

**Job Title:** Behaviour Support Assistant

**Location:** New Horizons Children's Academy

**Salary:** TSAT Grade C

**Hours of Work:** 35 Hours per Week Term-time only

**Responsible to:** Inclusion Manager and Assistant Headteacher

**Post Objective:** To provide behavioural support to promote individual students' progress.

**Main Duties and Responsibilities:**

The Learning Mentor will be able to take on caseloads of students within a year groups/Phases and across the school to provide targeted intervention.

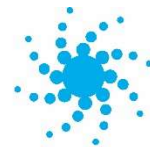
To promote positive activities within the Academy and community setting and support learning, participation and social inclusion of the student in the context the Thinking School's Academy Trust aims and values.

**Classroom Support**

- Under the direction of the Inclusion Manager, work with individuals and small groups of students within a classroom situation to ensure each child has the maximum access to all learning activities.
- In liaison with teaching staff, plan, prepare and deliver the support needed, developing strategies to achieving positive behavioural outcomes.
- Support teaching staff with appropriate strategies when dealing with challenging behaviour.
- Ensure pupils receive regular and constructive feedback with regards to their progress.
- Consistently reinforce the Academy's behaviour policy within class and across Academy life
- Work with the Inclusion team to deliver individual behaviour plans such as individual work stations, resources and materials

**Inclusion Hub**

- Arrange and develop 1-1 mentoring programmes to support students in managing their own classroom behaviour and learning.
- Work with teaching staff in the planning and implementation of individual behaviour support programmes for named children or small groups.
- Meeting individual children or small groups to support them through withdrawal from classes or through meetings arranged at other times in the school day.
- Develop and deliver group workshops for students identified with Behavioural, Social and Emotional Difficulties (BSED)
- Work with external agencies and support providers to make referrals to ensure that children access external support and services available to the academy
- Liaise with Alternative Education Providers, parents and teaching staff on student progress towards individual targets
- Challenge and motivate students to promote self-esteem.



- To undertake individual support for students through internal and external exams.
- Undertake break and lunchtime time
- To develop and implement personalised action plans for groups and individual students based on a comprehensive assessment of their strengths, needs and strategies for overcoming barriers to learning e.g. behaviour, motivation, aspirations and academic achievement. This will include the development of 1:1 mentoring material for personal and shared use.
- To monitor the progress of individuals at regular intervals and set new targets when appropriate. To formulate and regularly review plans for students who are underachieving or who exhibit specific barriers to learning.
- To assist students in making the transition between KS2/3, where appropriate
- To contribute to the sharing of good practice between individuals, local networks and partner agencies to enhance Student Development provision. This may include referrals to the SENCo or in conjunction with the SENCo outside agencies.
- To assist in strategic intervention groups across all ranges of ability.
- To provide targeted academic support on a 1:1 basis including some smaller group work where appropriate.

### **Resources/Administration**

- Assisting in the development and maintenance of materials and equipment used in the Student Support Centre – this may involve liaison with class teachers and/or specialist Special Needs teachers.
- Create comprehensive reports to track progress of students with BSED.
- Formulate and review Behaviour Support Plans.
- Liaise with tutors about the needs of individual children.
- Log and track behaviour incidents using SIMs and create termly data reports to the SLT
- Be the point of contact for serious behaviour incidents, managing and recording reports and actions taken
- To ensure that all Stakeholders, including Academy Staff and parents are informed of behaviour incidents, causes and consequences and that accurate records and kept

### **General**

- Liaison with other departments / House Teams and staff as necessary.
- Attendance at staff meetings and INSET activities where relevant.
- To uphold and actively support the academy's policies and procedures.
- Undertake any other duties which might be reasonably be regarded as within the responsibilities of the post, subject to the proviso that any changes of a permanent nature shall be incorporated into the job description in specific terms.



<b>New Horizons Children's Academy</b> <b>Person Specification- Learning Mentor/ Behaviour Support Worker</b>
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<b>Ethos</b>
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<i>Essential</i>
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| <ul style="list-style-type: none"><li>• Support the sponsors' vision, Christian Ethos and values that are embedded in the day-to-day and long-term running of the academy.</li><li>• Each post holder must share the commitment of the sponsors' principles and values of honesty, respect, hospitality, compassion, love, forgiveness, self-discipline, creativity and hope.</li><li>• All academy post-holders are expected to contribute to the development of young people and the community.</li></ul> |
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<b>Education, Training and Qualifications</b>
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<i>Essential</i>
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| <ul style="list-style-type: none"><li>• Good numeracy/literacy/ICT skills</li><li>• Maths and/or English Grades GCSE A-C</li><li>• Admin skills such as use of Microsoft packages</li></ul> |
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<i>Desirable</i>
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| <ul style="list-style-type: none"><li>• Knowledge of a range of SEND needs</li><li>• TEAM Teach training</li><li>• Supporting Social, Emotional and Mental Health needs</li><li>• First aid</li></ul> |
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<b>Skills and Abilities</b>
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<i>Essential</i>
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| <ul style="list-style-type: none"><li>• Ability to work successfully with pupils with challenging behaviour</li><li>• Ability to work constructively as part of a team</li><li>• Ability to communicate at all levels i.e. Staff, pupils, home and professionals.</li><li>• Flexible and able to respond quickly to new situations.</li></ul> |
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<i>Desirable</i>
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| <ul style="list-style-type: none"><li>• Able to recognise own training needs and willing to undergo relevant training</li><li>• Ability to support families and carers of pupils with challenging behaviours</li></ul> |
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<b>Specialist Knowledge</b>
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<i>Essential</i>
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| <ul style="list-style-type: none"><li>• Understanding of relevant policies/codes of practice and awareness of relevant legislation</li><li>• Understanding of behavioural strategies</li><li>• Basic understanding of child development and learning</li><li>• Working with or caring for children of relevant age</li><li>• General understanding of national/foundation stage curriculum and other basic learning programmes/strategies</li></ul> |
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<i>Desirable</i>
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<ul style="list-style-type: none"> <li>• Understanding classroom roles and responsibilities and your own position within these.</li> <li>• Experience in group work</li> <li>• Understanding of Child Protection and the new SEND Code of Practice</li> </ul>
<b>Experience</b>
<p><i>Essential</i></p> <ul style="list-style-type: none"> <li>• Training in or experience of working with young people with behavioural difficulties</li> </ul> <p><i>Desirable</i></p> <ul style="list-style-type: none"> <li>• Training in the relevant learning strategies</li> <li>• Experience in pastoral care</li> </ul>
<b>Other</b>
<p><i>Essential</i></p> <ul style="list-style-type: none"> <li>• Fully committed to all Academy Policies and those of Thinking School Academy Trust</li> </ul>

## Generic Duties relevant to all members of staff

### 1.1 The Trust

The ethos of the Trust is included within the strapline “Transforming Life Chances”. All staff are expected to be committed to this aim in everything they do.

It is expected that all staff work collaboratively as members of the Trust to share good practice, resources and ideas and realise the Trust’s visions and aims. All staff should act with professional integrity at all times, following the “Code of Conduct”.

Your role will be based at New Horizons Children’s Academy. However you may be asked to work at any of the other academies within the Trust or partner schools and you should expect to travel between sites as required.

### 1.2 Teaching and Learning

This is our core business and therefore it is an absolute priority. You are expected to support all teaching staff, irrespective of seniority, to ensure they concentrate on the core business. This may mean undertaking tasks outside of your area of responsibility where required.

### 1.3 ICT

It is expected that all teaching and support staff follow the ICT Vision of the Trust.



All staff will be expected to utilise ICT and to improve communication and reduce paper use. Security procedures must be followed when using ICT systems.

All staff are expected to follow (and ensure students follow) the procedures as laid out in the Trust's Acceptable Use Policy. Staff are also expected to ensure that they follow Trust policies with regard to professional conduct when using ICT systems or Trust ICT equipment.

#### **1.4 Health and Safety**

Employees are required to work in compliance with the Academy's Health & Safety Policies and under the Health and Safety At Work Act 1974 (as amended), ensuring the safety of all parties they come into contact with, such as members of the public, in premises or sites controlled by the Trust.

In order to ensure compliance, procedures should be observed at all times under the provision of safe systems of work through safe and health environments, including information, training and supervision necessary to accomplish those goals.

#### **1.5 Safeguarding**

The Thinking Schools Academy Trust is committed to safeguarding and promoting the welfare of children and young people and all staff must ensure that the highest priority is given to following the guidance and regulations to safeguard children and young people. All staff are to have due regard for safeguarding and promoting the welfare of children and young people and to follow the child protection procedures adopted by the Thinking Schools Academy Trust. Any safeguarding or child protection issues **must** be acted upon immediately by informing the Designated Child Protection Officer.

#### **1.6 Data Protection**

**The Thinking Schools Academy Trust takes the responsibility of protecting and securing the data of Pupils, Staff, Parents and all associated individuals very seriously. The Trust requires all staff to complete data protection training and to adhere to its Data protection policies and procedures. All staff must ensure that if they suspect a data breach they must inform the Trust Data Protection officer immediately.**

This job description forms part of the contract of employment of the person appointed to the post. The duties, responsibilities and accountabilities highlighted in this job description are indicative and may vary over time at the discretion of the Trust and the Executive Headteacher. This job description will be reviewed annually and is an integral part of the Appraisal and line management process.