

<b>Job Title and Grade</b>	
Behaviour Support Manager – Abbey Provision	<b>JOB ID; MENTOR11</b>
<b>Possible local job titles</b>	
<b>Purpose of the role</b>	
Complement the work of teachers and other staff in supporting children of all abilities needing help to overcome barriers to learning. Work in conjunction with the senior school leaders to support and work with children and their families, including those which are vulnerable. This specifically includes Mental Health supporting the social and emotional needs of pupils, and building engagement with families.	
<b>Responsibilities</b>	
Under the guidance and direction of teaching staff and/or senior colleagues;	
<ul style="list-style-type: none"> <li>• Liaise with teaching staff to assess and provide particular support to targeted pupils to raise achievement and enable them to overcome barriers to learning</li> <li>• Identification of pupil needs and undertake initial assessment of those pupils requiring extra support within the area of Mental Health</li> <li>• Develop individual action plans for targeted pupils and work with an allocation of pupils</li> <li>• Support and guide other colleagues within the school, including staff training and development around the needs of Mental Health</li> <li>• Liaise with teachers to gather appropriate information for appropriate dissemination at meetings.</li> <li>• Analyse targeted pupil's records and implement the appropriate support or advice where necessary.</li> <li>• Manage identified school caseloads and maintain casework documentation ensuring the maintenance of accurate and factual records</li> <li>• Disseminate good practice to colleagues and families with regard to pupils who are having difficulty in the area of Mental Health</li> <li>• Engage in the personal development of identified vulnerable pupils in the area of Mental Health.</li> <li>• Work with parents / carers of pupils with Mental Health needs to address poor performance/attendance/behaviour</li> <li>• Working within a framework of supervision, contribute to the creation of strategies and action plans for vulnerable pupils and their families providing information to parents/carers of where to gain support to increase their capacity for parenting.</li> <li>• Undertake home visits to keep parents/carers informed and secure positive family support in relation to strategies focussed on pupil support</li> <li>• Analyse information and data to identify and work with pupils who have poor Mental Health and implement strategies with the family to overcome any highlighted barriers.</li> <li>• Monitor the implementation of plans and report on progress achieved to SENDCo and SMT link</li> <li>• Support the re-integration of pupils who have been following an alternative timetable</li> <li>• Provide extra support to pupils through knowledge of a range of activities and opportunities available to them</li> <li>• Develop and maintain partnerships with external agencies/organisations (CAMHs) to set up resources/initiatives to help address barriers to learning.</li> <li>• Work in partnership with external agencies to signpost support and make referrals where appropriate</li> <li>• Maintain confidentiality in relation to pupils' personal circumstances.</li> <li>• Lead study support activities, such as homework clubs and out of school clubs</li> <li>• Support any child in self-esteem and confidence building activities</li> <li>• Contribute to the development of policies and procedures in the specialist area of Mental Health</li> </ul>	

- Provide advice and guidance to senior colleagues in respect of latest developments in policy and practice.
- Assess information and statistics concerning the targeted pupils provided by a range of sources.
- Support, challenge, motivate and provide information or training to parents/carers to increase their capacity for parenting.
- Maintain a detailed knowledge of pertinent school policy and procedure in the specialist area of Mental Health providing advice to senior colleagues on latest developments
- Lead on and conduct research into being an “Emotionally Healthy School” planning and developing strategies for St -Hilds Church of England school to become this.
- Work within the school safeguarding team to support and make referrals where appropriate within the agreed guidance of the Designated Safeguarding Lead.

#### **Indicative Knowledge, Skills, Experience**

- Working at or towards national occupational standards (NOS) for learning, development and support services and knowledge / skills equivalent to current national qualifications in learning, development and support services for children, young people and those who care for them at level 4.

#### **Professional Standards for Teaching and Learning Support Staff**

All Support Staff engaged in teaching and learning should adhere to, and uphold, the following standards;

##### Personal and professional conduct

- Uphold the ethos, policies and practices of the school
- Through positive attitude, values and behaviours, develop and sustain effective relationships within the school family
- Have due regard for the need to safeguard pupil well-being by following relevant statutory guidance in addition to school policy and practice
- Recognise differences and respect cultural diversity
- Ongoing commitment to practice development through self-evaluation and awareness

##### Knowledge and understanding

- Be willing to acquire the appropriate skills/qualifications/experience required for the role
- Demonstrate expertise and skill in understanding the needs of all pupils, and know how to adapt and deliver support to meet individual needs setting high expectations in doing so.
- Increase personal effectiveness in the setting through reflective practice and ongoing CPD ensuring that knowledge and understanding are current in doing so
- Support teachers and pupils in achieving positive outcomes through the maintenance of a level of subject and curriculum knowledge relevant to the role
- Understand the role and responsibilities within the learning setting and whole school context in the knowledge that those responsibilities extend beyond a direct support role

##### Teaching and learning

- Demonstrate an informed and efficient approach to teaching and learning by adopting relevant strategies to support the work of the teacher and increase levels of pupil achievement
- Promote, support and facilitate inclusion by encouraging participation of all pupils in all learning and extra-curricular activities
- In line with school policy and procedure, consistently apply effective behaviour management strategies

- Contribute to effective assessment and planning by monitoring, recording and reporting pupil progress
- Communicate effectively and sensitively with pupils to adapt to their needs and support their learning
- Through organising and managing physical learning space and resources, support the maintenance of a stimulating and safe learning environment

#### Working with others

- Through effective liaison, communication and partnership working, recognise, value and respect the role and contribution of other professionals, parents and carers
- Keep other professionals accurately informed of progress or concerns they may have about pupils that they work with
- Through an appreciation of the role and responsibilities, work in partnership with classroom teachers and colleagues by ensuring that their knowledge is able to inform planning and decision making
- Communicate specialist understanding to other school staff and education professionals to facilitate consistent decision making on intervention and provision

#### **School Ethos**

- Be aware of and support difference and ensure equal opportunities for all.
- Contribute to the overall ethos/work/aims of the school.
- Develop constructive relationships and communicate with other agencies/professionals where appropriate to the role.
- Share expertise and skills with others.
- Participate in training and other learning activities and performance development as required.
- Recognise own strengths and areas of expertise and use these to advise and support others.
- Demonstrate and promote commitment to equal opportunities and to the elimination of behaviour and practices that could be discriminatory.
- Within a responsibility of a duty of care, comply with all policies and procedures relating to child protection, health, safety and security, confidentiality and data protection, reporting all concerns to an appropriate person.
- Be an effective role model for pupils by demonstrating and promoting the positive values, attitudes and behaviour expected from pupils.