

Assistant Relational Support Lead

Job Description and Person Specification

Job Title: Assistant Relational Support Lead

Hours: 8:30 – 4:30 Monday – Friday

Salary: £21,750 actual salary (working term time only – 39 weeks per year)

Responsible to: Relational Support Lead

Key Role Purpose and Duties:

- To work under the guidance and instruction of the Relational Support Lead and SLT
- To work in line with the Attachment and Trauma Informed Behaviour Regulation policy, to contribute towards a school wide culture of relational and restorative practice, that is therapeutic, and in accordance with the organisation's values and school learning principles
- To support staff to implement and embed the Attachment and Trauma Informed Behaviour Regulation Policy
- To deliver targeted interventions, such as Hamish and Milo, supporting the SEMH needs of our students
- To be a professional, consistent role model for staff and students acting sensitively, empathically, relationally, and at all times ensuring the foundational belief or redeemability for all is upheld
- To respond to situations quickly and effectively when staff request further support whilst understanding that the key attachment team is often best placed to deal with students' dysregulation
- To facilitate reflection of the situation, systemically viewing the response, ensuring that the steps taken were in the best interests of the child's needs
- To support staff by referring to and supporting review of the information concerning student needs including the Relational Support Plans
- To ensure that de-escalation strategies are always implemented first and that Restrictive Physical Intervention (RPI) is only used as last resort to prevent injury to self/others or criminal damage, holding an awareness of our student's trauma histories in mind.
- To attend weekly Relational Support meetings
- To work closely with the Relational Support Team to use CPOMS to analyse behaviour data by school site, class and individual student, identifying trends; ensuring appropriate action is taken to

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adjust provision and interventions are engaged to ensure protective factors are enhanced, risks mitigated and behaviour that challenges reduce long term.

- To support staff to engage with student debriefs, always modelling our values
- To support staff with the application of the principles of restorative practice
- To quality assure how behaviour that challenges is logged on our Child Protection Online Management System (CPOMS), supporting staff to record accurately, delivering training, and coaching where necessary
- To monitor and report on site safety and ensure all staff prioritise student safety whilst on site

Teaching, Learning & Outcomes

Support for Students

- Support working relationship with the students, acting as role model and setting high expectations.
- Support students with special needs in the most effective way.
- Support students with special educational needs through the delivery of specific learning programmes and to contribute to setting individual education targets.
- Facilitate students' access to specialist provision as indicated in their EHCP.
- Encourage students to interact and work co-operatively, support pupils to engage in activities.
- Provide support in the delivery of our curriculum as appropriate.
- Promote the safeguarding and welfare of children and young people within the school.

Support for the School

- Comply with and assist with the development of policies and procedures relating to child protection, health, safety and security, SEN/Inclusion and data protection, reporting all concerns to the appropriate named person.
- Attend relevant meetings and participate in training opportunities and professional development as required.
- Provide support for students' emotional and social needs by encouraging and modelling positive behaviour in line with school policy.
- Accompany teaching staff and students on educational visits, trips and out of school activities as required within contracted hours and to take responsibility for special needs students under the supervision of the teacher.
- To assist with the general pastoral care of our students, including helping students who are unwell, distressed or unsettled.
- Adhere to school health and safety policy including risk assessment and safety systems.

Professional Partnerships

Work closely with key members of staff to ensure that the needs of the children are met, including contributing to policies and practices that will promote inclusion and engagement.

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Personal & Professional Development

Shaping Self and Others

Actively engage with a full range of CPD opportunities, particularly those relating to :

- The advancement of SfIT
- The development of the school team
- Keep up to date with local and national initiatives, guidance and legislation that relates to behaviour, with a view to developing our practice and provision.

Other Professional Duties

- The advancement of SfIT
- Undertake broadly similar duties, as may be required from time to time as directed by SLT and that are commensurate with the job role or responsibilities of working within a school setting.
- To be responsible for maintaining own competency to practice through CPD (Continuing Professional Development).
- To be accountable for own professional action and recognise and work within own professional boundaries, seeking advice and support, as necessary.
- To operate within agreed legal and ethical boundaries particularly regarding to safeguarding.
- To carry out duties in accordance with health and safety legislation and school policies.
- Represent the company positively at any necessary events.
- Promote inclusion and equality of opportunity for all students in accordance with school policies

Qualifications & Experience

Essentials

- Good numeracy and literacy skills.
- Experience of working with relevant age groups and SEMH needs within a learning environment.
- Experience of working with children with additional needs.
- Experience of general clerical/ administrative work.
- An understanding of school roles and responsibilities.
- Good working knowledge of policy/legislation/guidance and pedagogy relating to therapeutic and relational practice as well as the SEND (Special Educational Needs and Disabilities) Code of Practice (CoP).
- Enhanced DBS clearance
- Willing to work flexibly to meet deadlines and respond to emerging situations

Skills

Ability to:

- Deal successfully with situations that may include tackling difficult situations and conflict resolution.

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- Work successfully with a range of external agencies.
- Engage constructively with, and relate to, a wide range of young people and their families.
- Deal with difficult situations and/or individuals in a calm, fair but effective manner. Handle sensitive issues in confidence
- Work well as part of a team.
- Understand the principles of child development in terms of how this may impact behaviour.
- Observe, monitor, record and provide constructive feedback.
- Build and maintain effective relationships with students, treating them equitably with respect and consideration.
- Demonstrate ability to liaise with parents/carers sensitively and effectively.
- Successfully complete first aid/rescue from ligature training as required.
- Show competence in IT usage across a range of media

Commitment

Demonstrate a commitment to:

- Equalities
- Promoting the company and school's vision/ethos, contribute effectively to the work of Life Chance and its development strategy
- High quality, therapeutic environment
- Identifying own training needs and participate in training and evaluate own learning
- Members of the school and wider community
- Ongoing relevant professional self-development through coaching sessions
- Safeguarding and child protection