

Post title: Pupil Well-being and Behaviour Support Officer

Salary and grade: Band F (Scale point 12 – 17)



FTE - £28,598 - £31,022; Actual Salary - £20,902 - £22,673

Line manager/s: Family Support and Behaviour Lead

Main purpose of the job:

As a Well-Being and Behaviour Support Officer you will work with the Headteacher, Senior Leadership Team and Family Support and Behaviour Lead to develop a family and person-centred provision which proactively seeks to create effective environments and systems to promote and support positive pupil well-being. You will work alongside the Behaviour Lead in establishing and maintaining effective plans for supporting pupils to manage their behaviour to maximise learning and will contribute towards long term positive outcomes through the conception, development and launch of key initiatives around our pupils' well-being, behaviour and engagement needs at Hilltop.

Key duties and responsibilities

Responsible for:

Behaviour support

- Share and role model the school's ethos around well-being and behaviour.
- Provide leadership of groups of students and class staff.
- Liaise with Family Support and Behaviour Lead and the wider team.
- Support the school to ensure the well-being and behaviour needs of each child or young person are met to maximise engagement and learning.
- Ensure effective and efficient use of resources.
- Support class teams to ensure environments are effective in supporting positive well-being.
- Support class teams to ensure every student has an effective behaviour plan.
- Monitor behaviour incidents on Behaviour Smart and provide feedback to SLT at weekly meeting.
- Support and contribute to evaluation of our work and share good ideas and practice with others.
- Support good communication and collaborative practice between other professionals, external providers, school and Parents/Carers.
- Display information and share information around pupil well-being and behaviour with staff and parent/carers.
- Support and lead pupil well-being and behaviour in school following best practice and schools' agreed policies and procedures.
- Ensure 'hotspot' behaviour support team is in place and lead/manage this on a daily basis.
- Liaise with other professionals including CAMHS, social care, educational psychology etc.

- Ensure behaviour plans are regularly reviewed, updated and modified in the light of incidents or changes in behaviours/circumstances.
- Create and plan resources to enable students to communicate effectively how they are feeling and indicate key emotions/time out etc.
- Create and plan resources and procedures to effectively manage a students' day effectively (now/next, rewards, time out, time lines, interventions, de-escalation, physical interventions and use of spaces/timetable).
- Liaise with class teacher/teams to monitor and review well-being and behaviour of individual students.
- Work with parents to establish effective and consistent well-being and behaviour plans.
- Support delivery of specialist well-being and behaviour workshops and training e.g. Team Teach.
- Share good practice with class team to ensure they are working effectively in school.
- Liaise and provide multi-agencies with specialist support outside of school including social care/ health and education.
- Provide reports/information around progress at annual reviews, in home school diary or meetings.
- Keep up to date with all policies and procedures relating to safeguarding, well-being, physical intervention and behaviour.

Family support

- To build positive relationships with parents and carers.
- To offer graduated family support signposting parents and carers to support available to them.
- To work alongside the transition and early help lead to provide support for specific cases.

Additional duties:

- Other such reasonable duties as determined by the Family Support and Behaviour Lead and Headteacher consistent with the grade of the post and the experience of the Post holder.
- To report and record safeguarding concerns in line with safeguarding policy.

As appropriate, the post holder's duties must be carried out in compliance with the following:

- Equal Opportunities Policy and Strategy;
- Information and Data Security Policies;
- ESFA's Financial Regulations as set out in the Academy Handbook;
- Health and Safety at Work Act (1974) (and subsequent health and safety legislation);
- Data Protection Act 2018;

- Information Records Management Toolkit for Schools.

These duties and responsibilities should be regarded as neither exclusive nor exhaustive as the post holder may be required to undertake other reasonably determined duties and responsibilities, commensurate with the grading of the post, without changing the general character of the post.

Equal opportunities

We are committed to achieving equal opportunities in the way we deliver services to the community and in our employment arrangements. We expect all employees to understand and promote this policy in their work.

Health and safety

All employees have a responsibility for their own health and safety and that of others when carrying out their duties and must help us to apply our general statement of health and safety policy.

Safeguarding

Nexus MAT is committed to safeguarding and promoting the welfare of children and young people. The highest priority must be given to following the guidance and approaches to safeguard children and follow all safeguarding procedures outlined by the MAT and member schools.

Person Specification

		Essential	Desirable
Qualifications & Skills	NVQ Level 2 or equivalent qualification in childcare or education.	•	
	At least 2 years' experience in a school environment working with national curriculum and other strategies.	•	
	Team Teach training.		•
	ELSA/Trauma informed training/qualifications.		•
	Good literacy and numeracy skills	•	
	Experience of providing support and guidance to other teaching support staff and ability to supervise staff	•	
Knowledge & Experience	Experience of working with children and young people with special needs in a school setting.	•	
	Experience in positive behaviour management.	•	
	Experience of supporting children and young people in 1:1 and small group settings.	•	
	Good ICT skills.	•	
	Ability to work with children and young people that can present challenging behaviours.	•	
	Awareness of a range of strategies to support children and young people with challenging behaviours.	•	
	Experience of using behaviour plans.	•	
Personal Effectiveness	Good communication skills	•	
	Good interpersonal skills	•	
	A team player with a collaborative approach	•	
	Ability to manage own time, prioritise tasks and proven organisational skills	•	
	Positive, ambitious and forward looking	•	
	Resilient and easily adaptable to change	•	
	Honesty and integrity	•	
	Passionate and enthusiastic about making a difference	•	
	Child-centred and committed to achieving the best outcomes for pupils	•	
	Ability to work with children and young people that present challenging behaviour	•	

		Essential	Desirable
	Ability to form respectful and trusting relationships with a range of people including parents and carers	•	
	Capacity to motivate, inspire and challenge children, young people, self and others	•	
Thinking Ability & Mental Demands	A passion for working with children and young people with Special Educational Needs	•	
	Hold high expectations for children and young people's learning and achievement	•	
	An understanding of relevant policies and awareness of relevant legislation	•	
	An understanding of national and foundation stage curriculums and accreditation	•	
	An understanding of child development	•	
	An understanding of Individual Education Plans	•	
	Ability to review learning needs and actively seek learning opportunities	•	
	The capacity to use ICT to improve the quality of provision		•
	Awareness of the need to maintain confidentiality	•	
Interpersonal Relationships & Communication Skills	Ability to lead a team.	•	
	Ability to liaise with external agencies.	•	
	Ability to relate well to children and adults.	•	
	Ability to work constructively as part of a team.	•	
	Good communication skills.	•	
	Conscientious, honest and reliable.	•	
General	The flexibility to meet the full range of job requirements	•	
	Positive, ambitious and forward-looking.	•	
	A commitment to safeguarding and promoting the welfare of children and young people.	•	
	Treat all people equally, fairly with dignity and respect.	•	
	A commitment to equal opportunities in the workplace and the community.	•	
	Commitment to high standards.	•	
	Awareness of the need to maintain confidentiality.	•	

		Essential	Desirable
	No serious health problems that will likely impair or impact on job performance.	•	
	Good attendance record in current employment (not including absences resulting from a disability)	•	