

HAMPSHIRE COUNTY COUNCIL

Data Protection Act 1998. This form will enable us to process any information you contribute to the role profiling process and will be used by Hampshire County Council evaluation panels for job evaluation purposes. At a later date, the information will also be used in other personnel areas, e.g. performance development review, induction, and training and development Processing of information includes storage of records electronically and in hard copy format. Personal data will only be made available to Hampshire County Council staff and trade union representatives involved in these processes. Any data required for statistical/research purposes will be depersonalised.

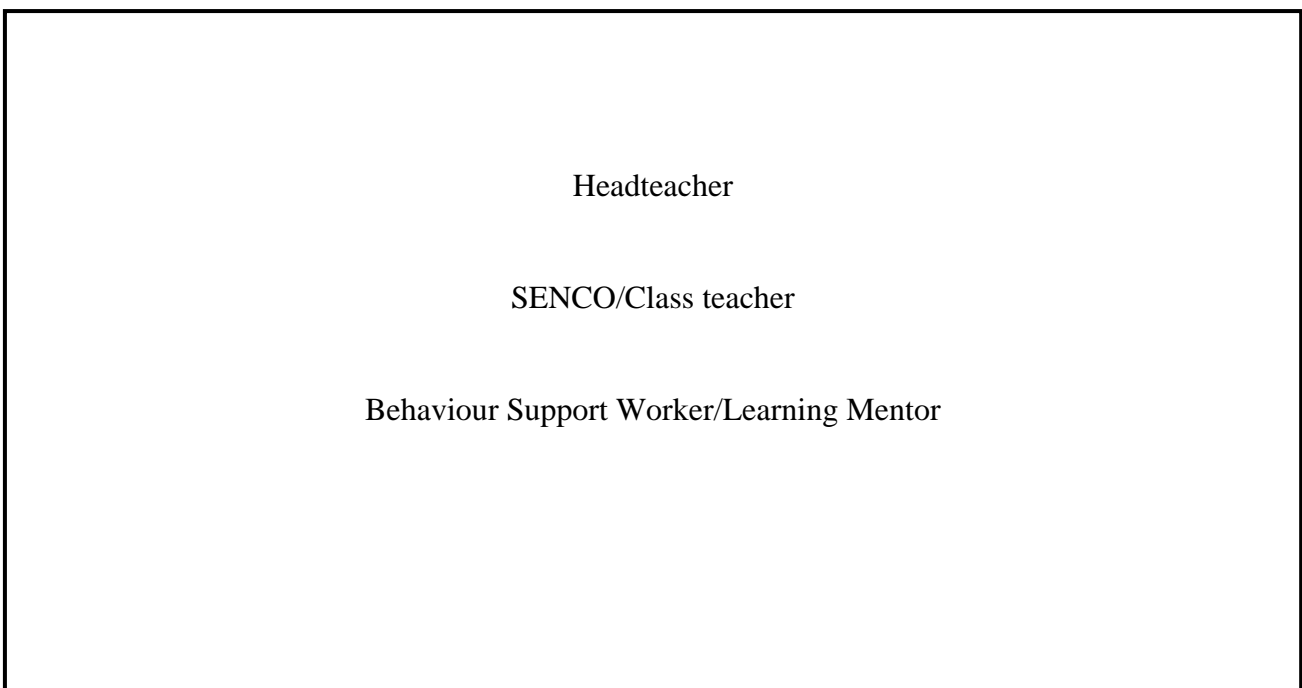
ROLE PROFILE FORM

Section A

Role Profile Ref:	02009
Department/Section:	Education (schools)
Role Title:	Behaviour Support Worker/Learning Mentor
Reports To - (Supervisor/manager's role title) :	SENCO or class teacher
Role Purpose: (why the role exists)	To provide support in addressing the needs of pupils who need particular help to overcome barriers to learning in order to achieve their full potential

Section B Organisation

Please provide a simple line drawing indicating where the role sits within the organisation in the box below. (See guidance notes with regard to the use of formal organisation charts).



Section C

ROLE REQUIREMENTS

This involves identifying the most significant responsibilities of the role. Accountability statements are key functions of the role which in combination make up the main purpose.

Accountabilities	Accountability Statements	% of Time
Support for pupils	<ul style="list-style-type: none"> • Provide pastoral support to pupils. • Receive and supervise pupils excluded from, or otherwise not working to, a normal timetable. • Provide advice and assistance to pupils in their social, health and hygiene development. • Participate with teaching staff in comprehensive assessment of pupils to determine those in need of particular help. • Assist the teacher with the development and implementation of Individual Education/Behaviour/Support/Mentoring plans. • Establish productive working relationships with pupils acting as a role model. • Develop 1:1 mentoring arrangements with pupils and provide support for distressed pupils. • Support the speedy/effective transfer of pupil information across phases. • Promote the effective integration of those pupils who have been absent. • 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 progress, achievement, behaviour, attendance etc. 	

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<p>Support for teachers</p>	<ul style="list-style-type: none"> • In conjunction with senior staff, liaise with feeder schools and other relevant bodies to gather pupil information. • Support pupils' access to learning using appropriate strategies, resources etc. • Assist in planning, evaluating and adjusting learning activities as appropriate. • Monitor and evaluate pupils' responses and progress against behaviour/learning action plans through observation and planned recording . • Provide objective and accurate feedback and reports as required on these plans, ensuring the availability of appropriate evidence. • Be responsible for keeping and updating records as agreed with other staff, contributing to reviews of systems/records as requested. • Assist in the development and implementation of appropriate behaviour management strategies. • Establish constructive relationships with parents/carers, exchanging information, facilitating their support for their child's attendance, access and learning and supporting home to school and community links. • Assist in the development, implementation and monitoring of systems relating to attendance and integration. • Provide clerical/admin support e.g. dealing with correspondence, compilation/analysis/reporting on attendance, exclusions etc, making phone calls etc. 	
<p>Support for the curriculum</p>	<ul style="list-style-type: none"> • 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, plans and resources to support pupils. 	

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<p>Support for the school</p>	<ul style="list-style-type: none"> • 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 and 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. • 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. • Implement planned supervision of pupils out of school hours. • Supervise pupils on visits, trips and out of school activities as required. 	
<p>Corporate and statutory initiatives - equalities/health and safety/e-government/sustainability</p>	<ul style="list-style-type: none"> • Maintain an awareness of school, national and statutory policies and requirements and apply these in the workplace. 	

Section D -The key decision making areas in the role

- A Behaviour Support Worker/Learning Mentor will deal with pupil behaviour and make judgements when to refer incidents to a senior member of staff/class teacher.
- A Behaviour Support Worker/Learning Mentor, whilst working under the general direction of the teacher, will work unsupervised and without the close presence of a teacher.
- A Behaviour Support Worker/Learning Mentor will be required to produce detailed feedback to the class teacher and keep records as appropriate – as such the postholder will decide on what feedback to give.

Section E - The role dimensions - financial (e.g. budgets) and non-financial (e.g. units, workload, customers/staff)

- Role dimensions vary according to the experience of the Behaviour Support Worker/Learning Mentor.
- Size of the school: between 400-1600 pupils on roll (secondary); 40-400 pupils (primary).
- A Behaviour Support Worker/Learning Mentor will guide teaching staff in their specialist area. They will also brief and support new staff (including teachers) on the achievement of pupils.

Section F - The main contacts – external/internal customer contacts and purpose

- Internal (in school) – pupils, other colleagues, teachers, headteacher, special needs governor, other members of the governing body.
- External (outside school) – (usually under the direction of the teacher) Education Psychologist, Education Welfare Officer, parents/guardians/carers, GPs, hospital staff, Occupational therapists/physiotherapists, other LEA specialist colleagues, outside contractors, specialist groups on educational visits, students, escorts, police.

Section G – Working conditions – environment, and physical effort or strain.

- School and classroom based learning environment (sometimes significantly constrained in terms of space/equipment/seating) – responsibility, with teacher, for maintaining calm.
- External working on trips, educational visits etc.
- May be trained to undertake very personal/intimate medical work for children with special needs.
- Manual handling responsibilities.
- Skilled in restraint techniques for dealing with difficult children.
- Expected to maintain behaviour management standards of children, some of whom can be especially challenging and difficult, 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.
- Carrying out physio routines

Section H - Context/additional information

- It has a high confidentiality component and needs to hold the trust and confidence of both the pupils and teachers. It may acquire information on child protection/family sensitive issues which must be treated carefully and appropriately.
- The size and type of school will be a factor in determining how the role operates as will the physical site of the school.
- High levels of stress are 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 require constant pupil contact and there is no provision for attendance when children are not there.
- Written reports from Behaviour Support Workers are detailed and complicated.

PROGRESSION IN ROLE

Section J - Entry: Necessary role-related knowledge, skills and experience at selection

- Experience working with children of relevant age.
- Empathy with pupils and sympathetic to their needs.
- Experience of working with children with additional needs.
- Working knowledge of national curriculum and other relevant learning programmes.
- Understanding of principles of child development and learning processes and in particular barriers to learning.
- Very good literacy/numeracy skills.
- NVQ3 for Teaching Assistants or equivalent qualification or experience.
- Good communication skills and able to clarify and explain instructions clearly.
- Professionally discreet and able to respect confidentiality on particular issues.
- Well developed interpersonal skills and sense of humour enabling effective relationships with a variety of people.
- Team worker.

Section K – Initial induction/training required to become effective in the role

Estimated time to become operationally effective

Up to 3 months

- Shadowing experienced Behaviour Support Worker/Learning Mentor in school.
- Knowledge of school and school systems/policies.
- Approach towards pupil discipline and behaviour.
- Relationship between and respective responsibilities of teacher and Behaviour Support Worker/Learning Mentor.
- Professional relationships between staff and pupils.
- Support from mentor Behaviour Support Worker/Learning Mentor.
- Manual handling skills.
- Developing health and safety knowledge.
- Independent working, under the professional direction of a teacher, with groups of children.
- SCIP/Makaton/PECS/ASD training.

Section L – Operationally effective: How would effectiveness in role be demonstrated?

- Firm, sensitive and effective approach towards pupil discipline.
- Good organisational ability.
- Able to work at an advanced level with the teacher on the development and implementation of behaviour management strategies and IEPs.
- Ability to plan effective behaviour/learning actions for pupils at risk of under-achieving.
- Full understanding of the range of support services/providers.
- Able to monitor, evaluate and record pupil progress against behaviour/learning plans.
- Ability to apply knowledge and skills from training in practical classroom context.
- Flexible in relation to tasks undertaken and groups/children allocated.
- Ability to motivate and encourage children appropriately.
- Ability to work independently and with initiative.
- Ability to establish and maintain good relationships and rapport with other colleagues in the school, and external contacts.
- Possession of specialist qualifications/skills to deal with needs of particularly challenging pupils.
- Work constructively as part of a team, understanding classroom roles and responsibilities and own position within these.

Section M - Adding value: What characteristics will the advanced role holder demonstrate?

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- Inputting to and, where appropriate, leading on professional development of school staff during in-service activity.
- Recognised for expertise in school and, possibly, more widely in LEA.
- Mentoring of other Behaviour Support Workers/Learning Mentor.
- Support for the induction of other staff in the school including, in appropriate circumstances, teaching staff.
- Able, under the overall direction of the teacher, to take responsibility for meetings with external contacts.
- Ability to self evaluate learning needs and actively seek learning opportunities.