

| JOB DESCRIPTION | |
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| Job Title | Behaviour Assistant |
| Salary Scale | D |
| Hours of Work | 37 hours per week |
| Weeks Worked | Term time only |
| Responsible to | Assistant Principal |
| Location | The Hewett Academy |

MAIN PURPOSE OF ROLE

- To maintain effective and supportive relationships with the students they work with.
- Have a calm, clear and consistent approach to working with young people.
- Provide a complementary service throughout the school that enhances existing provision in order to support learning, improve behaviour for learning and encourage social inclusion.
- Work within an extended range of networks and partnerships to broker support and learning opportunities and improve the quality of support for our young people.

ORGANISATIONAL RELATIONSHIPS

- Responsible to the Assistant Principal
- Liaison with a range of stakeholders including teachers, parents, students, governors and other Inspiration Trust staff (with support from the AP).

PRINCIPAL ACCOUNTABILITIES OR ACTIVITIES

- To supervise students who, due to their poor behaviour and spending time in the learning support unit.
- To maintain clear and accurate records of student behaviour, including recording student visits to the behaviour room for learning and any associated sanctions, in line with college systems.
- To assist staff in identifying students showing early signs of disengagement and/or poor learning behaviours.
- To assess underlying reasons for disengagement/poor behaviour and compile a report for senior leaders or Heads of Key Stage as and when needed.
- To contribute to the comprehensive assessment of children and young people entering or returning to school and the review of their progress and achievements.
- To support learning and personal development through their interaction with students.
- To plan individual (and potentially group) mentoring programmes which provide a range of strategies that will motivate, challenge and empower young people and promote positive learning behaviours.
- To develop, agree and implement behaviour support agreements with individual pupils and those involved with them.
- Support children and young people to manage transitions in their lives.
- Respond to the needs of children and young people who have experienced trauma.

- To work proactively to prevent bullying, in line with the Academy's anti-bullying policy and also work to address incidents of bullying, in line with the Academy's policies and procedures.

PERFORMANCE MANAGEMENT

Participating in the Trust's arrangements for performance management, professional development and the Trust's arrangements for quality assurance and internal verification.

CONTEXT

All staff are part of the whole Trust team. Each individual is required to support the values and ethos of the Trust and Trust priorities as defined in the Trust Improvement Plan. This will mean focusing on the needs of colleagues, parents and students and being flexible in a demanding environment.

MISCELLANEOUS

To undertake any further tasks which could be reasonably expected by the Trust.

The Data Protection Act 2018 renders an individual liable for prosecution in the event of an unauthorised disclosure of information.

The post is one that carries responsibility for the wellbeing and welfare of children and the post holder should be aware of this and the need to act accordingly.

The Trust will endeavour to make any necessary reasonable adjustments to the job and the work environment to enable access to employment opportunities for disabled job applicants or continued employment for any employee who develops a disabling condition.

It is a requirement of the post holder to make positive efforts to maintain his/her personal safety and that of others by taking reasonable care, carrying out requirements of the law and following recognised codes of practice. The post holder is also required to be aware of and comply with policies on health and safety.

This is an Equal Opportunities post and is in accordance with the Trust's Equal Opportunities Policy. This job description can be altered, with the agreement of the post holder and will be reviewed on an annual basis. It is not a comprehensive statement of procedures and task, but sets out the main expectations of the Trust in relation to the post holder's professional responsibilities and duties.

The Inspiration Trust is committed to protecting the welfare of children and young people. Due to the nature of this role, it will be necessary for the appropriate level of DBS (Disclosure & Barring Service) to be undertaken. It is essential you disclose whether you have any pending charges, convictions, bind-overs or cautions and if so, for which offences. This post will be exempt from the provisions of Section 4, (2), of the Rehabilitation of Offenders 1974 (exemptions) (Amendments) Order 1986. Therefore, you are not entitled to withhold information about convictions which for other purposes are "spent" under the provisions of the Act. Any failure to disclose such convictions will result in dismissal or disciplinary action by the Trust.

| PERSON SPECIFICATION | | |
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| | ESSENTIAL | DESIRABLE |
| Qualifications | | |
| Good standard of education | ✓ | |
| Experience | | |
| Previous experience as a learning or pastoral mentor (or similar role) is desirable but not essential | | ✓ |
| Previous experience working with young people in a school setting or similar is desirable | ✓ | |
| Professional Skills and Attributes | | |
| Able to motivate and inspire young people of all ages to improve their behaviour and have the highest aspirations | ✓ | |
| Able to make decisions, identify and solve problems based on thorough analysis and sound judgement. | ✓ | |
| Able to work with students to analyse data to set challenging targets for improvement and plan actions | ✓ | |
| Excellent interpersonal, written and oral communication and presentation skills. | ✓ | |
| Strong organisational skills. | ✓ | |
| Knowledge and Understanding | | |
| A professional and highly motivated individual who is a strong team player. | ✓ | |
| A person who is respectful towards all students, with an unshakable belief in their entitlement to the highest equality education and ability to achieve, whatever their personal circumstances. | ✓ | |
| The ability to deliver high quality pastoral support that fully meets the needs of our students. | ✓ | |
| Committed to raising standards of achievement through improving behaviour for learning | ✓ | |