

## **Options Trent Acres – JOB DESCRIPTION**

**Job title/post:** Behaviour Support Worker

**Responsible to:** Deputy Headteacher

**Key Internal Contacts:**

- Staff in other departments within the school
- Staff in other centres in the region, regional office staff

**Key External Contacts:**

- Pupil relatives, advocates and others
- Placing authorities and service providers
- Regulatory and inspection bodies
- Local services – statutory, voluntary and community neighbours

**Job Purpose:**

- To support the Deputy Headteacher and wider pastoral team.
- To establish the effective strategies in all areas of positive behaviour support and pastoral care.
- To develop and implement long-term behaviour plans that will guide staff to support students to overcome barriers to learning and maximise the opportunities provided to them.
- Working under the direction of the Deputy Headteacher to provide support to all pupils in enabling them to achieve their potential both academically and socially. The role will also contribute towards the school's commitment to reduce exclusions and physical; interventions, in the deliver of pastoral and/or academic interventions and, crucially, in responding to and supporting behaviour that challenges in all phases of the school.

**Key Tasks and Responsibilities:**

- Assist in the implementation and management of a range of policies and practices including social inclusion, care and control and the school's generic behaviour system.
- Identify, assess and address poor behaviour – use a range of strategies and techniques to de-escalate negative behaviour.
- Lead and deliver authorised restraint training to staff according to Crisis Prevention Institute standards and regulations.
- Assist the Deputy Headteacher in the organisation and day to day running of the school's out of class behaviour.
- Return pupils to learning and support then in settling back into the classroom.
- Work with pupils away from the removal area to motivate then and facilitate their return to learning.
- Observation, discussion with and assessment of pupils to ascertain area of strength and need.
- Support/mentor pupils – encourage the social, behavioural and emotional development of pupils through positive approaches that enhance appropriate relationships, develop self-esteem and promote life skills.

- To encourage and develop key and life skills, such as independence skills, on task behaviour and essential skills necessary to the work environment.
- Liaise with senior and middle leaders regarding the consistent management of behaviour and implementation of the school's behaviour policies throughout the school.
- Ongoing discussion and liaison with teachers and support staff/
- Conduct regular visits to classrooms and identify both positive and negative behaviours.
- Be involved in the school's performance management, supervision and appraisal systems.
- Provide relevant information to key staff concerning individual pupils, e.g. causes for concern, CP/Safeguarding issues, risk assessments, behaviour patterns and other relevant information.
- Correspond with parents, as advised/directed by the Deputy Headteacher or other senior leaders.
- Assist in the recording and organisation of daily record keeping (day sheet, behavioural slips, breaks et.)
- Assist in the inputting and maintaining of accurate behavioural records via the Sleuth system (e.g. daily social behaviour grades physical interventions, incident logging).
- Assist in the organisation and management of weekly 'options'.
- Provide pastoral support cover for absent colleagues – class group or individual pupil basis (both inside and outside the classroom)
- Supplement existing staffing/support in a range of activities and events (e.g. PE and sporting tournaments)

### **Training**

- Participate in the school's in-service training and professional development programme.
- Study for the relevant NVQ Level 3 support qualification (if not already held)

### **Personal Characteristics:**

- Must satisfy DBS and DfES checks and demonstrate there are no impediments to employment as a teacher of vulnerable young people.
- Well developed communication and inter-personal skills – able to adapt style and approach to the needs of different audiences.
- Committed to personal and professional development.
- Honest, trustworthy and reliable.
- Resilient, able to work under pressure and meet deadlines
- Flexible approach – willing to contribute to the work of the overall school community including sports and extra-curricular activities.
- Interested in young people and their effective development.
- Able to work as part of a team and be self-reliant.