



JOB DESCRIPTION

JOB TITLE: BEHAVIOUR SUPPORT OFFICER

GRADE: 7, (SCP 14-17)

PURPOSE OF JOB

To work as part of a team, including teachers and other staff to support the learning and welfare of students at risk of significant underachievement due to behavioural difficulties, disaffection and poor attendance.

KEY AREAS

1. Teaching Support
2. Student Support
3. Home/School Liaison
4. General

DUTIES AND RESPONSIBILITIES

1. Teaching Support

- 1.1 To undertake duties in accordance with school practices and procedures, ensuring the job holder actively upholds and promotes the philosophies of the school.
- 1.2 To provide responsive assistance to the teaching staff in supporting the schools behaviour strategy.
- 1.3 Under the guidance of the line manager, organise activities and assist with the general management and control of students in school.
- 1.4 In conjunction with the line manager, provide support for individuals or groups of students on a short-term basis, where there are barriers to learning for the students.
- 1.5 Under the guidance of the teacher ensure equipment or materials are suitable for the learning activities. Prepare materials and teaching aids where necessary.
- 1.6 Assist in training new and temporary members of the team, particularly on the behaviour management strategies or learning strategies followed by the teacher.
- 1.7 Assist the Line Manager in the implementation of behaviour protocols.

2. Student Support

- 2.1 To help maintain a structured environment for students who have failed to follow the school expectations.
- 2.2 Actively encourage the inclusion of all students to participate in the life and activities of the school and access the national curriculum to the best of their ability.
- 2.3 To manage challenging and extreme behaviour of individual students.
- 2.4 To provide individual or small group assistance aimed at implementing targets on behaviour plans and/or student profiles.
- 2.5 To contribute to the development of effective SEMH support for students by writing reports on students' progress and attendance at meetings aimed at maintaining good behaviour and relationships with staff
- 2.6 To contribute to the planning of effective student support via student profiles, My Support Plans (MSPs) and Educational Health Care Plans (EHCPs).
- 2.7 To promote positive behaviours management by modelling and suggesting effective strategies with students in class and around school, including during social times.
- 2.8 To provide individual support or activities for students in danger of becoming disaffected or disengaged, in lessons, break times and after school activities.

3. Home/School Liaison

- 3.1 To assist in the running of course for parents/carers, especially of students who present challenging behaviour.
- 3.2 Keep school informed of educational projects in the community which may be of benefit e.g. parent support groups.
- 3.3 Work with school staff to ensure parents and representatives of the community have the opportunity to discuss the education provides by the school.
- 3.4 To maintain regular contact with parents/carers of students in need of extra support to keep informed of their child's needs and progress and to secure positive family support and involvement.

4. General

- 4.1 As part of your wider duties and responsibilities you are required to promote and actively support the School/Trust responsibilities towards safeguarding. Safeguarding is about keeping people safe and protecting people from harm, neglect, abuse and injury. It is about creating safe places, being vigilant and doing something

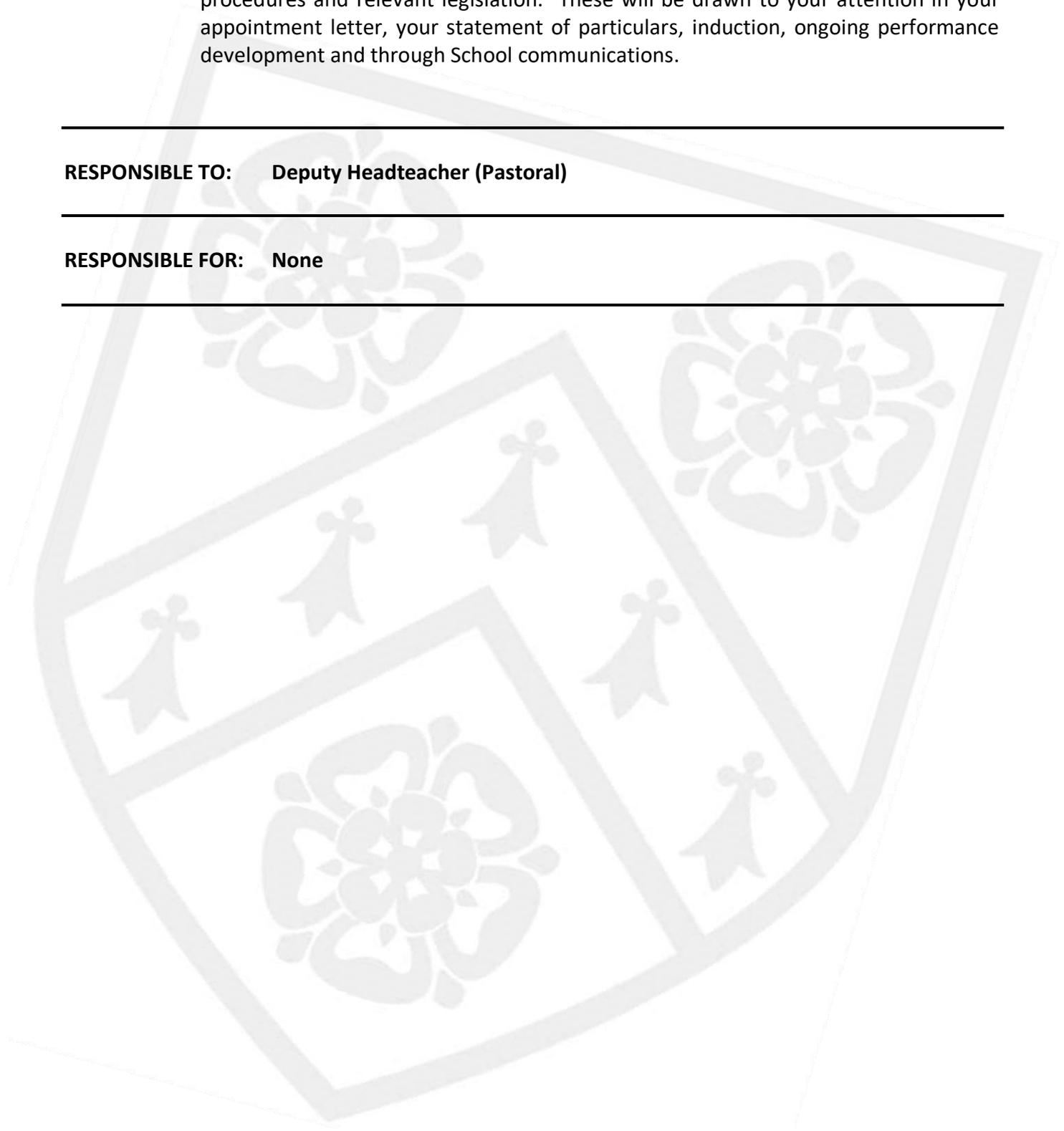
about any concerns you might have. It isn't just about the very old and the very young, it is about everyone who may be vulnerable.

Please visit www.honleyhigh.co.uk to view our safeguarding policy.

- 4.2 Carry out your duties with due regard to current and future School/Trust policies, procedures and relevant legislation. These will be drawn to your attention in your appointment letter, your statement of particulars, induction, ongoing performance development and through School communications.

RESPONSIBLE TO: Deputy Headteacher (Pastoral)

RESPONSIBLE FOR: None





PERSON SPECIFICATION

JOB TITLE: Behaviour Support Officer

GRADE: 7

	ATTRIBUTES		RELEVANT CRITERIA	HOW IDENTIFIED	RANK
1.	RELEVANT EXPERIENCE	1.1	Previous experience of working directly with children preferably within a school environment.	Application Form/ Selection Process	A
		1.2	Experience of developing effective strategies to promote positive behaviour and delivering student support programming to develop positive behaviour.	Application Form/ Selection Process	A
		1.3	Experience of modelling good behaviour management techniques.	Application Form/ Selection Process	A
		1.4	Experience of managing challenging and extreme behaviour of students.	Application Form/ Selection Process	B
2.	EDUCATION AND TRAINING ATTAINMENTS	2.1	Numeracy and Literacy skills to a level necessary to write basic reports and perform simple calculations.	Application Form/ Selection Process	A
		2.2	NVQ Level 3 or equivalent or ability to produce work to that standard.	Application Form/ Selection Process/ Certificates	A
		2.3	Training in relevant strategies.	Application Form/ Selection Process	B
3.	GENERAL AND SPECIAL KNOWLEDGE	3.1	Understanding of and commitment to the School's Equality and Diversity Policy and how this relates to the duties of the job.	Selection Process	A
		3.2	Basic Health and Safety Awareness.	Selection Process	A

		3.3	Understanding of SEMH and how learning is developed and impacted.	Selection Process	A
	ATTRIBUTES		RELEVANT CRITERIA	HOW IDENTIFIED	RANK
4.	SKILLS AND ABILITIES	4.1	Ability to relate to children/young people from diverse social backgrounds.	Application Form/ Selection Process	A
		4.2	Written communication skills in order to produce basic reports and update records.	Application Form/ Selection Process	A
		4.3	Ability to work with children/young people exhibiting behavioural difficulties.	Application Form/ Selection Process	B
		4.4	Ability to work on own initiative and as part of a team.	Selection Process	A
		4.5	Ability to effectively communicate verbally with all stakeholders across the school.	Selection Process	A
5.	ANY ADDITIONAL FACTORS	5.1	Commitment to ongoing training and development.	Selection Process	A
		5.2	Ability to adapt and be flexible to the needs of the school.	Selection Process	A
		5.3	Willingness to undertake an enhanced Disclosure and Barring Service check. Please note a conviction may not exclude candidates from employment but will be considered as part of the selection process.	Application Form/ Selection Process	A

Please make sure that you demonstrate your ability to meet the requirements of the job by giving clear, concise examples of how you meet each criteria on your application form. The letters A, B and C in the "Rank" column refer to the importance we will give your answers when we read your applications. You must have all the A's on day one to be able to do the job, you need to have all the B's to do the job, but they could be learnt during the induction, and if you have C criteria this would be an additional bonus. We recognise and welcome our responsibility to remove any barriers in our Recruitment and Selection process for disabled people. We have tried to do this, but if you have a disability and identify any barriers in the job description or employee specification, please tell us of these in your application. We are committed to making reasonable adjustments to the job wherever possible and it would help us to know your needs in order to do this.

Where criteria are to be identified through the "Selection Process", this may involve written exercises, group discussions, presentations, interview etc.