St. John's C of E Primary School

Job Description
Behaviour Support Worker

Job details

Salary: Grade C

Hours: 27.5 hours – 8:30am – 3:00pm

Contract type: Permeant

Reporting to: SENDCo

Application Closing Date: Friday 4th December

Interview Date: Thursday 10th December

Start Date: as soon as possible after interview and DBS checks complete (Jan 27)

MAIN PURPOSE OF THE JOB

- To provide support in addressing the needs of pupils who need particular help to overcome barriers to learning, in order to improve progress, achieve their full potential and maximise their participation in learning
- Support the ethos of the school

KEY TASKS

Support for Pupils and families

- Provide pastoral support for pupils and supporting them, particularly if at risk of exclusion or suspensions.
- Assist with the development and implementation of individual plans: IBMP/Support/Thrive etc
- Support children with IBMPs in class: follow up targets and effectiveness of strategies in class. This is carried out strategically and timetabled each week.
- Establish productive working relationships with pupils acting as a role model
- Provide support for distressed pupils
- Provide information and advice to enable pupils to make choices about their own learning/behaviour/attendance
- Challenge and motivate pupils, promote and reinforce self-esteem
- Provide feedback to pupils in relation to their behaviour
- Support Behaviour Lead in delivery of Thrive assessment and Thrive
- All intervention support to be recorded on CPOMs and communicated with parents.

Support for the Staff

- Promote good pupil behaviour, dealing promptly with incidents in line with school behaviour management policies.
- Establish constructive relationships with parents and carers, promoting the school's home/school liaison policy
- Help re-integrate pupils after extended absence or suspension.
- Support pupils' access to learning using appropriate strategies, resources etc
- Provide objective and accurate feedback and reports as required on these plans, ensuring the availability of appropriate evidence

- Support Behaviour Lead with updating behaviour records, contributing to review of systems/records including analysing behaviour logs/records: half termly analysis with clear actions. Actions will be reviewed for impact.
- Assist in the development and implementation of appropriate behaviour management strategies and ensure that these are in place

Support for the curriculum

- Where necessary, work with the Behaviour Lead and/ or SENDco to implement teacher-defined learning activities/teaching programmes, adjusting activities according to pupil responses/needs
- Be aware of and appreciate a range of activities, courses, organisations and individuals to provide support for pupils to broaden and enrich their learning
- Determine the need for, prepare and use specialist equipment to support pupils

Support for the school

- 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 an support difference and ensure all pupils have equal access to opportunities to learn and develop
- Contribute to the overall ethos/work/aims of the school
- Establish constructive relationships and communicate with other agencies/professionals, in liaison with the teacher, to support achievement and progress of pupils.
- Attend and participate in regular meetings: Inclusion Team Meetings.
- Participate in training and other learning activities as required
- Recognise own strengths and areas of expertise and use these to advise and support others
- Assist in the supervision, training and development of staff
- Maintain an awareness of school, National and statutory policies and requirements and apply these in the workplace

Key Decision Making Areas in the Role

- Behaviour Support Worker will deal with pupil behaviour and make judgements when to refer incidents to the Behaviour Lead or a senior member of staff/ class teacher
- Behaviour Support Worker, whilst working under the general direction of the Inclusion Lead, will work unsupervised and without the close presence of a teacher
- Behaviour Support Worker will be required to produce feedback to the class teacher and keep records as appropriate.

Role Dimensions

- Behaviour Support Worker will support teaching staff in their area of expertise. They will also brief and support new staff (including teachers) on the behaviour of identified pupils.

Contacts

- Teaching and other staff in the school
- Headteacher
- SENDCO/ Inclusion Lead
- Behaviour Lead
- Pupils
- Parents/relatives/carers
- Educational psychologists
- SEN governor

Working Conditions

- School and classroom based learning environment responsibility, with teacher, for maintaining calm
- Manual handling responsibilities
- Skilled in physical intervention techniques/ restraint technique for dealing with difficult children
- Expected to maintain behaviour management standards of children, some of whom can be especially challenging , difficult and sometimes violent, and deal with racial/abusive language and bullying
- Health and Safety responsibility for self, children and area which is particularly demanding in a child-centred environment

Role Requirements

- Empathy with pupils and sympathetic to their needs
- Experience of working with children with additional needs
- Understanding of principles of child development and learning processes and in particular barriers to learning
- NVQ3 for Teaching Assistants or equivalent qualification/experience
- Excellent English and Mathematics skills
- Minimum of 2 years' relevant experience in a teaching/learning/child support working environment
- Good communication skills and able to clarify and explain instruction clearly
- Can use ICT effectively to support learning
- Working knowledge of national/foundation stage curriculum, particularly English and Mathematics requirements, and other relevant learning programmes for a broad and balanced curriculum
- Professionally discrete and able to respect confidentiality on particular issues
- Well-developed interpersonal skills enabling effective relationships with a variety of people
- Team worker

Context/Additional Information

- It has a high confidentiality component and needs to hold the trust and confidence of both the pupils and the teachers. It may require information on child protection/family sensitive issues which must be treated carefully and appropriately
- The size and context of the school is a factor determining how the role operates as will the physical site of the school.
- An awareness that high levels of stress may be generated by various aspects of the role including when dealing with individual pupils and/or groups with complex and demanding learning needs. The postholder's working hours predominantly require constant pupil contact.
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……Behaviour Support Worker …….. Date

……Headteacher …….. Date

November 2026