

Job Description

Behaviour Support Officer	
Location College	
Reporting to	
Position Number(s)	
Grade	
Directorate/Section/School	
JE Job Number e of JD	

Job Purpose including main duties and responsibilities:

Job Purpose:

To promote, organise and lead a range of opportunities for our underachieving, disaffected and vulnerable students focusing on raising their aspirations, promoting ambition, re-engaging them and improving their academic performance.

To promote, organise and lead a range of opportunities for our underachieving, disaffected and vulnerable students including links to extended services and access to positive activities involving children and their families to develop relationships, resilience, self-confidence and discipline and team work.

To promote positive behaviour for learning across the college and assist the Heads of Year and Heads of Faculty with the effective support and challenge for behaviour with the target group of students.

The role is college based but may include spending some time off-site through the organisation of some Learning Outside of the Classroom activities. This could include adventure training, employer focused work and opportunities within the local community.

To support the enforcement of the college's Behaviour for Learning policy.

• Main Duties & Responsibilities:

- Provide supervision within the Internal Support Unit (internal exclusion from the curriculum).
- To investigate reported incidents of poor behaviour in conjunction with other key staff.
- Development of and implementing of an appropriate and bespoke referral process to identify the target group of students to be considered for support and intervention. This will be achieved in consultation with heads of year, heads of faculty and the SENDCo where appropriate.
- One to one and small group work with the target group of students to develop their social skills, behaviour, team work, resilience and self-confidence with the aim of re-engaging them into their learning journey. This may include; Thrive work, liaison with external agencies eg. Phoenix Project and other offsite opportunities.

- One to one or small group mentoring of the target group of students to improve their academic performance. This could be though developing their organisational skills, effective communication skills and stress coping strategies.
- Provide feedback and monitor the impact of this provision in consultation with key personnel in the college such as heads of year, tutors and the Inclusion team.
- Work collaboratively with colleagues to ensure the effective planning and delivery of intervention.
- Communicate regularly with college staff, highlighting strategies that work and well as those that don't in order to re-engage the students and maximise their achievement.
- Provide constructive lunchtime opportunities and supervision for the target group of students to engage them in meaningful activities during social time.
- Assist with the running of after school detentions as part of a team, coordinating appropriate learning opportunities during this time for the targeted group of students.
- Contact parents informing them of individual students' behaviour as part of effective lines of communication between school and home in conjunction with other key staff.
- Keep up to date records of micro-cohorts needing support in the target group of students.
- Monitor the security of the site during break and lunchtimes and alert senior managers to any potential risk to students, staff and premises.
- To provide information, reports and analysis on student behaviour with a special focus on micro-cohorts.
- To be a member of the college's First Aid team and contribute to the work of this team by participating in the first aid rota.

The post holder is required to promote and safeguard the welfare of the young people they are responsible for or come into contact with.

Person specification:

Attribute	Essential	Desirable	Method of Assessment
Management of people		Relevant experience of line managing a small team.	
Experience	<p>Management of specific intervention groups and course delivery</p> <p>Substantial relevant experience of working with children or young people who are vulnerable or disaffected</p> <p>Relevant experience of supporting the social, emotional and educational development of students</p> <p>Experience of dealing with difficult and challenging behaviour</p>	<p>Relevant experience of working within a main stream education environment</p> <p>Outdoor education qualifications and experience of running small groups within the qualified area</p> <p>Thrive Practitioner accreditation</p>	Application Interview
Practical Skills	<p>Ability to work constructively as part of a team and on your own</p> <p>Ability to be self-managing, and prioritise workloads effectively using one's own initiative</p> <p>Experience of organising workshops & activities & delivering learning experiences</p> <p>Positive approach to problem solving</p> <p>Development planning, report writing and record keeping.</p>	<p>Current First Aid certificate (Training will be given if this is not held)</p>	Interview Assessment
Communication	<p>Maintaining confidentiality</p> <p>Excellent communication with all age groups and abilities, both oral and written</p> <p>Excellent communication with members of the whole school community and parents as well as the Inclusion Hub at the College</p>	<p>Restorative and solution focused approaches to problem solving</p>	Application Interview Assessment

Personal Qualities	<p>Ability to foster constructive relationships with, and gain the confidence of, young people, parents/carers and colleagues</p> <p>Adaptability and a flexible approach</p> <p>Team player who works effectively with other colleagues</p> <p>Resilience</p> <p>Excellent sense of humour</p>		Interview Assessment
Strategic Thinking	<p>Plan programmes in advance based on knowledge of the student groups</p> <p>Work autonomously to seek solutions to issues</p>		
Technology / IT Skills	Able to use a range of standard computer applications	Experience of Microsoft Office applications	Application Interview Assessment
Education and Training	<p>A good standard of education to at least GCSE Grade C level or equivalent in English and Mathematics</p> <p>An understanding of young peoples' social, emotional and educational development needs</p>	<p>An understanding of the learning environment in which schools operate, including health and social care issues</p> <p>Outdoor education / Adventure training qualifications that are in date and awarded by the relevant awarding body</p> <p>Understanding of DCC "Early Help" strategy, policies and protocols</p>	Application Interview
Equal Opportunities	Tavistock College and its staff seek to eliminate discrimination, advance equality and foster good relations.		Demonstrate knowledge at Interview
Physical	Able to carry out the duties of the post with reasonable adjustments where necessary.		OH assessment
Other relevant factors	Commit and conform to Tavistock College Customer Service Standards.		

1. Creativity and Innovation:

- High level of creativity and decision making is required by the post holder. This includes the planning and delivery of intervention sessions.
- Set up and be responsible for keeping records of the work undertaken with the students and the impact that this work has had on the learning, engagement and progress of the students
- To work with the Vice Principal and the Inclusion Team to advise staff on the best possible approaches to be used when dealing with the students concerned

2. Links with other officers, Service users or Members of the Public:

- This post links directly to the Vice Principal and is an integral part of the whole college Inclusion team and structure
- Regular liaison with the Inclusion team at early intervention meetings to update on progress and make decisions on referrals
- Regular communication with parents, carers, teachers, tutors, support staff and the inclusion team
- Form links with and signpost students to support agencies via the inclusion health and multi-agency co-ordinator
- Working collaboratively with colleagues to ensure the effective planning and delivery of intervention
- Excellent communication and interpersonal skills are a must in order that clear and consistent messages are given to students and staff in difficult situations

3. Levels of Responsibility:

- 1:1 and small group support provided for students, this includes planning and delivering intervention sessions for the students that are based on their individual needs
- Self – directed case load is identified, tracked and monitored to assess student progress, attainment and development. The case-load will be reviewed and amended when necessary and decided by the post holder. This decision will be based on clear evidence of impact
- The post holder must be able to see what needs to be done without direction and then plan provision and activities for the student accordingly to meet their needs
- Mediate between the students, parents, carers and staff

4. Effects of Decisions:

- The post holder will be required to make decisions on a daily basis and to prioritise quickly using a solution focused approach. All decisions will:
 - Focus on a positive outcome
 - Be time and budget driven
 - Provide value for money
 - Be in accordance with college policy and procedures
 - Link with the college priorities – engaging boys and closing the attainment gap
- The post holder will be required to adhere to statutory policies but will need to have the confidence and experience to interpret guidelines in order to make and follow through their decisions.

5. Resources:

- The post holder will have access to and will need to use and manage student data and confidential information obtained from the college MIS system where they must maintain a high degree of accountability and security.

6. Work Demands:

- Required to be flexible and often is required to work additional hours. Little control over interruptions as child centered issues must be acted on immediately

- Work demands will be on a pre-planned and a reactive basis – borne from the level of emotional and social needs of the students.

7. Physical Demands:

- Working in a secondary school environment, working from a fixed base but also in and around the college site. This will also include some risks especially when conducting outdoor education activities or adventure training type events off-site.

8. Working Conditions:

- 80% office / classroom based – 1:1 or small group intervention/mentoring
- 20% office based – administration & record keeping, phone calls

9. Work Context:

- The post holder is likely to be exposed to a high level of pressure and stress when dealing with vulnerable and disaffected students.
- Must be able to work within unpredictable situations and demands
- Events/situations may be time consuming, difficult to resolve and demanding emotionally
- The post holder will be lone working on regular occasions

10. Knowledge and Skills:

- Experience of working within and influencing teams
- Experience of working with young people, including vulnerable and / or disaffected students
Evidence of excellent interpersonal and intrapersonal skills and a high level of emotional literacy
- Research and identifying mentoring strategies and / or activities that will motivate and engage boys in order to improve their attainment and progress
- Must be a team player, capable of inspiring, motivating , supporting and challenging.
- Any other child related training, ie, DAF
- Proficient in the use of Microsoft Office
- Ability to use SIMS or a similar data management system
- Good report writing, presentation and ICT skills