

**JOB DESCRIPTION**

<b>Post Title:</b>	<b>Behaviour Support Worker</b>	<b>Director/Service/Sector Children's Services</b>		<b>Office Use</b>
<b>Band:</b>	<b>5</b>	<b>Workplace: Central, South East, North or Tynedale areas</b>		<b>JE ref: 1469</b>
<b>Responsible to: Head of Service</b>		<b>Date: 2010</b>	<b>Manager Lever:</b>	<b>HRMS ref:</b>
<b>Job Purpose:</b> To support directly within mainstream schools a small number of pupils with SEBD. The post holder will be a member of the Children's Early Intervention Team working closely with identified schools.				
<b>Resources</b>	Staff	None		
	Finance	None		
	Physical	Responsibility for resources to support everyday work across a wide range of schools		
	Clients	Pupils, Headteachers, teachers, support assistants, lunchtime supervisors, parents and professionals from other services		
<b>Duties and key result areas:</b>				
<u>Support for Pupils</u>				
<ol style="list-style-type: none"><li>1. Working directly with designated pupils in mainstream settings either individually or in small groups, dependant on the nature of the referral.</li><li>2. Assisting pupils in developing insight into their difficulties and seeking ways of alleviating them.</li><li>3. Assisting pupils in monitoring their own progress</li></ol>				
<u>Support for schools and staff</u>				
<ol style="list-style-type: none"><li>1. Liaising as necessary with all staff involved with designated pupils to develop and maintain consistent approaches to behaviour management.</li><li>2. Working alongside teaching staff in assisting pupils to access the curriculum.</li><li>3. Contributing to the development of Individual Education Plans through the identification of appropriate social/emotional/behavioural targets and offering advice on strategies related to the delivery of the individual education plan (<i>not responsible for curriculum learning outcomes</i>).</li><li>4. Being responsible for the planning and delivery of programmes of work to develop social skills.</li><li>5. Maintaining agreed records of pupil progress.</li><li>6. Attending relevant meetings regarding individual pupils and maintain appropriate records.</li><li>7. Contributing to the CAF process when applicable</li></ol>				
<u>Liaison with families and external agencies</u>				
<ol style="list-style-type: none"><li>1. Maintaining regular contact with the families and carers of individual pupils regarding their progress.</li><li>2. Developing as appropriate joint home/school programmes to meet individual pupils' identified needs.</li><li>3. Preparing and presenting reports at review meetings.</li><li>4. Liaising as necessary with other professionals involved with designated pupils and their families.</li><li>5. Attending multi-agency meetings as necessary.</li></ol>				
<u>Professional development</u>				
<ol style="list-style-type: none"><li>1. Taking part in relevant training set up by or for the Children's Early Intervention Team.</li><li>2. Contributing to meetings of Behaviour Support staff as appropriate</li><li>3. Participating in the Divisional appraisal scheme and relevant service development programmes.</li></ol>				

The duties and responsibilities highlighted in this Job Description are indicative and may vary over time. Post holders are expected to undertake other duties and responsibilities relevant to the nature, level and extent of the post and the grade has been established on this basis.

#### **Work Arrangements**

Transport requirements:	Current Driving License and the ability to meet the transport requirements of the job
Working patterns:	37 hour week School Term Time only + 5 days Holidays: as Schools
Working conditions:	Peripatetic but with an office base

Northumberland County Council  
**PERSON SPECIFICATION**

<b>Post Title:</b> Behaviour Support Worker		<b>Director/Service/Sector:</b> Children's Services	Ref: 1469
<b>Essential</b>		<b>Desirable</b>	<b>Assess by</b>
<b>Knowledge and Qualifications</b>			
A nationally recognised qualification in a profession relating to child development or equivalent. GCSE Grade C in English and Maths or equivalent.		Further relevant qualifications in recognised techniques of therapeutic intervention (e.g. Behaviour Therapy, Brief Therapy, Counselling, Circle Time) as deemed appropriate by the Head of the Service.	
<b>Experience</b>			
Recent and relevant experience of working with children with complex needs. Work within an educational setting.		Work with families and carers. Understanding of multi-agency working.	
<b>Skills and competencies</b>			
Understanding of child development. Ability to understand and adhere to the need for confidentiality. Ability to communicate with and relate to children with complex needs. Ability to work within and contribute to a team approach. Ability to communicate with and relate to a range of professionals and parents/carers. Ability to write reports concisely and clearly.		Awareness of factors contributing to emotional and behavioural difficulties in children. Ability to observe and assess children's behaviour. Appropriately supervised experience in work with children with emotional and behavioural difficulties. Experience of providing training to adult groups. Basic IT skills.	
<b>Physical, mental and emotional demands</b>			
Ability to work under pressure and respond flexibly to changing situations. Ability to remain calm in response to challenging behaviour. Ability to deal effectively with emotionally challenging people and situations Ability to support colleagues facing the impact of emotionally challenging situations within their professional roles			
<b>Other</b>			
A commitment to supporting young people with challenging behaviour in mainstream schools. A willingness to participate in identified training. Ability to meet the transport requirements of the post.			

Key to assessment methods; (a) application form, (i) interview, (r) references, (t) ability tests (q) personality questionnaire (g) assessed group work, (p) presentation, (o) others e.g. case studies/visits