



TREA		
Job No.	Post Title	Grade
PV21-33	Behaviour Support Officer	Grade 6

Statement of Purpose

To provide support to the behaviour management team.

Support to Pupils

- Remove disruptive pupils from classrooms as required by staff.
- Organise and provide appropriate work and supervision to these pupils and be responsible for them until an appropriate member of staff is available.
- To co-ordinate detentions, liaising with parents, students and staff.
- To liaise with parents, outside agencies, education welfare and the police with regard to confidential/sensitive information and complex issues.
- Manage the administration of the catch-up areas.

Administrative Support

- May involve line management of the Clerical Assistant – attendance.
- To ensure timely production of attendance statistics.
- To sign in late students.
- To administer the school's behaviour credit system.
- To manage the behaviour management system database, recording data, managing information and producing regular reports.
- To use SIMS to administer student timetables.
- To issue off-site passes when appropriate.
- Assist with pastorally related administration which may include:
 - To co-ordinate assessment data and prepare reports for students, staff and parents.
 - To help maintain the schools database with regard to options, pupil data sheets, admissions and leavers.
 - To assist with the provision of statistical returns. o To assist in the administration of the new intake.



- Provide general financial administration e.g. process payments and orders.
- Provide general administrative support as appropriate according to the needs of the school.

Support to School (this list is not exhaustive and should reflect the ethos of the school)

- Promote and safeguard the welfare of children and young persons you are responsible for or come into contact with.
- Be aware of and comply with policies and procedures relating to child protection, health, safety and security, confidentiality and data protection, reporting all concerns to an appropriate person.
- Be aware of, support and ensure equal opportunities for all.
- Contribute to the overall ethos/work/aims of the school.
- Appreciate and support the role of other professionals.
- Attend and participate in relevant meetings as required.
- Participate in training and other learning activities and performance development as required.
- Assist with pupil needs as appropriate during the school day.

Safeguarding

Safeguarding and promoting the welfare of children is everyone's responsibility. Staff are required to follow the statutory guidance from the Department for Education. Staff are required to read:

- Part 1 and Annex A of 'Keeping children safe in education'
- School safeguarding policies
- The code of conduct
- Staff must know the identity and understand the role of the designated safeguarding leads. In addition, in order for staff to understand and discharge their role and responsibilities as set out in 'Part one' of the guidance, staff are required to identify any additional training needs and read safeguarding bulletins they receive through the year.

Note 1:

The content of this job description will be reviewed with the post holder on an annual basis in line with the School's performance and development review policy. Any significant change in level of accountability that could result in a change to the grade must be discussed with the post holder and the relevant trade union before submitting for re-evaluation.



**Person Specification
Behaviour Support Officer
Level 3**

Essential Criteria	Measured By
<p>Experience</p> <ul style="list-style-type: none"> • Experience of working in an education setting committed to the inclusion agenda. • Experience of working with pupils demonstrating challenging behaviours. 	AF/I
<p>Qualifications/Training</p> <ul style="list-style-type: none"> • NVQ 3 learning & development support services for children, young people and those who care for them or equivalent qualification or experience in a relevant discipline. 	AF
<p>Knowledge/Skills</p> <ul style="list-style-type: none"> • Ability to work constructively as part of a team, understanding school roles and responsibilities and your own position within these. • Ability to relate well to children and to adults. • Very good ICT and record keeping skills. • Very good numeracy/literacy skills. • Full working knowledge of relevant policies/codes of practice and awareness of legislation. • Excellent interpersonal skills. • Good communication skills. • Good organising, planning and prioritising skills. • Methodical with a good attention to detail. 	AF/I



<p>Behavioural Attributes</p> <ul style="list-style-type: none"> • Customer focused. • Has a friendly yet professional and respectful approach which demonstrates support and shows mutual respect. • Open, honest and an active listener. • Takes responsibility and accountability. • Committed to the needs of the pupils, parents and other stakeholders and challenge barriers and blocks to providing an effective service. • Demonstrates a “can do” attitude including suggesting solutions, participating, trusting and encouraging others and achieving expectations. • Is committed to the provision and improvement of quality service provision. • Is adaptable to change/embraces and welcomes change. • Acts with pace and urgency being energetic, enthusiastic and decisive. • Communicates effectively. • Has the ability to learn from experiences and challenges. • Is committed to the continuous development of self and others by keeping up to date and sharing knowledge, encouraging new ideas, seeking new opportunities and challenges, open to ideas and developing new skills. 	<p>AF/I</p>
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AF - Application form I - Interview

Note 1:

In addition to the ability to perform the duties of the post, issues relating to safeguarding and promoting the welfare of children will need to be demonstrated these will include:

- ***Motivation to work with children and young people.***
- ***Ability to form and maintain appropriate relationships and personal boundaries with children and young people.***
- ***Emotional resilience in working with challenging behaviours and***
- ***Attitudes to use of authority and maintaining discipline.***