned to them by the principal.
- Be proactive and take responsibility for matters relating to health and safety.
- Promote life long learning and promote enrichment and extension activities as part of the Academy's community hub

D Planning and setting expectations

- Set appropriate and demanding expectations for students learning and motivation. Set clear targets for students' learning, building on prior attainment.
- Identify students who have Special Educational Needs, and speak English as a second language and know where to get help in order to give positive and targeted support.
- Implement and keep records on personalised learning needs.

E. Student achievement

- Secure progress towards student targets.
- Use Assessment Manager to record student progress and attainment.
- Reward achievement using the guidance from the Academy.

F. Relationships with parents and the wider community

- Know how to prepare and present informative reports to parents and other professionals involved in the development of students.
- Recognise that learning takes place outside the Academy context and provide opportunities to develop students' understanding by relating their understanding to real and work related examples.
- Liaise with partner professionals responsible for students' welfare, care and guidance.

G. Managing own performance and professional development

- Take responsibility for their own professional development and keep up to date with research and developments in pedagogy and in the subjects that they teach.
- Understand and apply the professional responsibilities in relation the Academy policies and practices.
- Set a good example to the students in their presentation and in their personal conduct.

H. Managing and developing staff and other adults

- Establish effective working relationships with professional colleagues including, where applicable, associate staff and colleagues from the Oasis Learning Community Family.

I. Managing resources

- Select and make good use of resources.
- Liaise with all curricular areas to ensure that an appropriate, diverse and differentiated bank of resources are available in the iZone. Update these resources regularly.

The person undertaking this role is expected to work within the policies, ethos and aims of the Academy and to carry out such other duties as may reasonably be assigned by the Principal. 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.

The above responsibilities are subject to the general duties and responsibilities contained in the Statement of Conditions of Employment.

Our Purpose

Oasis Academies exist to provide a rich and balanced educational environment which caters for the whole person - academically, vocationally, socially, morally, spiritually, physically, emotionally and environmentally. Our task is to serve our students as well as to provide a learning hub for the entire community. In this way we will raise aspirations, unlock potential and work to achieve excellence through encouraging a 'can do' culture which nurtures confident and competent people.

Oasis Community Learning Ethos

Our ethos is an expression of our character - it is a statement of who we are and therefore the lens through which we assess all we do. Our work is motivated and inspired by the life, message and example of Christ, which shapes and guides every aspect of each of our schools. This is foundational to our belief that all people are created and loved by God as equal and unique beings, and to our commitment to model inclusion and compassion throughout all the aspects of the life and culture of each Academy community.

For further information, please refer to the Oasis Community Learning Purpose, Ethos and Values document which accompanies this job description.

	Essential	Desirable
Qualifications	GCSE	A Levels
Experience, Skills and knowledge	<ul style="list-style-type: none"> • Good written and communication skills, including appropriate ICT skills • A secure knowledge of the importance of data as a means both to measure and to extend progress • A high level of organisational skills • Strong Tutor – personal skills 	SIMs knowledge Mentoring qualification
Personal Qualities	<ul style="list-style-type: none"> • Flexibility and a willingness to be involved in activities that promote the community hub • Commitment to the Academy's Equal Opportunities policies • Personal drive and energy to motivate and inspire staff and students • Capable of establishing positive relationships with students • Integrity • The ability to cope with complexity, ambiguity and uncertainty • A genuine liking for and commitment to students even when the going gets tough. • Have a willingness to demonstrate commitment to the values and behaviours which flow from the Oasis ethos 	