



## JOB DESCRIPTION

<b>Post Title: Behaviour Support Assistant</b>		<b>Employer: Berwick Academy</b>		<b>Office Use</b>	
<b>Grade: Band 4</b>		<b>Service/Workplace: Berwick Academy</b>		<b>JE ref: S1191</b>	
<b>Responsible to: Head of Key/Head of Year</b>		<b>Date:</b>		<b>Manager Level:</b>	
<p><b>Job Purpose:</b> To provide support for Head of Key Stages with administration, systems management <b>and supervise behaviour support</b>. To ensure high standards of communication with students, their parents, teaching staff and external agencies.</p>					
<b>Resources</b>					
Staff	To liaise with Head of Key Stages				
Finance	None				
Physical	School and classroom resources including equipment.				
Clients	Internal (Teachers, Groups of children/Whole Class Interventions). External (Parents/Carers, external Professionals)				
<p><b>Duties and key result areas:</b></p> <p><b>General duties:</b></p> <ol style="list-style-type: none"> <li>1. To work closely with the Head of Key Stage, Admin staff, Exams/Data Manager, the Educational Welfare Officer and all staff with relevant posts in the school or externally.</li> <li>2. To liaise with the Pastoral Team, Heads of Faculty, tutors and other staff on all referrals and concerns raised about individual students and where relevant students on further support or intervention.</li> <li>3. To take an active part in the management of student behaviour in whole school including e.g. arrival/break/lunch/departure times, during examinations and outside the school. (this involves being included in the staff duty rota)</li> <li>4. Exercise initiative to progress a series of actions in relation to supervising and supporting students who have been victims (or the instigators) of incidents with other students during the school day or coming to and from school.</li> <li>5. To undertake investigations including taking witness statements, preparing reports, including recommendations to Head of Key Stage into disciplinary matters.</li> <li>6. To respond to data and referrals on a regular basis, e.g. attendance data and behaviour data (Low Level Disruption - LLD).</li> <li><b>7. To supervise the management of student behaviour and deal promptly with conflicts and incidents in line with school policy.</b></li> <li>8. Ensure effective communications/consultation as appropriate with parents to inform them of investigations/sanctions/problems.</li> <li><b>9. Taking a lead in the resolution or progression towards resolution of student issues without referring to more senior staff.</b></li> <li>10. Develop constructive relationships and communicate with other agencies/professional.</li> </ol>					

11. Gather information from parents and carers as directed.
- 12. To take a lead role in the development and maintenance of student records and information systems.**
13. To ensure student and information is up to date and available to appropriate users at all times.
14. To provide a daily point of contact for all students, dealing with students concerns and requests and contacting parents.
- 15. Take minutes at exclusion hearings and reintegration meetings.**
16. To investigate issues or requests presented by parents/carers and staff and report to HOKS.
17. To liaise with parents/carers, teaching staff, inclusion staff, admin staff, EWO, School Nurse and external staff, on all matters relating to welfare, attendance and behaviour.
18. To be characteristically capable of dealing with students and parents/carers in a calm, courteous and sensitive manner.
19. To maintain records relating to 'student rewards' to include the collating of data and creating the Certificate Awards.
20. To be responsible for the filing system for Key Stages 3 & 4.

### **Support for Students**

1. Establish a clear framework for pupil discipline, anticipate and manage pupil behaviour constructively, promoting self-control and independence in line with established school policy.
2. Promote self-esteem and independence, employing strategies to recognise and reward achievement within established school procedure.
3. Under the direction of the Head of Key Stage 4 undertake investigations and conduct restorative justice and conflict resolution meetings as necessary.
4. Be responsible for keeping and updating records in agreed format with the HOKS, contributing to reviews of systems/records as requested.
5. Establish good relationships with students, acting as a role model and responding to the needs of each individual child.
6. Help students to understand instructions and the school ethos.
7. Encourage students to interact with others and engage in activities led by the teacher/support staff.
8. Provide consistent support to all students, responding appropriately to individual needs.
9. Assist with the management of students outside the classroom, e.g. arrival/break/lunch/departure times, during examinations and outside the school, school trips as directed by the class teacher or member of the school's management.

### **Other duties**

- Work under the guidance of teaching staff/senior staff and within an agreed system of supervision, to supervise whole classes during the short term absence of the class teacher. The primary focus will be to maintain good order and to keep students on task until the teacher returns.
- Work under the guidance of senior staff and within an agreed system of supervision, to supervise Internal Exclusion Room (Per hour rota basis with other school staff).
- Patrol the school/grounds and deal with students out of class without permission.
- **Deal with behaviour situations which may involve exposure to verbal abuse and aggression.**

## Support for the School

1. Comply with all school policies and contribute to the development of policy relating to:
  - Health and Safety
  - Equal Opportunities
  - Child Protection
  - Confidentiality and data protection.
2. Work in such as to promote the ethos and vision of the school.
3. Participate in training and development, and activities that contribute to the management of performance.
- 4 Attend and participate in regular meetings
5. Take the initiative, as appropriate, in developing multi agency contacts to support the learning and development of children.
6. To undertake other duties and responsibilities as required commensurate with the grade of the post.

The duties and responsibilities highlighted in this job description are indicative and may vary over time. Post holders are expected to undertake other duties and responsibilities relevant to the nature, level and extent of the post and the grade has been established on this basis.

### Work Arrangements

Physical requirements:	None
Transport requirements:	May be required to attend meetings
Working patterns:	Normal work patterns
Working conditions:	Normally indoors, can involve exposure to verbal abuse and aggression; and dealing with accidents and first aid.



## PERSON SPECIFICATION

<b>Post Title: Key Stage 4 – Behaviour Support Assistant</b>	<b>Location: Berwick Academy</b>	Ref:
<b>Essential</b>	<b>Desirable</b>	<b>Assess by</b>
<b>Knowledge and Qualifications</b>		
<ul style="list-style-type: none"> <li>• Excellent numeracy and literacy skills ( at least Level 2 Qualification)</li> <li>• Business Administration/ ICT qualification at Level 2 (e.g. ECDL)</li> <li>• Evidence of relevant professional training and development.</li> <li>• Knowledge of the statutory framework for education.</li> <li>• Understanding of safeguarding and proven experience of promoting children’s welfare.</li> </ul>	<p>Level 2/3 qualification in Supporting Teaching &amp; Learning</p> <p>Level 3 ICT qualification</p> <p>Information Advice and Guidance qualification or Advisory Skills</p> <p>HSAW First Aid Certificate or equivalent.</p>	(a), (i)
<b>Experience</b>		
<ul style="list-style-type: none"> <li>• Experience of working successfully with parents, staff and other partners.</li> <li>• Supervising groups of children/young people.</li> <li>• Experience of using Microsoft Office (Word, Spreadsheet, Publisher, Powerpoint, Database).</li> <li>• Report writing and record keeping for internal and external purposes.</li> </ul>	<p>Experience of working in an educational setting.</p> <p>Experience of using SIMS (School Management Information System)</p>	(a), (i)
<b>Skills and competencies</b>		
<ul style="list-style-type: none"> <li>• Effective ICT skills Microsoft office.</li> <li>• Ability to use other types of learning technology including Photocopying/Whiteboards/CD ROM/DVD</li> <li>• Excellent Communication skills, both written and oral.</li> <li>• Excellent planning and organisational skills.</li> </ul>	<p>A good understanding of child protection legislation</p>	(a), (r)  (i)

<ul style="list-style-type: none"> <li>• Ability to exercise initiative without accessing senior support.</li> <li>• Able to prioritise own workload.</li> <li>• Ability to interpret policy and procedure and relevant codes of practice.</li> <li>• Good understanding of the principles of child development and the learning process.</li> <li>• Support, motivate and inspire both colleagues and students by leading through example.</li> <li>• Ability to influence others through clear communication and positive working relations.</li> <li>• Deal successfully with situations that may include tackling difficult situations and conflict resolutions.</li> <li>• Able to think creatively, anticipate and solve problems, plan and organise themselves and others.</li> <li>• Understanding their role and associated responsibilities.</li> </ul>		
<b>Physical, mental and emotional demands</b>		
<ul style="list-style-type: none"> <li>• Concentrated periods of mental attention and the ability to work to deadlines, whilst being exposed to conflicting demands.</li> <li>• Concentrated periods of sensory attention and ability to work to deadlines whilst being exposed to conflicting demands including frequent interruptions.</li> <li>• The job involves direct personal contact with people whose personal circumstances and behaviour could be in conflict with those of the school.</li> <li>• The job involves enforcing regulations which have an impact on the health, safety and well-being of young people.</li> </ul>		
<b>Other</b>		
<p>Willingness to participate in training and personal development  Reliable and keeps good time  Demonstrates integrity  Able to follow appropriate instructions</p>		(i)

Key to assessment methods; (a) application form, (i) interview, (r) references, (t) ability tests (q) personality questionnaire (g) assessed group work, (p) presentation, (o) others e.g. case studies/visits

