

Job Description and Person Specification



POST IDENTIFICATION

Post Title:	Behavioural - Home Support Assistant
Job Evaluation ID:	241SCH
Grade:	6
Directorate:	Education and Corporate Service
Division:	Schools
Section:	
Location:	Trinity Fields School and Resource Centre
Responsible to:	Executive Headteacher / Deputy Headteacher (School Behaviour Lead)

JOB PURPOSE

Under the guidance of senior staff (Executive Headteacher / Deputy Headteacher / Assistant Headteachers), Behaviour Support Assistant and Home Support Worker: assist in supporting pupils' behavioural needs, ensuring continuity between home and school.

Supporting families and working with class teams to maximise the individual potential of all pupils attending Trinity Fields School (including supporting their independence, social skills, inclusion, communication and behaviour).

Monitoring and implementing the behaviour management policy, supporting the development, implementation and review of IBPs and PHPs, as well as assisting the planning, preparing and delivering of learning activities for individuals and small groups, monitoring and assessing pupil progress and achievement.

KEY RESULT AREAS / RESPONSIBILITIES

Have a positive impact on the reduction of behavioural incidents that interrupt pupils' learning.

Raising achievement of identified pupils and engaging them more fully in their learning.

Assist in the organisation and support parent/carers groups.

Assist in the co-ordination of multi-agency working.

DETAILED TASK PROFILE

General support

- Assist the Deputy Headteacher in monitoring and implementing the whole school behaviour management policy, that includes Restrictive Physical Intervention.

- Work with the Deputy Headteacher, class teams and parents/carers to devise, implement and monitor Individual Behaviour Plans (IPBs) and Positive Handling Plans (PHPs).
- Contribute to whole school training on behaviour management with a focus on positive classroom management.
- Liaise with parents/carers of pupils with complex and challenging behaviours, assisting them in developing skills and positive behaviour programmes and strategies in the home.
- Identify and support individuals and/or small groups of pupils on a withdrawal basis who are experiencing behavioural difficulties.

Support for pupils

- Use specialist skills, training, and experience to support pupils and their families.
- Provide feedback to pupils in relation to progress and achievement.
- Work with behaviour support assistant, home-school support worker and class teams to ensure strategies to support pupils' behaviour are developed and consistently implemented.

Support for the teacher

- Establish priorities and plan support, ensuring effective use of interventions to promote positive behaviour management.
- Advise and support staff in managing pupils with complex and challenging behaviours.
- Assist in the development and implementation of appropriate behaviour management strategies, such as reward systems, Individual Behaviour Plans etc.
- Support class teams to lead and ensure consistent approaches between home and school and with other multi-professional agencies.
- Promote and ensure the health and safety and good behaviour of pupils at all times.

Support for the school

- Be aware of and comply with policies and procedures relating to safeguarding, health, safety and security and confidentiality, reporting all concerns to a senior leader.
- Be aware of and support difference and ensure all pupils have equal access to opportunities to learn and develop.
- Contribute to the overall ethos, work, aims and vision of the school.
- Establish constructive relationships and communicate with other agencies, professionals, in liaison with the teacher, to support achievement and progress of pupils.
- Attend and participate in regular meetings.
- Participate in training and other learning activities and performance development as required.
- Recognise own strengths and areas of expertise and use these to advise and support others.
- Implement planned supervision of pupils out of lesson times eg clubs, extra-curricular activities etc.

Support for families

- Provide information to families about services and support that may be available in the County Borough and beyond.
- Provide information, advice and support on a wide range of parenting issues (eg toileting, sleep, diet, etc.).
- Help plan and deliver group work with parents/carers to develop their skills in supporting their children.
- Plan and facilitate training for parents/carers, school staff and other professionals to develop a consistent approach to working with children who attend Trinity Fields School or one of their satellite classes.
- Work with relevant personnel to identify caseload priorities.
- Act as a role model to support the development of staff, pupils and their families.

KEY WORKING RELATIONSHIPS

Contact with staff and families, under the supervision of senior leaders.

RESPONSIBILITIES FOR STAFF

Post Titles, Numbers and Level of Accountability

There are no supervisory responsibilities attached to this post.

RESPONSIBILITIES FOR RESOURCES

Financial; Plant; Buildings or Equipment

Responsibility for the proper use and safekeeping of small items of equipment and low cost materials or for the accurate handling of financial resources.

Data Systems

Required to use relevant technology and computer systems.

WORKING ENVIRONMENT

School based.

ADDITIONAL REQUIREMENTS

Politically Restricted:	No
Disclosure and Barring Service Check:	Enhanced
Barred List Check:	Children and Adults
Baseline Pre Employment Medical Assessment:	No
Registration:	No

ORGANISATIONAL RESPONSIBILITIES

Understands and demonstrates the principles of confidentiality.

Work within the policies and procedures of the Council including recognising the duty to protect vulnerable adults, children and young people.

Understands and demonstrates commitment to the Council's policies.

Demonstrate commitment to ongoing personal development.

The duties and responsibilities are difficult to define in detail and may vary from time to time without changing the general character of the duties or level of responsibilities entailed. The post-holder is therefore expected to undertake such other duties as may be requested provided the general character of the duties or level of responsibility does not change.

PERSON SPECIFICATION

	ESSENTIAL	DESIRABLE
QUALIFICATION	NVQ 3 or equivalent qualification or experience in relevant discipline.	
KNOWLEDGE	<p>Full working knowledge of relevant polices/codes of practice and awareness of relevant legislation.</p> <p>Relevant first aid knowledge.</p> <p>Specific training in specialist area.</p>	
SKILLS	Very good numeracy/literacy skills.	
EXPERIENCE	Experience in specific area in a learning environment.	
OTHER	<p>Ability to self-evaluate learning needs and actively seek learning opportunities.</p> <p>Ability to relate well to children and young adults.</p>	

POST AUTHORISATION

EXECUTIVE HEADTEACHER:	Ian Elliott	DATE:	25/07/2023
MANAGER:		DATE:	
HR:	Janine Harrington	DATE:	25/07/2023

POST REVIEW

OFFICER:		DATE:	
OFFICER:		DATE:	
OFFICER:		DATE:	