



<b>Title of Post: Behaviour Support Assistant</b>	<b>Grade: 6</b>
<b>Contractual Terms: 37 hours per week/term time only</b>	<b>Line Manager: Assistant Head Culture</b>

#### **Key responsibilities as a Behaviour Support Assistant:**

The Behaviour Support Assistant will work under the supervision and the direction of the Assistant Head Culture along with the classroom teacher regarding matters relating to the behaviour and learning support of a designated pupil(s)/students(s). The Behaviour Support Assistant is responsible to the Assistant Head for Culture and through them to the Headteacher.

#### **Key Duties and Responsibilities**

- Effective supervision of primary pupils and secondary students on corridors and other associated areas of the school during break and lunchtimes;
- To oversee the orderly movement of pupils and students around school, both inside and outside;
- To be confident in dealing with secondary phase students and to set clear boundaries for behaviour;
- To act with patience and calmness and uphold professional standards whilst being fair and consistent;
- To maintain discipline during break and lunch times and to promote adherence to the school's Behaviour for Learning and Anti-Bullying policies;
- Oversee the welfare of pupils and students whilst on duty;
- To report any matters involving safeguarding/child protection immediately to a Designated Safeguarding Lead;
- To undergo training as required;
- To work in a 1:1 or small group support capacity outside the classroom to help students/pupils to access their learning;
- To work in the classroom and practical lessons and helping students/pupils to access different tasks, at the same time allowing the students/pupils to be as independent as possible;
- To re-explain or reinforce an activity set by the teacher;
- To prompt the students/pupils to ensure that he/she stays on task;
- To help the students/pupils integrate during group activities and during unstructured time;
- To be available to support the students/pupils during part of lunchtime;
- To ensure that the students/pupils behave in an appropriate way both in the classroom and around school;
- To allow the students/pupils to become independent as they develop confidence and maturity;
- To be available for the students/pupils during lunch and break time, as appropriate;
- To attend and make a contribution to meetings regarding the students/pupils.
- Participating, as appropriate, in the on-going development, implementation and monitoring of the School and departmental development plans;
  - Championing the professional integrity of the School;
  - Use the Performance Management process to enhance your own practice in line with the school's aspirations and priorities;
  - Supporting Teaching and Learning focus and the electronic management of processes, as appropriate;
  - Actively sharing feedback on School policies and interventions, as appropriate;

- Undertaking any other reasonable request, within the capabilities of the post holder, as requested by the Headteacher.

**Additional Information**

- Undertake any such duties commensurate with the post as directed by the Headteacher/Line Manager. There may be an opportunity for post holders to volunteer to support other staff to assist a pupil with intimate care needs. Training would be provided. [add information relevant to pay depending on the grade]
- As part of the wider duties and responsibilities, the post holder is expected to promote and actively support the school's responsibilities towards safeguarding.
- As an essential: A good knowledge and understanding of the General Data Protection Regulation (GDPR) and a willingness and commitment to ensure compliance of this regulation and any associated data-related legislation.
- Develop and maintain an awareness of mental health issues affecting both colleagues and students/learners and in act in a supportive way that helps others and enables them to be open about any issues affecting them.

Criteria		Essential/ Desirable	How Assessed
<b>Qualifications:</b>	The role requires a minimum of 5 GCSE's Grade 4 – 9 (A – C), or equivalent, including Maths and English.	E	<b>A/I</b>
	Willingness to undertake training to develop skills and knowledge in order to take a proactive and supportive role	E	
	Willingness to undertake training related to individual pupils with SEND needs (for post holders who have volunteered if this is required).	D	
<b>Experience:</b>	Some experience of working with children.	E	<b>A/I</b>
	Experience in an educational establishment.	D	
<b>Knowledge and Statutory Requirements:</b>	The role requires some detailed knowledge of Trust policies, procedures and practices and/or knowledge of the operation of tools and equipment.	E	<b>A/I</b>
	Reasonably Practical Level - knowledge of statutory duties with regard to safeguarding and Health & Safety obligations. This applies to every member of staff within the Trust.	E	
	Ability to follow school and departmental policies, including development policy	E	
	An understanding of child safeguarding and school policies (training will be given)	D	

<b>Planning, Organisation and Mental Challenge:</b>	The role requires judgemental skills, in order to identify straightforward solutions to simple problems.	E	<b>A/I</b>
<b>Empathy &amp; Social Intelligence:</b>	The role requires some self-awareness, self-management, social awareness and relationship management, together with considerable empathy, understanding and the ability to accurately read, anticipate and understand the needs, motivation, beliefs and desires of others.	E	<b>A/I</b>
<b>Interpersonal &amp; Communication:</b>	Interpersonal and listening skills and the ability to be tactful.  Good verbal and written communication skills (use of standard English) - ability to exchange orally or in writing information to inform others, including colleagues, pupils and parents/carers.	E  E	<b>A/I</b>
<b>Skills (including physical skills and demands)</b>	Ability to support pupils in and out of the classroom. Post holders are required to patrol corridors during break times as directed.  Willingness to support medical and personal care needs of an individual pupil with complex additional needs under the direction of the SENCO (if you have volunteered), including intimate care (e.g. changing, toilet) duties during the school day. Intimate care duties may require the post holder to be in a constrained position for a short period of time.  Strong timekeeping skills and ability to work to deadlines.  Hardworking and committed.  Ability to act with confidentiality and sensitivity.  Ability to maintain records and to work in a logical, organised manner.  Ability to work as part of a team as well as individually.  Ability to work with and support learning in small group/1:1 settings.  Ability to be flexible and show initiative across the whole school setting to promote pupil progress.	E  D  E  E E E E E E	<b>A/I</b>
<b>Initiative &amp; Independence:</b>	Ability to work from instructions and make minor decisions involving the use of initiative, referring problems to the SENCO/ line manager.	E	<b>A/I</b>

<b>Emotional Challenge and Resilience:</b>	The role involves contact with students/learners who through their circumstances or behaviour may regularly place emotional challenges.		<b>A/I</b>
<b>Personal Qualities:</b>	<p>Approachable, calm and courteous.</p> <p>Proactive, flexible and responsive to change.</p> <p>Adopt high standards of behaviour in a professional role.</p> <p>Commitment to the school's Aims and Philosophy.</p> <p>Commitment to own professional development and willingness to undertake necessary training.</p> <p>A willingness to contribute to the wider aspects of school life in supporting pupils' success.</p> <p>Good sense of humour.</p> <p>To attend Open Day and special events if required. .</p>	<p>E</p> <p>E</p> <p>E</p> <p>E</p> <p>E</p> <p>E</p> <p>E</p> <p>E</p>	<b>A/I</b>

<p><b><u>Responsibilities for Resources:</u></b></p> <p><b>Line Management Responsibilities:</b> None.</p> <p><b>Physical Resources:</b> The role involves limited, or no direct responsibility for physical resources. The work may involve some handling or processing of information or careful use of low value equipment.</p>
<p><b><u>Responsibility for People:</u></b> The role involves considerable direct impact on the well-being of pupils/learners through supporting the needs and implementation of appropriate care or welfare.</p> <p><b><u>Responsibility for Policy Development:</u></b> None.</p> <p><b><u>Responsibility for Student Outcomes:</u></b> The role has some impact on the educational outcomes of students/learners.</p> <p><b><u>Working Conditions:</u></b> The role has a considerable exposure (every day) to behavioural issues. Post holders are required to work outdoors during break and lunch times.</p>
<p><b><u>Main Contacts:</u></b> The Post Holder must always project a professional image when dealing direct with pupils, colleagues, governors, parents/carers and external bodies.</p>

<p><b><u>Characteristics of the post:</u></b></p> <p>The employment checks required of this post are:</p> <ul style="list-style-type: none"> <li>➤ Evidence of entitlement to work in the UK</li> <li>➤ Two satisfactory references</li> <li>➤ Evidence of a satisfactory safeguarding check e.g. an Enhanced Disclosure and Barring Service Check for Regulated Activity</li> </ul>
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- Confirmation of medical fitness for employment as required
- Registration with appropriate bodies (where applicable)

**Date Completed:**

**Signature of Post Holder:**

**Date:**

**This is a description of the job as it exists at present; All Trust Job Specifications are reviewed and are liable to variation in consultation with the post-holder in order to reflect future developments, roles and organisational change.**

**Please make sure that you can demonstrate your ability to meet the requirements of the job by giving clear, concise examples of how you meet each criterion on our application form.**

**We recognise and welcome our responsibility to remove any barriers in our Recruitment and Selection process for disabled candidates. We have tried to do this, but if you have a disability and identify any barriers in the job 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.**