Relational Support Practitioner

Job Description and Person Specification

Job Title: Relational Support Practitioner

Hours: Monday – Friday 8:30 – 4:30 (37.5 hrs pw)

Duration: Permanent

Responsible to: SLT

Key Role Purpose and Duties:

- To work under the guidance and instruction of the Relational Support Lead and SLT
- 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 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 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 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 the staffing of classes, when required, due to absence of Learning Support Assistant(s)
- To attend weekly Relational Support meetings
- To work closely with the Relational Support Team to use CPOMS (or similar systems) to analyse behaviour data by school site, class and individual student, identifying trends; ensuring appropriate action is taken to adjust provision and interventions are engaged to ensure protective factors are enhanced, risks mitigated and behaviour that challenges reduce long term.
- To support staff with the application of the principles of restorative practice

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:

- 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.

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

- Undertake broadly similar duties, as may be required from time to time as directed by SLT - commensurate with the job role / 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

- Good numeracy and literacy skills.
- Experience of working with relevant age groups and SEMH needs within a learning environment.
- 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 and 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

- Deal successfully with situations that may include tackling difficult situations and conflict resolution.
- 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 ability and willingness to identify own training needs and participate in training and evaluate own learning and a commitment to:

- Equalities
- Promoting the company and school's vision/ethos, contribute effectively to the work of OFG and its development strategy
- High quality, therapeutic environment
- Members of the school and wider community
- Ongoing relevant professional self-development through coaching sessions
- Safeguarding and child protection