



VENN Academy Trust
Bridgeview and Whitehouse

JOB DESCRIPTION and PERSON SPECIFICATION

ACADEMY	Bridgeview Whitehouse	POSITION NO:
DEPARTMENT:	School	GRADE: 6
JOB TITLE:	Behaviour Assistant	DATE PREPARED: July 2018

EVALUATION DATE: 11 July 2018 **JE NUMBER:** NJCV12

DIGNITY AT WORK: To show, at all times, a personal commitment to treating all customers and colleagues in a fair and respectful way, which gives positive regard to people's differences and individuality (for example, gender, gender identity, nationality or ethnic origin, disability, religion or belief, sexual orientation, age). Assists in ensuring equal access to services and employment opportunities for everyone and promotes the VENN Academy Equal Opportunities in Employment Policy.

PURPOSE:

- To support the Lead Behaviour Manager in all aspects of learning behaviour management and training.
- To support the Head of School, SLT and staff in ensuring the good order of the setting.

CONTEXT:

The post-holder will work closely with the Leader Behaviour Manager and members of staff, to ensure that the settings meets their aims and objectives.

CHALLENGES AND KEY FEATURES:

To have knowledge and understanding of behaviour management strategies.

To have a flexible approach to work as the post-holder is required to work his/her hours to meet the operational needs of the academy.

The post holder must have both physical and emotional resilience.

PRINCIPAL ACCOUNTABILITIES:

Please note decision making must be included within the Principal Accountabilities

1. To promote and safeguard the welfare of children and young people.

2.	<p>Organisation</p> <ol style="list-style-type: none"> 1. To support Lead Behaviour Manager on the planning, development, design, organisation and monitoring of learning behaviour and support service and whole school systems/procedures/policies. 2. To establish constructive relationships with pupils and interacts with them according to individual needs. 3. To support Lead Behaviour Manager with for Team Teach Training across the setting to ensure compliance of practice. 4. To support Lead Behaviour Manager with the implementation of Team Teach training to all Venn staff and beyond. 5. Lead by example and support staff with Venn with Positive Handling Plans and Team Teach training. 6. To use initiative to pre-empt situations, deescalating potentially damaging behaviour before it occurs. 7. To promote the use of positive language is used throughout the Academy, mentoring staff and giving feedback in the style of coaching to develop their practice. 8. Supports staff with debriefing following incidents, deputising for the Lead Behaviour Manager to guide the debrief and suggest improvements for next time. 9. To deputise for the Lead Behaviour Manager and take a strategic lead with other Venn academy school on policies, procedures, protocols and guidance around positive handling where appropriate. 10. To support Lead Behaviour Manager with positive handling plans, bound book, Team Teach training records and Positive handling analysis, leading by example and advising on good practice across the Venn estate to include researching of IT for recording. 11. To support Lead Behaviour Manager on positive handling analysis, risk assessments and bound books 12. Monitor other Venn school bound books, risk assessments, positive handling analysis correcting and suggesting improvements where necessary.
3.	<p>Administration and Information Management</p> <ol style="list-style-type: none"> 1. To support Lead Behaviour Manager to develop and monitor behaviour analysis and positive handling analysis including SIMS 2. To support Lead Behaviour Manager advise on all Positive Handling Plans and personal risk assessments for all admissions across Venn. 3. To support Lead Behaviour Manager in collates the paperwork for all positive handling incidents and records in a bound book on a daily basis, evaluating practice and always looking for ways to improve. 4. To ensure the positive handling policy and behaviour policy for the setting is in place. Ensuring that the policies are regularly reviewed and updated yearly or as and when required

4.	<p>Resources and Responsibilities</p> <ol style="list-style-type: none"> 1. Be responsible for the provision of advice and guidance to staff. 2. Interpret matters of policy/procedure/statute to ensure the setting's compliance and initiate appropriate action arising in regard to behaviour. 3. To contribute to the management of Health and Safety within the school in relation to positive handling. 4. Recognise own strengths and areas of expertise and use these to advise and support others. 5. To lead by example with good behaviour management, being a role model and disseminating good practice to all. 6. Responsible for maintaining the good order of the school on a daily basis by working with and supporting staff and children. 7. Liaises with staff, parents, carers and external agencies re behaviour issues. 8. To undertake outreach support as and when required. 9. Report any bullying and racist incidents to staff and Lead Behaviour Manager.
5	<p>Health and Safety</p> <ol style="list-style-type: none"> 1. To support members of staff, pupils and partner organisations on site to be aware of their responsibilities for promoting safe working practices and the need to protect visitors who may be present. 2. To support learning behaviour management ensuring all staff and children are kept safe at all times. 3. To oversee that all accidents are reported and investigated and appropriate action taken to minimise the risk of recurrence. 4. Ensure staff complete positive handling incidents records. 7. To monitor trends and promote accident prevention and to prepare an annual safety report for governor members.
6.	<p>The Health and Safety at Work etc. Act 1974 and associated legislation places responsibilities for health and safety on the academy as your employer and you as an employee. In addition to the employer's overall duties, the post holder has personal responsibility for their own health and safety and that of other employees; additional and more specific responsibilities are identified in the academy's Health and Safety policy.</p>
<p>GENERAL: The above principal accountabilities are not exhaustive and may vary without changing the character of the job or level of responsibility. The postholder must be flexible to ensure the operational needs of the VENN Academy are met. This includes the undertaking of duties of a similar nature and responsibility as and when required, throughout the various work places within VENN Academy.</p>	

<p>DIMENSIONS: All sections should be completed – if there aren't any state 'none'</p>	
1.	<p>Responsibility for Staff: None</p>
2.	<p>Responsibility for Customers/Clients: The job impacts on all pupils, in relation to all of the principal accountabilities. The post-holder ensures that safe working practices are in place to minimise risk of injury.</p>

S/he ensures that the academy provides a safe environment to study and work to protect staff and pupils by arranging for highly effective Team Teach training and advice. Arranges for the monitor of risk from intruders or people who may pose a risk to the academy and puts plans in place to call emergency assistance if needed.

Intervenes in dealing with difficult behaviour situations faced by all staff. The post-holder is responsible for maintaining good relations with all schools/Academies.

3. Responsibility for Budgets:

None

4. Responsibility for Physical Resources:

None

WORKING RELATIONSHIPS:

All sections should be completed – if there aren't any state 'none'

1. Within Service Area/Section:

Within the academy:

Reports to Lead Behaviour Manager to provide and receive information and to receive direction.

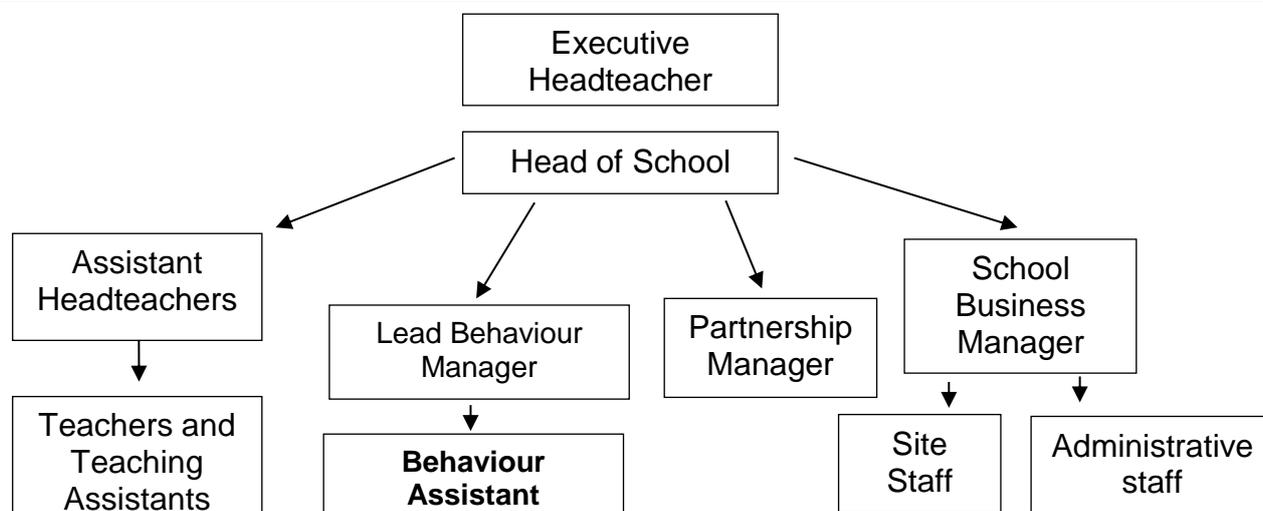
2. With Any Other Academy Areas

To support Lead Behaviour Manager when advising on behaviour to other schools.

3. With External Bodies to the Academy

Works collaboratively with settings outside of the city, where appropriate, in order to share good practice.

ORGANISATION CHART:



	Tick relevant level for each category						Supporting Information (if applicable)
	Not applicable	Low	Moderate	High	Very High	Intense	
PHYSICAL DEMANDS: Physical Effort and/or Strain – (tiredness, aches and pains over and above that normally incurred in a day to day office environment).				✓			Part of Team Teach can be physically demanding when there is a requirement to hold pupils that are demonstrating behavioural problems eg hitting, scratching, biting.
WORKING CONDITIONS: Working Conditions – (exposure to objectionable, uncomfortable or noxious conditions over and above that normally incurred in a day to day office environment).			✓				Exposure to severely disruptive behaviour from pupils.
EMOTIONAL DEMANDS: Exposure to objectionable situations over and above that normally incurred in a day to day office environment.				✓			Exposed to highly confidential and sensitive information, often of an upsetting nature

PERSON SPECIFICATION		Tick relevant column		List code/s*
The information listed as essential (the column that is shaded) is used as part of the job evaluation process. The requirements identified as desirable are used for recruitment purposes only. *Codes: AF = Application Form, I = Interview, CQ = Certificate of Qualification, R = References (should only be used for posts requiring DBS's), T = Test/Assessment, P = Presentation		Essential	Desirable	How identified
1.	Qualifications:			
	GCSE A-C in English and Maths.	✓		AF
	Team Teach Advanced Instructor Certificate.		✓	AF/CQ
	Degree in related subject.		✓	AF
	Evidence of CPD.	✓		AF
2.	Relevant Experience:			
	Successful experience in using behaviour management strategies.	✓		AF/I
	Experience in delivering training.	✓		AF
	Experience working with children and young people with social emotional and mental health needs.	✓		AF
	Experienced in the preparation and submission of reports to boards/ management committees.		✓	AF/I

PERSON SPECIFICATION		Tick relevant column		List code/s*
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	Experience in dealing with special needs and challenging behaviour in young people.	✓		AF/R/I
3.	Skills (including thinking challenge/mental demands):			
	Motivation to work with children and young people.	✓		R/I
	Ability to form and maintain appropriate relationships and personal boundaries with children and young people.	✓		R/I
	Able to analyse and evaluate data to inform decision making processes	✓		AF/I
	Ability to prioritise complex and potentially conflicting demands, understand and absorb information and resolve problems in a timely and organised manner.	✓		AF/I
	ICT skills including Microsoft office, internet, CCTV etc	✓		AF
	Ability to use initiative and pre-empt situations before they occur.	✓		I
	Ability to write risk assessments.	✓		I
	Use of CCTV equipment		✓	AF/I
4.	Knowledge:			
	A knowledge and commitment to safeguarding and promoting the welfare of children and young people.	✓		R/I
	Working knowledge of completing and using Positive Handling plans.	✓		I
	Current knowledge of national and local guidelines relevant to an educational setting e.g. child protection; health and safety, security including data protection etc.	✓		AF/I
	Possesses specialist skills and well-developed knowledge to provide in-depth support to the school		✓	A/I
5.	Interpersonal/Communication Skills:			
	Verbal Skills			
	Ability to establish professional, effective working relationships with a range of partners/colleagues and children and young people.	✓		R/I
	The post-holder is required to exercise highly developed interpersonal skills, including advisory, counselling, negotiating and persuasive skills; on occasions, the post-holder will required to exercise these skills in persuading others to adopt a course of action they might not otherwise wish to take.	✓		R/I
	The post-holder requires highly developed listening and influencing, advocacy and training skills.	✓		R/I
	To be able to challenge the practice of other staff in a positive way	✓		I
	Written Skills			
	The post-holder is required to have good literacy and numeracy skills	✓		AF/R/I
6.	Other:			
	Ability to physically handle pupils in a Team Teach context	✓		AF/I

PERSON SPECIFICATION		Tick relevant column		List code/s*
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				✓
<p>The requirements listed below are not considered during the job evaluation process, but are essential requirements for the role that will be assessed during the recruitment process.</p>				
7.	Additional Requirements:			
	None		N/A	
7.	Disclosure of Criminal Record:			
	The successful candidate's appointment will be subject to the academy obtaining a satisfactory Enhanced and Barring List Disclosure from the Disclosure and Barring Service.	✓		DBS Disclosure
	If the postholder requires a DBS disclosure the candidate is required to declare full details of everything on their criminal record.	✓		AF(after short listing)
	If the postholder does not require a DBS disclosure the candidate is required to declare unspent convictions only.		N/A	AF(after short listing)