



Behaviour Support Worker - Job Description and Person Specification

1. Position Details

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| Post title | Behaviour Support Worker |
| Grade | 5 |
| Location | Belmont Community School |
| Disclosure and Barring Service (DBS) | This post is subject to an Enhanced Disclosure |

2. Role Purpose

To work under the instruction/guidance of the provision lead to support the operation of a high quality alternative education provision, helping to raise standards of achievement for a small number of students attending the setting. To encourage the participation of students in all social and academic processes that enable them to progress academically, socially and emotionally. To undertake work/care/support programmes that enable access to learning for students.

3. Key Duties and Responsibilities

- Work in partnership with teachers and other professional agencies to provide direct personal support to a nominated group of young people working with them both in group and individual situations.
- Appreciate and support the role of other professionals
- Assessing the emotional well-being and motivation levels of young people at the provision together with levels of participation as evidenced by attendance, progress and regular attitudinal review.
- Provide opportunities for young people to further develop self-management and relationship skills with peers and adults
- Making referrals to First Contact and facilitating multi-agency meetings to ensure the effective intervention of partner organisations



- Communicate and share information about students with other staff, parents / carers, internal and external agencies, as appropriate and in line with school policies and procedures
- Awareness of how to work within a wider school context, including familiarity with policies and procedures
- Support students to understand instructions, how to work independently and promote the inclusion of all students
- Participate in planning and evaluation of learning activities with the provision lead, providing feedback to other staff on student progress
- Contribute to students plans and reports, undertaking student record keeping and maintenance of records as requested
- Monitoring student attendance
- Support the provision lead in behaviour management and keeping students on task and engaged in lessons
- Support students in their social development and their emotional well-being, reporting problems where appropriate
- Support learning by arranging/providing resources for lessons/activities under the direction of the provision lead and in line with health and safety requirements
- Support students with SEND needs as appropriate
- Contribute to the planning and delivery of a PD curriculum
- Support and monitor young people undertaking vocational experiences including assessing development in employability skills, knowledge and self-presentation
- Work with students not working to a normal timetable using teacher's planning
- Invigilate examinations and tests, sometimes supporting students as a scribe or reader
- Provide cover to supervise a class and/or small group on an unexpected basis only
- Assist in escorting and supervising students on educational visits and activities out of the provision
- Assist with the supervision of students out of lesson times, including before and after school and at lunchtimes
- Maintain a clean, safe and tidy learning environment
- Administer medications, subject to agreement and in line with school policy
- Provide basic first aid, if appropriate, ensuring timely referral to the health service in emergency situations
- Support the main school where required
- Be aware of and comply with policies and procedures relating to safeguarding/child protection, confidentiality and data protection, reporting all concerns to an appropriate person
- Show a duty of care to students and staff and take appropriate action to comply with health and safety requirements at all times
- Contribute to the overall ethos, work and aims of the provision
- Maintain good relationships with colleagues and work together as a team.
- Participate in training and other learning activities and performance development as required
- Demonstrate and promote commitment to equal opportunities and to the elimination of behaviour and practices that could be discriminatory.

4. Safeguarding

- Actively contributing to the development of a positive, safe and nurturing environment where children feel safe, valued and able to learn, develop and progress.
- Adhering to and embedding the safeguarding policies adopted by the school.
- Actively contributing to the promotion of positive behaviour and relationships across the school and Alternative Provision
- Promoting anti discriminatory practices across the school and Provisions

5. Person Specification

| | Essential | Desirable | Method of Assessment |
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| Qualification | <p>GCSE L4 or equivalent in Maths and English</p> <p>Hold a UK D1 driving licence and have undertaken or be willing to undertake MIDAS training</p> <p>NVQ Level 3 or above in a relevant discipline including, Education, Social or Youth Work or currently working towards in a relevant discipline</p> | <p>Further qualification in a related discipline</p> <p>Successful completion of Team Teach course</p> | <p>Application form</p> <p>Selection Process</p> <p>Pre-employment checks</p> |



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| <p>Experience</p> | <p>Building positive and appropriate relationships with children and young people and parents/carers</p> <p>Recent experience of working with young people who can display challenging levels of behaviour.</p> <p>Recent experience of working with parents/carers to address issues involving their children.</p> <p>Recent experience of supporting young people to develop personal and social skills.</p> <p>Working with young people in groups to deliver informal PHSE based sessions.</p> <p>Recent experience of working with outside agencies to support children and young people.</p> | <p>Working in a school/PRU / alternative education based setting.</p> <p>Working with partner organisations to enrich the educational experiences of children and young people.</p> <p>Experience of the production and implementation of individual personal development plans for young people</p> <p>Planning of session delivery for informal learning</p> | <p>Application form</p> <p>Selection Process</p> <p>Pre-employment checks</p> |
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| <p>Skills / Knowledge</p> | <p>Knowledge of child development</p> <p>Proven ability to communicate effectively with young people and parents/carers/professionals.</p> <p>Restorative approaches</p> <p>Awareness & understanding of issues and problems affecting young people as they mature into adulthood.</p> <p>Ability to work with young people to build strong relationships, motivate and encourage participation</p> <p>Proven experience of effective behaviour management skills and strategies</p> <p>Knowledge of safeguarding children</p> <p>Good organisational skills and an ability to work independently & demonstrate initiative</p> <p>Strong literacy and numeracy skills</p> <p>Knowledge of partner organisations who support children and young people and their families</p> | <p>Counselling skills</p> <p>Understanding of restorative approaches</p> <p>Knowledge of vocational and preparation for independence opportunities</p> <p>Knowledge of the Single Assessment Framework</p> | <p>Application form</p> <p>Selection Process</p> <p>Pre-employment checks</p> |
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| <p>Personal Qualities</p> | <p>Good interpersonal skills</p> <p>High aspirations for children and young people</p> <p>Non-discriminatory working practices</p> <p>Ability to work as a member of a team</p> <p>Understanding of confidentiality, safeguarding responsibilities and conduct required when working with children and young people</p> <p>Have access to a car and hold a full driving licence</p> | <p>Ability to travel independently across the County in accordance with required time scales</p> <p>Readiness to seek help & support to manage professional issues and problems</p> <p>High level of motivation and commitment</p> | <p>Application form</p> <p>Selection Process</p> <p>Pre-employment checks</p> |
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