**Job title:** Positive Behaviour Support Assistant

**Salary:** Scale 5

**Term:** Maternity Cover

**Line Manager:** Class Teacher/Deputy Headteacher

**Supervisor**y None, apart from assisting in work familiarisation of new members of

**Responsibility:** staff, students and volunteers.

**Hours:**  Full Time 8am – 4pm (37 hours)

**INTRODUCTION**

All staff are required to carry out their duties in accordance with all school policies and procedures. The duties outlined in this job description are correct at the time of creation but may change in accordance with the needs of the school.

**PRIME OBJECTIVES OF THE POST**

* To work 1:1 to support and teach pupils with complex SLD and significant behavioural needs.
* To work with regular supervision from a designated member of staff to maximise all learning opportunities in a proactive and responsive way across 4 areas of need.
* To prioritise the engagement of key child through planned approaches such as effective CP.
* To identify and evidence small steps of progress, planning next steps in a timely manner as per school policy.
* To record evidence of progress and contribute on reporting of progress at Parents Evenings, via the school assessment system and at EHCP reviews.
* To resource sessions (working as part of staff team).
* To contribute to risk assessments for regular community activities and to take responsibility for the pupil(s) health and safety, medical needs and behaviour during regular community activities (as part of a team or pair)
* To assist the pupils with personal care needs which may include social, health, hygiene and welfare matters, (including transfers between equipment, toileting, feeding) and to carry out moving and handling transfers to support pupils’ access to the classroom and curriculum.
* To use behaviour management strategies in line with the school’s policy and procedures, which contribute to a purposeful learning environment for pupils appropriate to their age and special needs, including Team Teach.
* To maintain records on behaviour incidents or serious incidents as per school policy.
* To communicate regularly with parents/carers and external professionals on pupil progress and welfare.
* To work towards agreed EHC outcomes.
* To assist the teacher in creating and maintaining a purposeful, orderly and supportive learning environment for all pupils particularly helping to overcome barriers to learning, including physical, emotional and behavioural difficulties.
* To promote the inclusion of all pupils, ensuring they have equal opportunities to learn and develop.
* To be responsible for promoting and safeguarding the welfare of children and young people within the school including reporting concerns via CPOMS and to DSLs as per policy.
* To have shared responsibility with all school staff for the provision, storage, care and maintenance of equipment and materials throughout the school and to report any defects or health and safety issues to a member of SLT.
* To maintain a high level of professionalism at all times in line with the Staff Code of Conduct.
* To participate in an annual performance management meeting as determined by the Headteacher and set mutually agreed targets.

**OPERATIONAL DUTIES/MAIN RESPONSIBILITIES AND TASKS**

**Support for pupils**

* To work in a planned and also responsive way to respond to the needs of children within a teaching activity or as an area of need.
* To fully implement the approach and principles of appropriate communication method such as PECS, intensive interaction.
* To support pupils learning in the most effective way working with multidisciplinary teams in order to promote the learning objectives of each pupil.
* To assist the pupils with personal care needs which may include social, health, hygiene and welfare matters. (toileting, feeding, transfers) maximising their understanding of the process and teaching specific skills.
* To support pupils through the delivery of specific learning programmes and to contribute to setting specific targets.
* To encourage pupils to interact and work co-operatively, ensuring all pupils are engaged in appropriate activities based on their age and special needs, which may include participating in physical activities with the pupils including support at swimming.
* To have a knowledge of complex special needs and are able to use appropriate programmes such as see and learn, phonics, numicon, attention autism, sherborne etc
* To recognise that pupils may have communication difficulties and to be able to use alternative communication techniques if required (AAC, intensive interaction, intervener, symbols, signing) taking responsibility for the preparation of individual resources and the update and programming of devices.
* Ensure that you are a strong, positive role model for pupils and other staff and that you maintain good working relationships and communication with colleagues.
* To attend and contribute to weekly supervision sessions in order to evaluate pupil progress and plan next steps.
* To work within the positive behaviour management strategies of the school supporting with the writing, review and implementation of appropriate plans, feeding back to the behaviour team.
* To take responsibility for the preparation of all resources needed for individual pupil programmes and activities.
* To provide objective and accurate feedback and reports to the class teacher and to other professionals as necessary.

**Support for the school**

* To comply with and assist with the development of policies and procedures relating to child protection, health, safety and security, SEN/inclusion and data protection, reporting all concerns to the appropriate named person.
* To work in an environment where there is a varied intensity of demands from the pupils and where physical intervention may be needed to ensure the safety of the child and or others.
* To attend relevant meetings and participate in training opportunities and professional development as required, including all school training days (INSET) at the Head teacher’s discretion.
* To provide support for pupils’ emotional and social needs by encouraging and modelling positive behaviour in line with school policy.
* To plan, prepare for and accompany teaching staff and pupils on visits, trips and out of school activities as required within contracted hours and to take responsibility for pupils and their individual needs under the supervision of the teacher.
* To assist with the supervision of pupils out of lesson time but during the school day within contracted hours as necessary for their safety. (playtimes, trips, Inclusion, swimming)
* To assist with the general pastoral care of pupils, including helping pupils who are unwell, distressed or unsettled and have emotional and behavioural difficulties.
* To be able to follow the programme of medication for individual pupils as required following training from the school nurse and under the direction of the teacher.
* To assist in the training and development of other staff. To adhere to school health and safety policy including risk assessment and safety systems.
* To adhere to school policy on equality and diversity.
* To interact with and respond positively and professionally to pupils and adults including colleagues, other professionals and parents/carers.
* To work effectively as a team member being aware of and providing support to colleagues when needed.
* To respect the confidentiality of all pupils and the school community by using the school protocols for sharing information.

**Highbury School Person Specification Post Title: Teaching Assistant – Scale 4**

|  |  |  |  |
| --- | --- | --- | --- |
| **ATTRIBUTES** | **ESSENTIAL** | **DESIRABLE** | **HOW IDENTIFIED** |
| **PRACTICAL INTELLECTUAL SKILLS AND QUALIFICATIONS** | To communicate effectively with pupils, staff, parents/carers, governors & visitors.  Strong ICT skills.  To be able to write in standard English.  To be able to read and digest a range of professional reports.  To be able to contribute to relevant training events.  Driving license | GCSE or equivalent in English and Mathematics  Basic First Aid Qualification (e.g., St. John's or Red Cross) | Expression of Interest  Interview  Certificates  References |
| **EXPERIENCE** | Experience of working with children SLD/ ASD and sensory processing difficulties.  Experience of working 1:1 with a pupil with SEND.  Experience of liaising with a range of professionals.  Experience of supporting a child with complex behaviour needs including following and evidencing a BMP. |  | Expression of Interest  Interview  References |
| **TRAINING** | Able to attend courses as required for the role.  Able to attend weekly supervision sessions and contribution to evaluation and discussion of practice.  Safeguarding. | Sherborne  Team teach  Intensive interaction  Attention autism  See and learn  Social communication  ASD awareness  Sensory processing awareness  Sensory integration  PECS  Objects of reference  Schema  Sign supported English. | Expression of Interest  Interview  Certificates |
| **DISPOSITION AND ATTITUDES** | Be able to work independently, following guidance and direction from SLT and class lead.  Be positive and take a proactive approach.  Reflective practitioner who is able to give and receive feedback.  Resilient and able to manage pressure effectively.  Well-organized.  Flexible.  Patient.  Child-centered.  Respond effectively to changing circumstances.  Understand the importance of discretion and confidentiality at all times.  Calm manner and a compassionate and nurturing disposition. | Experience of working as part of a reflective team. | Expression of Interest  Interview  References |
| **PHYSICAL** | Able to undertake all moving and handling operations, of pupils and objects, adhering to individual risk assessments/plans and behaviour management plans.  Able to work in the range of environments across school including swimming pool, garden school, soft play, rebound and bikes. |  | Expression of Interest  Interview  Certificates  References |