

Job Description for Behaviour Support Assistant	
Purpose:	To provide specialist behaviour management support to staff and students in order to prevent, minimise and resolve incidents of poor student behaviour through targeted intervention work.
Reporting to:	Behaviour Support Officer
Working time:	8.15am-3.00pm with flexibility available in start and finish times to accommodate the weekly fluctuations in job role demands.
Salary/grade:	D
Responsibilities:	
To provide an on-call service to teachers, responding to and resolving incidents of serious disruption to learning.	
<ul style="list-style-type: none"> • Serious disruption includes threatening or dangerous behaviour; incidents of students refusing to be moved to a buddy room or swearing directly at a teacher. • To carry a radio set in order to be alerted to incidents of serious disruption and notified of their location. • To assess each incident of serious disruption, liaising with the teacher to decide how best to resolve it. This could include: <ul style="list-style-type: none"> a) Removing the student, with suitable work, to a designated buddy room. The post holder will need to have copies of each department's buddy room rota. b) Removing the student, with suitable work, to the internal exclusion room. c) Removing the student and undertaking some form of behaviour support work with them. • It might be that, upon arrival, the student has decided to comply with the teacher and agreed to go to a buddy room. In such circumstances, the post holder is not required to take further action. • In all cases of serious disruption, the strategies of de-escalation and de-personalisation should be deployed, using the language of choice and consequence, to gain student acceptance of the chosen course of action. • In the event of multiple on-call incidents occurring at the same time, contact the designated member of the SLT to assist in supporting teachers. The post-holder will need to have a copy of the SLT rota for behaviour support. 	
To support targeted students to improve their punctuality and attendance of lessons and detentions.	
<ul style="list-style-type: none"> • To register and escort students to the IER during tutor time and prepare them for their day in the IER. • To round up students wandering the site during lesson time and escort them to their lesson. • To check targeted students are in their class in the first few minutes of the lesson. • When time permits, to collect targeted students from their period 5 lesson and escort them to the SLT detention they have been set. 	
To support targeted students to improve their behaviour choices.	
<ul style="list-style-type: none"> • To use time in the week to help small groups of targeted students develop the skills they need to make better behaviour choices: for example, self-esteem, anger management, impulse control, communication skills, SEAL, relationship building and resistance to peer pressure. • To set students suitable targets as follow-up to these sessions. 	
To support teachers to improve their behaviour management skills.	
<ul style="list-style-type: none"> • To contribute to the creation of behaviour support plans, communicating targeted students' needs and issues as well as recommending the strategies staff should deploy to help these students overcome these barriers to learning. • To attend morning inclusion meetings about students on behaviour support plans; to provide additional guidance to staff on the needs/issues of the targeted student, as well as the most appropriate behaviour management strategies. • When time permits, to support teachers in lessons which have been identified as prone to disruption. • Where appropriate, to contribute to staff CPD on behaviour management. 	
Break duties	
<ul style="list-style-type: none"> • To undertake one break time duty per week 	
Other duties	
<ul style="list-style-type: none"> • To attend team or other meetings as required. • To be aware of the college Child Protection procedures and Data Protection procedures relevant to the post. • Any other duties commensurate with this role 	

Whilst every effort has been made to explain the main duties and responsibilities of the post, each individual task undertaken may not be identified. Employees will be expected to comply with any reasonable request from a manager to undertake work of a similar level that is not specified in this job description.

Employees are expected to be courteous to colleagues and provide a welcoming environment to visitors and telephone callers.

The school will endeavour to make any necessary reasonable adjustments to the job and the working environment to enable access to employment opportunities for disabled job applicants or continued employment for any employee who develops a disabling condition.

This job description is current at the date shown, but, in consultation with you, may be changed by the Headteacher to reflect or anticipate changes in the job commensurate with the grade and job title.

Date: January 24

Person Specification

Area	Essential	Desirable
Qualifications	<ul style="list-style-type: none"> ▪ 5 GCSE's including English and Maths at grade 4 or above, or other equivalent qualifications 	
Experience	<ul style="list-style-type: none"> ▪ Previous relevant experience of working with children, parents and teachers ▪ Experience of working with children with challenging behaviour ▪ Experience of working with and/or caring for children with social, emotional and behavioural issues 	<ul style="list-style-type: none"> ▪ Previous experience of working in a support role in a secondary school
Knowledge and Skills	<ul style="list-style-type: none"> ▪ Good interpersonal, social and communication skills ▪ Experience of knowledge of positive behaviour management and anger management ▪ Ability to understand and follow relevant procedures e.g. health and safety, child protection, school behaviour policy ▪ Good literacy and ICT skills ▪ Ability to liaise sensitively and effectively with parents and carers ▪ Ability to build effective working relationships with all students and colleagues ▪ Ability to prepare and organise a range of resources to support behaviour programmes 	<ul style="list-style-type: none"> ▪ Knowledge of SIMS Information Management System ▪ Experience of attending meetings in relation to students
Personal Attributes	<ul style="list-style-type: none"> ▪ Good team player ▪ Commitment to all students ▪ Good time management ▪ Good sense of humour ▪ Ability to respect confidentiality on particular issues ▪ Ability to work co-operatively and collaboratively in a multi-disciplinary team ▪ Flexible and adaptable to meet the needs of the college ▪ Ability to stay calm under pressure ▪ Awareness of child protection and data protection issues relevant to the post 	