

LEARNING TOGETHER

CORNWALL EDUCATION LEARNING TRUST



# Behaviour Support Worker

## Job Description & Person Specification

[www.celtrust.org](http://www.celtrust.org)



# Location

The job is based at Brannel School, Rectory Road, St Stephen, Saint Austell PL26 7RN.



## Brannel School Values

### EXCELLENCE

Our students are successful learners with enthusiasm and motivation for learning, openness to new thinking and ideas, and the determination to reach high standards of achievement.

### CREATIVITY

Our focus is on supporting creativity, innovation and enquiry. Opportunities for students and staff to regularly engage in critical and creative thinking are embedded across the school. Our staff are transforming teaching and learning in order to engage and inspire every student.

### COMMUNITY

Our students are confident individuals, responsible citizens and effective contributors. They value diversity, respect others and have the courage, creativity and capacity to build strong communities and make a difference.

## About Us

Brannel School is situated in the heart of rural Cornwall's China Clay communities and offers 850 places to students aged 11-16. Our facilities are second to none – the school was completely redesigned and rebuilt in 2011 as a 'School of the Future' at a cost of over £17m. We aim to be a truly outstanding school, delivering the very best educational opportunities, nurturing academic excellence, and fostering ambition in every one of our students.

## About this Job

Two new posts have been created to support staff to embed our Behaviour for Learning Policy and maintain a purposeful, orderly and supportive learning environment. Two Behaviour Support Workers will join our Inclusion Team as part of a focused behaviour support service.

This is an exciting opportunity for someone who is skilled and experienced at building positive relationships with young people, who enjoys working in a busy school environment with individual and small groups of students, and who has the communication skills to liaise effectively with staff, parents and external agencies. Many of the target students will be vulnerable and will have emotional and/or challenging behavioural difficulties. The successful candidate will be passionate about making a difference to the lives of young people.

The successful candidate will be joining a hardworking and supportive team with a strong collegiate atmosphere. Brannel School is characterised by the positivity of our staff, and the overwhelmingly happy and supportive atmosphere around the school which is evidence of our students enjoying their learning in a thriving environment. As part of the Cornwall Education Learning Trust, we offer a full programme of induction and support and collaborative learning opportunities to all colleagues who join us.

**The successful candidate will:**

- Be an outstanding practitioner who believes that every young person can and will succeed.
- Be able to draw upon their professional background to facilitate behaviour for learning, reduce barriers to learning, and promote the self-confidence and emotional well-being of students in order to improve attainment and educational outcomes.
- Contribute to the whole life of the school through our extensive enrichment programme.

**We will offer you:**

- An energising and supportive working environment with high expectations and standards.
- The opportunity to work with students who are just beginning to make life goals and who are enthusiastic to look beyond the confines of rural Cornwall.
- Colleagues who are reflective, committed professionals, who are motivated by challenge and willing to go the extra mile for our students to achieve the very best results.
- A unique opportunity to help shape provision for behaviour support and inclusion.
- Opportunities to develop innovative co-curricular and enrichment activities.
- A well-resourced school with 21st century teaching and learning facilities.
- An excellent programme of CPD and opportunities to develop leadership and management skills.

**Cornwall Education Learning Trust**

Brannel School is part of the Cornwall Education Learning Trust (CELT). This is an exciting time to join our thriving Trust, which is responsible for educating learners across four secondary schools, one junior school and nine primary schools.

**Contact Details**

If you wish to visit the school in advance of the application submission date, please contact Christine Thomas (School Administrator) on **01726 822485**.

# Job Description

**Job Purpose:** To support staff to embed the school's Behaviour for Learning Policy and maintain a purposeful, orderly and supportive learning environment.

To provide a complementary service which enhances existing provision and aims to facilitate learning, reduce barriers to learning, improve attainment and educational outcomes, and promote the self-confidence and emotional well-being of students.

To contribute to school-wide knowledge and skills in behaviour management and student engagement.

**Reporting to:** Line managed by the Lead Teacher for Behaviour Support. The job holder will work closely with the school's Deputy Headteachers, Heads of Year and Inclusion Team.

**Location:** Brannel School

**Salary Grade:** F Grade

**Hours:** 37 hours per week, term-time only plus 3 Inset days

## Key Accountabilities

- ❖ To operate within agreed professional, ethical and school policies when working with students and those involved with them.
- ❖ To support other staff to deal with difficult behaviours, enabling them to have increased confidence in developing strategies to cope with such behaviours.
- ❖ To help students to overcome a crisis and deal with the consequences.
- ❖ To interpret incident data and analyse patterns of behaviour, making decisions to interpret best practice found elsewhere in light of the school's needs and making recommendations to the Lead Teacher for Behaviour Support.
- ❖ To work with a high degree of autonomy, making decisions and recommendations independently in light of information sought and research carried out.
- ❖ To keep up to date with current behaviour initiatives and government requirements.

## **Main Duties and Activities**

- ❖ To promote positive Behaviour for Learning across the school, assisting the Lead Teacher for Behaviour Support, Heads of Year and Heads of Department with effective support and challenge for student behaviour.
- ❖ To deal promptly with student conflict and incidents in line with established policies, encouraging students to take responsibility for their behaviour.
- ❖ To investigate reported incidents of poor behaviour in conjunction with other key staff.
- ❖ To contact the parents of individual students, informing them of behaviour as part of effective lines of communication between school and home in conjunction with other key staff.
- ❖ To take part in 'On Call' provision around the school, on rotation with other team members.
- ❖ To supervise the school's 'Ready to Learn' room, on rotation with other team members.
- ❖ To provide general supervision and monitoring of students and school premises during break and lunchtimes.
- ❖ To assist with the running of after school detentions on rotation with other team members, co-ordinating appropriate learning opportunities during this time for students.
- ❖ To promote, organise and lead a range of opportunities for underachieving, disaffected and vulnerable students which focus on raising aspirations, promoting ambition, re-engagement in learning, and improving their academic progress.
- ❖ To work collaboratively with colleagues to ensure the effective planning and delivery of intervention programmes and strategies.
- ❖ To develop links to extended services and positive activities which enable students and their families to build relationships, resilience, self-confidence, discipline and teamwork.
- ❖ To develop and implement an appropriate and bespoke referral process which identifies students to be considered for support and intervention. This will be achieved in consultation with Deputy Headteachers, Assistant Headteacher (SENDCo), Heads of Year, and Heads of Department, as appropriate.
- ❖ To deliver one-to-one and small group intervention work with students to develop their social skills, behaviour, teamwork, resilience and self-confidence with the aim of re-engaging them into their learning journey. This may include 'Thrive' work, liaison with external agencies and other off-site opportunities.

- ❖ To deliver one-to-one and small group mentoring of students to improve their academic progress. This may focus on developing their organisational skills, effective communication skills and stress coping strategies.
- ❖ To maintain up-to-date records of cohorts of students needing support. The job holder will be responsible for setting up and keeping records of work undertaken with students and the impact that this work has had on the learning, engagement and progress of the students.
- ❖ To provide information, reports, and analysis on student behaviour with a special focus on micro-cohorts. The job holder will have access to, and will need to use and manage, student data and confidential information obtained from the school SIM and CPOMs system.
- ❖ To provide feedback and monitor the impact of support and provision in consultation with key staff such as Heads of Year, Heads of department, Tutors, and members of the inclusion team.
- ❖ To communicate effectively with school staff, highlighting successful behavioural strategies and best practice, as well as those that do not, in order to embed a whole school approach to re-engaging students and maximising their achievement.

#### **General Responsibilities applicable to all staff**

- ❖ To be aware of, and adhere to, all applicable Cornwall Education Learning Trust policies and procedures; to demonstrate and promote the values of the Trust at all times, working with professionalism in line with the Trust's Code of Conduct.
- ❖ To be responsible for promoting and safeguarding the welfare of children and young people that you might come into contact with during the course of your day-to-day activities around the school site.
- ❖ To promote Equality and Diversity in all aspects of work.
- ❖ To co-operate with the promotion and maintenance of a safe and healthy working environment and own health and safety.
- ❖ To work effectively with other members of staff to meet the needs of all students.
- ❖ To attend staff meetings and Trust-based INSET as required.
- ❖ To be responsible for his/her own self-development on a continuous basis, undertaking any training/professional development as appropriate.
- ❖ To maintain at all times the utmost confidentiality with regard to all reports, records, personal data relating to staff and students and other information of a sensitive or confidential nature acquired in the course of undertaking duties for the Trust, with due regard to General Data Protection Regulations.

## **Note**

- ❖ This Job Description is illustrative of the general nature and level of responsibility of the work to be undertaken commensurate with the grade. It is not a comprehensive list of all the responsibilities, duties and tasks relating to the post.
- ❖ The job holder may be required to undertake other tasks commensurate with the grade and responsibilities of this job, and to undertake any reasonable duty deemed necessary by the Headteacher/line manager from time to time up to, or at a level consistent with, the main responsibilities of the job.
- ❖ This Job Description may be amended at any time in consultation with the postholder.

## **Special Conditions of Employment**

Cornwall Education Learning Trust is committed to safeguarding and promoting the welfare of children and young people and expects all staff to share this commitment.

The job holder is required to follow all of the Trust's policies and procedures in relation to safeguarding at all times, and to adhere to the statutory guidance 'Keeping Children Safe in Education'. The job holder must take appropriate action in the event that they have concerns, or are made aware of the concerns of others, regarding the safety or wellbeing of children or young people.

All offers of employment are conditional and subject to satisfactory pre-employment checks including receipt of original qualification documents, references, medical screening, proof of eligibility to work in the UK, Childcare Disqualification check and a Disclosure and Barring Service (DBS) check.

# Person Specification

Selection Criteria	Essential	Desirable	Assessed
Education and Training	<ul style="list-style-type: none"> <li>• A good standard of education to at least GCSE Grade C level or equivalent in English and Mathematics.</li> <li>• Able to use a range of standard ICT applications effectively, as required e.g. Microsoft Office suite.</li> </ul>	<ul style="list-style-type: none"> <li>• NVQ Level 2 in children's social behaviour training &amp; management, or similar.</li> <li>• NVQ Level 3 in the management of challenging behaviour, or similar.</li> <li>• Thrive practitioner accreditation.</li> <li>• First Aid certificate.</li> <li>• Relevant outdoor education / adventure training certifications.</li> </ul>	Application Form/ Certificates
Knowledge and Experience	<ul style="list-style-type: none"> <li>• Substantial relevant experience of working with children and young people.</li> <li>• Excellent understanding and experience of supporting the social, emotional, and educational development needs of children and young people.</li> <li>• Substantial relevant experience of working with children or young people who are vulnerable or disaffected.</li> <li>• Relevant experience of dealing with difficult and challenging behaviour.</li> <li>• High level of emotional intelligence and ability to motivate teams and individuals.</li> <li>• Experience of working to engage students and families.</li> <li>• Ability to work both independently and collaboratively as part of a multi-disciplinary team.</li> <li>• Ability to undertake effective development planning, report writing and record keeping.</li> </ul>	<ul style="list-style-type: none"> <li>• Experience of working in a school setting.</li> <li>• Understanding of the learning environment in which schools operate, including health, social care and safeguarding issues.</li> <li>• Coaching/working with others to learn skills or knowledge in a formal or informal setting.</li> <li>• Experience of delivering restorative and solution-focused approaches to problem solving.</li> </ul>	Application Form/ Interview
Competencies applicable to all CELT staff	<p><i>CELT Core Value   Collaborates:</i> Demonstrates ability to work as a team player. Has good understanding and experience of successfully working towards a common goal with others.</p> <p><i>CELT Core Value   Empowers:</i> Demonstrates ability to support, encourage and upskill others to deliver results.</p> <p><i>CELT Core Value   Leads:</i> Demonstrates high ethical, moral and professional standards.</p>		Application Form/ Interview

	<p><i>CELT Core Value   Transforms:</i> Demonstrates ability to react positively and with enthusiasm to change and improvement. Willingness to adapt and put in extra effort when circumstances demand.</p> <p><i>Sees the Big Picture:</i> Demonstrates ability to understand how own role fits with, and supports, organisational objectives. Interest in expanding own knowledge and experience.</p> <p><i>Makes Effective Decisions:</i> Demonstrates ability to use initiative and creativity to resolve problems, support decisions and prioritise tasks effectively. Able to follow guidelines or use previous experience to resolve issues.</p> <p><i>Communicates and Influences:</i> Expresses ideas clearly and with respect for others. Responds constructively and objectively to comments and questions.</p> <p><i>Delivers a Quality Service:</i> Demonstrates ability to deliver service objectives with professional excellence, expertise and efficiency, taking account of diverse customer needs.</p> <p><i>Delivers at Pace:</i> Demonstrates ability to follow relevant policies, procedures and legislation to complete own work. Has good organisational and time management skills.</p>		
Additional requirements	<ul style="list-style-type: none"> <li>• Demonstrates a high level of patience, understanding, and empathy with children and young people.</li> <li>• Demonstrates enthusiasm for working in a busy school environment.</li> </ul>	<ul style="list-style-type: none"> <li>• A full driving licence either with: D1 (or D) PCV entitlement; OR has successfully completed minibus driver training.</li> </ul>	Application Form/ Interview