



## Job Description

### Behaviour Support and Learning Intervention Officer

<b>Reporting to:</b>	The Aspirations Centre Manager, Deputy Headteacher		
<b>Responsible for - Staff</b>	Minor supervision of other teaching assistants		
<b>Liaising with:</b>	Headteacher, Senior Leadership Team, School Governors, SEND team and other members of staff – teaching and non-teaching (pastoral and attendance) LA, parent/guardians, external agencies		
<b>Salary:</b>	G5 pro rata	<b>Gauge</b>	
<b>Working pattern:</b>	Part time, term time + 3 days		
<b>Working hours:</b>	37 hours per week, core working hours 8.00 am – 4.00 pm		
<b>Contract:</b>	Temporary 12 months		
<b>Base</b>	Bedford High School		
<b>Date:</b>	June 2021		
<b>Conditions/Disclosure level:</b>	Post offer is conditional subject to an enhanced disclosure, medical, relevant qualification certificates and references satisfactory to the school.		

<b>Job purpose:</b>	<p>To support in removing the barriers to learning of vulnerable students to ensure that they make relevant progress.</p> <p>To work with teachers and other relevant support staff to assist with the planning and preparation of lesson plans.</p> <p>As directed by the teacher or Aspirations Centre Manager, to deliver lessons for individual students, groups or whole classes.</p> <p>To supervise whole classes when required in the short term absence of the teacher.</p> <p>Where appropriate to provide support to other relevant support staff and other teachers.</p> <p>To be responsible for minor supervision other teaching support staff when required.</p> <p>To provide support for students and where appropriate for SEN pupils providing particular help for those students with learning difficulties and/or behavioural, social or physical disabilities, as required.</p>
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## Job Outline

- To assist and provide support to the teacher and other relevant support staff under an agreed system of supervision in the Aspiration Centre, working with children with behaviour and learning difficulties
- To assist with the development and implementation of education/behaviour/support/mentoring plans, IEP's for students and monitor, assess, record and report pupils' achievement, progress and development against action plans through observation and planned recording and to provide objective and accurate feedback and reports as required
- To provide specialist support to students with barriers to learning on a one to one basis, in a small group or in or out of the classroom; teaching small groups of students in literacy, numeracy and SEMH development programmes
- To deliver lessons and/or work plans under the direction of the teacher/other relevant support staff
- To provide objective and accurate feedback and reports as required on pupil's achievement.
- To assist with the production of lesson plans and worksheets.
- To deliver local and national learning strategies as under the direction of the teacher/other relevant support staff
- To provide support to other teaching assistants and to provide minor supervision under the direction of the teacher/other relevant support staff.
- To contribute to the development of relevant policies and procedures
- To support the reintegration of students into mainstream lessons, where necessary providing in-class support
- To undertake administrative tasks, manage and maintain record systems and processes, including the use of SIMS.
- To coordinate the collection and distribution of work between those students not in mainstream lessons, teachers and external providers.
- To liaise with and work in conjunction with appropriate agencies.
- To monitor and implement appropriate strategies for supporting the learning and attendance of those students not in mainstream lessons
- To complete risk assessment visits for those students who meet the threshold of learning away from school
- To make daily safeguarding phone calls to students who are learning away from school
- Provide home tuition where appropriate
- To coordinate with the Attendance Manager on intervention for those students whose attendance falls below 90%, including early parental involvement and the creation and implementation of action plans (with clear improvement targets) for each student
- Coordinate and make daily home visits as appropriate, tracking their effectiveness and maintaining records
- To contribute to the development and implement relevant school policies and procedures.

### **Other Specific Duties**

To carry out the duties in the most effective, efficient and economic manner available  
To continue personal development in the relevant area  
To participate in the staff review and development appraisal process  
To have due regard and comply with all school policies  
To undertake training as required  
To participate in personal and team reviews/meetings  
To participate in annual appraisal and implement agreed targets  
Develop good working relations with other colleagues and students  
To contribute to the overall ethos/work/aims of the school  
To work flexibly in the interest of the school and to undertake such additional duties as are reasonably commensurate with the post and level of responsibility.

### **Health and Safety Training**

Effectively and proactively implement Health and Safety legislation and good practice, including office, individual and DSE risk assessments, taking into consideration disabilities and specialist equipment required to enable staff to undertake their daily duties.

To undertake Health and Safety Training on areas within your remit.

Whilst every effort has been made to explain the duties and responsibilities of the post each individual task undertaken may not be identified.

Employees are expected to comply with any reasonable request from the Headteacher to undertake work of a similar level that is not specified in this job description.

All staff at Bedford High School, teaching and support, have a crucial role to play in setting standards. Through professional, caring and sensitive approach based on mutual respect, we achieve a great deal.

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

This job description is current at the date above but will be reviewed on an annual basis and, following consultation with you, may be changed to reflect or anticipate changes in the job requirements which are commensurate with the job title and grade.

## Person Specification / Selection Criteria

### A. Experience

	Essential	Desirable	Source A = Application I = Interview R = References T = Task/Observation P = Presentation
Experience of working with or caring for children of a relevant age in a learning environment with social, emotional and behavioural difficulties	E		A, I, R,
Experience of new technologies and ICT to support learning	E		A, I, R, T
Experience of supervising other staff		D	A,

### B. Training and Qualifications

	Essential	Desirable	Source
Relevant Level 3 qualification	E		A, I
Training in the relevant strategies or a willingness to undertake such training	E		I
3 x GCSE C or above in Maths and English or equivalent qualification	E		A, I
Willingness to undertake basic first aid course		D	A
Willingness to participate in development and training opportunities	E		
Full Driving Licence in order to coordinate and drive the school mini bus to make daily home visits as and when appropriate	E		

### C. Knowledge and Understanding

Applicants should be able to demonstrate knowledge and understanding of the following areas relevant to the post.

	Essential	Desirable	Source
Good understanding of the relevant policies/codes of practice and relevant legislation	E		A, I
Knowledge the national/foundation stage curriculum and other relevant learning programmes/strategies	E		A, I

	<b>Essential</b>	<b>Desirable</b>	<b>Source</b>
Understanding of child development and learning processes	E		A, I
Understanding of statutory frameworks relating to teaching	E		A, I
Knowledge of a range of strategies to promote good behaviour and establish a purposeful learning environment	E		A, I
Knowledge of physical, intellectual, emotional and social development of children (PIES)	E		A, I

#### **D. Personal Skills, Abilities and Competencies**

Applicants should be able to provide evidence that they have the necessary skills and abilities required.

	<b>Essential</b>	<b>Desirable</b>	<b>Source</b>
Ability to use a range of strategies deal with whole classroom and individual behaviour	E		A, I
Ability to support and motivate other team members		D	A, I
Very good communication skills to deal with both children and adults	E		I
Ability to constantly improve own practice/knowledge through self-evaluation and learning from others	E		A, I
Ability to work under supervision and as a team member	E		A, I
Ability to organise self and others	E		A, I
Ability to deal with minor injuries		D	A, I
Professional appearance and conduct	E		A, I
A committed lifelong learner willing to undertake further training to suit the needs of the role	E		A, I
Flexibility working outside of normal school hours may be required	E		A, I
The willingness to be generous in time and spirit	E		A, I
A sense of humour and positive outlook	E		A, I
A determination to succeed	E		A, I
Energy, enthusiasm, adaptability and flexibility	E		A, I
A willingness to support the schools aim of strengthening links with the community	E		A, I
The ability to build and maintain effective relationships	E		A, I
The ability to develop effective teamwork	E		A, I
The ability to anticipate and solve problems creatively	E		A, I
The ability to demonstrate loyalty and confidentiality	E		A, I
The ability to prioritise and manage time effectively	E		A, I

**E. Legal Issues**

	<b>Essential</b>	<b>Desirable</b>	<b>Source</b>
Legally entitled to work in the UK	E		A, I