



Job description

POST:	Behaviour support worker
RESPONSIBLE TO:	The Principal, under the day-to-day management and leadership of an Assistant Principal
GRADE:	SCP12
KEY RELATIONSHIPS:	Academy Leadership Team; relevant teaching and support staff; students; Oasis Community Learning; LA representatives; partner professionals; parents; local community; other Oasis Academies
LOCATION:	Oasis Academy Wintringham
WORKING PATTERN:	37 hours a week – Fixed Term
JOB PURPOSE:	To provide support and guidance to children by removing barriers to learning in order to promote effective participation, enhance individual learning, raise aspirations and achievement. To ensure students change/adapt behaviour for learning choices.

RESPONSIBILITIES:

1. Work with student whose behaviour and disaffection significantly impacts on their attainment and progress.
2. Improve students' progress and achievement by helping to minimise barriers to learning and maximise student participation.
3. To promote and safeguard welfare of children you work with or come into contact with.
4. To raise students' aspirations through adapting the choices they make.
5. To analyse the daily behaviour data and where appropriate, disseminate to the relevant staff.

Believe, Achieve, Succeed

 @OAWintringham #proudtobeOAW
 OasisWintringham

Principal: Ms. H. Stennett

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Oasis Academy Wintringham is sponsored by Oasis Community Learning
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Registered Office: 75 Westminster Bridge Road, London, SE1 7HS.



DUTIES:

1. Strategic Development and Academy Development

- Responsible, as a member of staff, for promoting and developing a positive culture and to ensure inclusion and diversity within the Academy community is recognised and respected.
- Contribute to the development of the Academy's vision, values and aims to abide by agreed professional behaviours and attitudes.

2. Key Tasks

Developing Supportive Mentoring Relationships

- Assist staff in identifying students showing early signs of disengagement and those who would benefit from mentoring help to overcome barriers to learning.
- Support the assessment of underlying reasons for disengagement and compile a comprehensive profile that takes into account social, emotional and educational needs.
- Contribute to the assessment of children who have been identified for mentoring and the review of their progress and achievements.
- Support emotional well-being, learning and personal development through one-to-one mentoring, small group work and other supportive relationships.
- Plan and deliver individual and small group mentoring sessions, which provide a range of strategies that will promote social, emotional and behavioural development.
- Work with teaching staff and support staff in devising and implementing individual learning plans to promote students' academic, social, emotional and behavioural development.
- Organise and run extracurricular activities where appropriate during lunch and out of school activities to support students who have difficulties at these times.
- Motivate, challenge and empower students to make positive choices and changes.
- Implement agreed action plans with groups and individual students and those involved with them based on an assessment of strengths and needs.
- Monitor students' progress before, during and after intervention to measure the impact of the intervention strategy on progress; include student/parent evaluations.
- Maintain accurate records of work for each identified student.
- Support students to manage transitions in their lives.
- Respond to the needs of students who have experienced trauma – ACEs.

Supporting learning, participation and social inclusion

- Manage students who are accessing either Time Out or TOTAL provision, ensuring that all learning is accessed, attempted and returned to the class teacher, so that academic progress is maintained.

- Help students to manage and resolve conflict by using and teaching them a variety of strategies.
- Support new and in year admissions.
- Develop additional and alternative interventions and activities to build self-esteem and encourage learning and social participation.

Working in partnerships

- Liaise closely with the staff in Academy to ensure they understand and support the strategies being used by the Behaviour Mentor to develop students' skills for engaging in learning and positive behaviours.
- Develop and maintain appropriate contact with the families and carers of students who have identified needs and to keep them informed about their son/daughter's needs and progress, and secure positive family support.
- Work effectively and collaboratively with teachers, support staff and external support as required to ensure effective support provision for all students.
- Attend and participate in multi-disciplinary meetings contributing to the sharing of information and/or planning in relation to specific students.
- Negotiate, establish and maintain effective working partnerships with other agencies and individuals in order to address needs and help remove barriers to learning for children and young people.
- Provide regular feedback to relevant staff, professionals and parents.
- Ensure confidentiality is maintained at all times.

3. Student Well-Being

- Assist in the physical management of students if required.
- Help with escorting students on educational visits and participate in extra-curricular activities as required.

4. General

- Attend training including the Academy's Training Days.
- Ensure own professional competence remains sufficient to provide effective support by seeking support for your practice and development. Keep informed of relevant legislation.
- Attend team meetings
- Complete the administrative duties relevant to the role of behaviour mentor, including planning, record keeping, data base and reports.
- Carry out routine administrative tasks.
- Participate in the Academy's Performance Management process.

The person undertaking this role is expected to work within the policies, ethos and aims of the Academy and to carry out such other duties as may be reasonably assigned by the

Principal. The post holder will be expected to have an agreed flexible working pattern to ensure that all relevant functions, including extra-curricular activities, are fulfilled through direct dialogue with employees, contractors and community members.

All staff take and active role in the Academy's care and guidance of students.

The above responsibilities are subject to the general duties and responsibilities contained in the Statement of Conditions of Employment.

The duties of this post may vary from time to time without changing the general character of the post or level of responsibility entailed.

The post holder will be subject to performance objectives agreed annually with the relevant body and these objectives will be reviewed annually.

Behaviour Mentor

Person Specification

	Essential	Desirable
Qualifications	<ul style="list-style-type: none"> GCSE English and maths at A*-C or level 2 equivalent 	
Experience, Skills and Knowledge	<ul style="list-style-type: none"> Ability to establish effective mentoring relationships that motivates change and personal growth. A sound knowledge of social, emotional and learning development. Understanding of the contribution family, caring and social networks make to development. Understanding of what transition means and how to support children through changes in their lives – planned or unplanned Understanding why children might behave in unexpected ways. Ability to identify and analyse the underlying issues that may lead to underachievement and barriers to learning and participation. Knowledge of a range of behaviour management strategies and techniques. Knowledge of strategies for establishing and developing effective one-to-one mentoring and other supportive relationships with children and young people. Ability to motivate and encourage children to meet 	<ul style="list-style-type: none"> Experience of working in a school or Academy setting.

	<p>their targets for learning and/or behaviour.</p> <ul style="list-style-type: none"> • Ability to write brief reports and keep records. • Understanding the practical application of Equal Opportunities in a mainstream Academy context. 	
<p>Personal Qualities</p>	<ul style="list-style-type: none"> • Good organisational skills, ability to show initiative. • Good communication skills • Good ICT skills • Ability to work as part of a team • Ability to reflect • Ability to demonstrate patience with firmness. • Ability to form and maintain appropriate relationships and personal boundaries with children. • Be able to maintain confidentiality • Emotional resilience in working in a range of challenging situations. • Have a willingness to demonstrate commitment to the values and behaviours which flow from the Oasis Ethos. 	