

School / Leeds City Council Job Description

School: Oulton Primary School

'Oulton Primary School is committed to safeguarding and promoting the wellbeing of all children, and expects our staff and volunteers to share this commitment'.

Post Title

Behaviour Support Worker – Level 1

GRADE

B3

Ref

BSW 2020

Post(s) to which directly responsible

Immediate line manager (Phase Leader)

Post(s) for which directly responsible

None

Purpose of job

- To work under the instruction and guidance of teaching and/or senior staff. To support the teacher in addressing the needs of all pupils but especially those pupils who need particular help with behaviour management to overcome barriers to learning. In part to provide 1:1 support for one child within a classroom. Establishing productive working relationships with pupils and acting as a role model. All the duties outlined are carried out under the direction and supervision of the teacher.

Responsibilities

- Provide levels of individual pastoral support to pupils including those with special needs, as directed by the teacher.
- Receive and supervise pupils excluded from, or otherwise not working to, a normal timetable.
- Attend to pupils personal needs and provide advice to assist in their social care, health and hygiene development.
- Support the assessment of pupils to determine those in need of particular help and support.
- Assist the teacher with the development and implementation of individual Education/ Behavioural/ Support/Mentoring plans and behaviour management strategies.
- Support the class teacher to develop one to one mentoring arrangements with pupils and provide support for distressed pupils.
- Promote the speedy and effective transfer of pupils across phases and the integration of those who have been absent.
- Provide information and advice to enable pupils to make choices about their own learning, behaviour and attendance.
- Support the challenge and motivation of pupils, promoting and reinforcing self-esteem.
- Provide feedback to pupils in relation to progress, achievements, behaviours and attendance.
- Liaise with feeder schools and other relevant bodies to gather pupil information.
- Support pupils' access to learning using appropriate strategies and resources.
- Assist other staff in planning, evaluating and adjusting learning activities as appropriate.
- Support the teacher monitoring and evaluation of pupil's responses and progress against action plans through observation and planned recording.
- Provide objective and accurate feedback to other staff on pupil's achievement, progress and other matters as requested.
- Assist with the gathering of information and updating of records and contribute to the review of systems or records, as directed by the teacher.
- Develop good relationships with parents and carers, including exchanging information and facilitating their support for their child's attendance.
- Assist with the development, implementation and monitoring of systems relating to attendance and integration.

- Provide appropriate administration support e.g. phones calls; dealing with correspondence; compilation of data / information on attendance and exclusions.
- Support the implementation of agreed learning activities and teaching programmes and adjust activities according to pupil responses and needs.
- Be aware of, and appreciate, a range of activities, courses, organisations and individuals available to provide support for pupils to broaden and enrich their learning.
- Prepare and use specialist equipment, plans and resources to support pupils.
- Assist with the supervision of pupils on visits, trips and out of school activities as required.
- Supervise pupils in out of school hours activities, as required.
- Attend and participate in regular meetings, training and other learning activities as required, contributing to the overall ethos and aims of the school.
- Communicate effectively with other agencies/professionals, in liaison with the teacher, to support achievement and progress of pupils.
- Be aware of, and comply with, policies and procedures relating to child protection; health and safety; confidentiality and data protection, reporting all concerns to the appropriate person.
- Be aware and support differences and ensure all pupils have equal access to opportunities to learn and develop.
- To ensure promotion and support of Equal Opportunities and Health & Safety
- To undertake any other duties that are commensurate with the post

Relationships

The postholder will be required to work flexibly to deliver an efficient Service.

There will be regular contact with pupils, colleagues, other members of staff, line managers and internal and external customers

Physical Conditions

The post is currently based at Oulton Primary School.

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Oulton Primary School has some outdoor access by stairs and ramp and is accessible by disabled persons to the ground floor.

This post is subject to an enhanced Disclose and Barring Service check.

The school operates a non-smoking policy anywhere on site.

Economic conditions

Grade: B3

Annual Leave: Term time only working (plus the possibility of additional training days)

Hours: 30 hours per week

Conditions of Service: NJC Conditions apply

Prospects

Promotion

Whilst there is no automatic progression to any more senior posts, opportunities do exist for advancement and promotion, dependent upon normal staff movements and on the capabilities of the individual post holder.

Training

The school encourages training both “in-house” and external to meet the needs of the individual and of the Service.

QUALIFICATIONS

Please see Employee Specification

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|--|--------------|--------------|------------|
| Job Description Prepared / Reviewed by: | SENco | Date: | 14.01.2020 |
| Job Description Approved by: | Head teacher | Date: | 15.01.2020 |

EMPLOYEE SPECIFICATION:

Detailed below are the types of skills, experience and knowledge that are required of applicants applying for the post. The 'Essential Requirements' indicate the minimum requirements, and applicants lacking these attributes will not be considered for the post. The points detailed under 'Desirable Requirements' are additional attributes to enable the applicant to perform the position more effectively or with little or no training. They are not essential, but may be used to distinguish between acceptable candidates.

| SKILLS | Ess | Des | MOA |
|---|-----|-----|-----|
| Good numeracy/literacy skills | * | | I |
| Proven ability to work successfully with pupils with challenging behaviour | * | | I |
| Ability to relate well to children and adults | * | | I |
| Ability to work constructively as part of a team | * | | I |
| Maths and/or English Grades GCSE A-C or CSE level 1 | | * | C |
| Current "TeamTeach" training or equivalent | * | | C |
| Able to recognise own training needs and willing to undergo relevant training | | * | I |
| Ability to support families and carers with pupils challenging behaviour | | * | I |

| KNOWLEDGE/QUALIFICATIONS | Ess | Des | MOA |
|--|-----|-----|-------|
| Understanding of relevant polices/codes of practice and awareness of relevant legislation | * | | I |
| Basic understanding of child development and learning | * | | I |
| Working with or caring for children of relevant age | * | | I |
| General understanding of national/foundation stage curriculum and other basic learning programmes/strategies | * | | I |
| Understanding classroom roles and responsibilities and your own position within these. | | * | I |
| NVQ 2 for Teaching Assistants or appropriate level of experience of operating in the classroom environment | * | | I / C |
| Training in the relevant learning strategies e.g. English, Mathematics | * | | I |

| EXPERIENCE | Ess | Des | MOA |
|--|-----|-----|-----|
| Experience of dealing with queries from a wide range of people | * | | I |
| Experience of working as part of a team | | * | I |
| Experience of organising work tasks and duties to meet appropriate service standards eg in terms of timeliness, accuracy and customer care | | * | I |

| BEHAVIOURAL AND OTHER RELATED CHARACTERISTICS | Ess | Des | MOA |
|---|-----|-----|-----|
| Willing to abide by the Council's Equal Opportunities Policy in the duties of the post, and as an employee of the Council. | * | | I |
| Willing to carry out all duties having regard to an employee's responsibility under the Council's Health and Safety Policies | * | | I |
| To display a responsible and co-operative attitude to working towards the achievement of the service area aims and objectives | * | | I |
| An ability to respect sensitive and confidential work. | * | | I |
| Commitment to own personal development and learning. | * | | I |

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| METHOD OF ASSESSMENT(MOA) | A = Application Form T = Test I = Interview C = Certificate |
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Behaviour Support Worker Level 1 – Competency Framework

| <i>Pay range - B1</i> | <i>Pay range - B2</i> | <i>Pay range – B3</i> |
|---|--|---|
| Undertakes tasks under direction of the teacher to assess pupil needs. Demonstrates general understanding of pupil's individual plans / care programmes and how these relate to the pupil's specific needs. | Undertakes tasks under detailed guidance of the teacher to assess pupil needs. Demonstrates good understanding of pupil's individual plans / care programmes and how these relate to the pupil's specific needs. | Undertakes tasks under general guidance of the teacher to assess pupil needs. Demonstrates good understanding of pupil's individual plans / care programmes and how these relate to the pupil's specific needs. |
| Assists with the development and implementation of behaviour strategies to support pupils to achieve learning goals under the instruction of the teacher. | Assists with the development and implementation of behaviour strategies to support pupils to achieve learning goals under detailed guidance of the teacher and sometimes contributes suggestions for adjustments to strategies meet pupil needs. | Assists with the development and implementation of behaviour strategies to support pupils to achieve learning goals with general guidance of the teacher and regularly contributes suggestions for adjustments to strategies to meet pupil needs. |
| General understanding of methods used to monitor achievement and performs tasks to monitor pupil performance to a good standard. | Good understanding of methods used to monitor achievement and regularly performs range of tasks to monitor pupil performance to an excellent standard. | Detailed understanding of methods used to monitor achievement and regularly performs tasks to monitor pupil performance to a standard that would enable the postholder to demonstrate / train colleagues and new starters. |
| Regularly contributes to the preparation and use of specialist equipment and resources to meet specific needs of pupils with some direction from the teacher. | Regularly contributes to the preparation and use of a range of specialist equipment and resources to meet specific needs of pupils with some support from the teacher. | Regularly contributes to the preparation and use of wide range of specialist equipment and resources to meet specific needs of pupils with general guidance from the teacher. |
| Supports the development of mentoring arrangements and provides a good level of support for distressed pupils under direction from the teacher. | Supports the development of mentoring arrangements and provides a good level of support for distressed pupils with support from the teacher. | Supports the development of mentoring arrangements and provides a good level of support for distressed pupils with general guidance from the teacher. |
| Encourages pupils to take responsibility for their own behaviour using methods suggested by the teacher. | Encourages pupils to take responsibility for their own behaviour, sometimes uses methods on own initiative developed through experience rather than as directed by teacher. | Encourages pupils to take responsibility for their own behaviour, regularly uses methods on own initiative developed through experience rather than as directed by teacher. |
| In summary, takes appropriate action to address most situations but requires some direction / instruction from the teacher. | In summary, is able to take appropriate action to address a range of situations but regularly seeks guidance / support from the teacher. | In summary, is able to take appropriate action to a wide range of situations. Occasionally seeks guidance / support from the teacher. |