

### JOB DESCRIPTION

|                           |                         |                       |                                                         |
|---------------------------|-------------------------|-----------------------|---------------------------------------------------------|
| <b>Job Title:</b>         | Behaviour Specialist    | <b>Job Ref:</b>       | FC 041P                                                 |
| <b>Service:</b>           | Foundry College         | <b>Section:</b>       | KS1 – KS2                                               |
| <b>Reports To:</b>        | Outreach Strategic Lead | <b>Location:</b>      | Foundry College                                         |
| <b>Grade:</b>             | 7                       | <b>Salary:</b>        | SCP 25 – 29 pro rata<br>Actual (£31,556 - £34,592)      |
| <b>Employment Status:</b> | Permanent               | <b>Hours of Work:</b> | 37 hours per week term time only<br>(8.30 am – 4.30 pm) |

**At Foundry we aim to work towards our Vision through our Values:**

**Nurture . Inspire . Achieve**

#### College Vision:

Foundry College is committed to: -

- Excellence that inspires learning, achievement and enjoyment for all
- Supporting all learners to thrive in a challenging and safe environment
- Promoting respect, nurturing the positive and developing skills for life.

#### Team Purpose

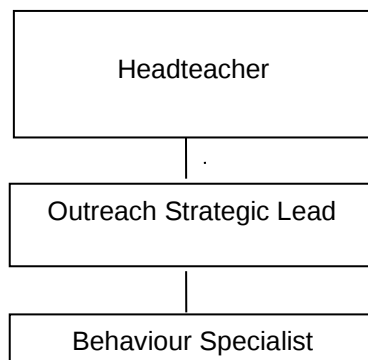
To work towards the College Therapeutic Thinking vision and ethos:-

- Providing a College for excellence that inspires learning and enjoyment for all.
- Promoting respect, honesty, communication and teamwork throughout the College.
- Preventative work in helping schools to develop strategies for behaviour support, including the delivery of in-service training.
- Supporting schools, teachers, support staff and pastoral staff in the supervision of individual pupils and groups of pupils with SEMH.
- At all times to promote and safeguard the welfare of all young people

#### Job Purpose

- To provide support to Wokingham Borough schools' pupils, staff and parents both at group and individual level in the supervision of emotional and behavioural needs of pupils.

#### Organisation Chart:



## **Health and Safety Responsibilities**

In accordance with the provision of the Health & Safety at Work Act 1974 etc. take reasonable care for the health and safety of yourself and of other persons who may be affected by your acts or omissions at work; and co-operate with the Council to enable the Council to perform or comply with its duties under statutory health and safety provisions.

## **Summary of Main Contacts**

- Headteacher
- Parents / Carers
- Teachers
- Other school / college staff
- Management Committee
- Other professionals
- Pupils
- Other WBC staff and services

## **Main Tasks / Accountabilities**

This is not intended to be an exhaustive or definitive list. You may be required to carry out other duties where necessary.

## **Support for Schools in the Supervision of Behaviour**

- To support teachers in the setting of realistic and achievable targets for behavioural improvement, advising on suitable methods and approaches for achieving the identified target.
- To implement specific behaviour programmes and to be involved in the monitoring, review and evaluation of these.
- To produce reports on identified pupils, as necessary, be prepared to contribute to the annual review of those pupils with an EHCP plan where required to do so.
- To keep records of work undertaken and provide feedback and data on caseload when required.
- To keep records of work undertaken and provide feedback to schools, parents and other professionals.
- To write and deliver training programmes as and when required, to a range of professionals.
- To model behaviour support techniques and support teaching assistants in schools.
- To support the induction, mentoring and training of other Foundry College Behaviour Specialists.
- To liaise and work with mainstream schools as requested by the Outreach Strategic Lead when a pupil is reintegrated following a permanent exclusion.
- To help pupils to improve their ability to respond positively within their educational setting.

To liaise with parents / carers, school staff, pupil support agencies and other curriculum / support providers as appropriate.

### **To Provide Support to Identified Individual Pupils in Schools**

- To work with referred individuals on their own and in small groups, both in observation and solution focussed sessions
- To help pupils respond positively and provide feedback to pupils in relation to progress, achievement and behaviour.
- To provide emergency, crisis support to a vulnerable young person as requested by the Outreach Strategic Lead.

### **Liaison with Teaching Staff and Other Agencies Providing Support for Identified Pupils**

- To establish constructive relationships with families/pupils/agencies and other curriculum providers including school staff.
- To liaise with school staff, colleagues in Wokingham Children's Services and other agencies to ensure communication and co-ordination of support for pupils.
- To be a lead professional as and when required.
- To contribute to the development and implementation of Individual Learning Plans, Pastoral Support Plans and individual timetables.

### **To Contribute to Team and Service Development**

- To take responsibility for development of a specialist area as agreed with the Outreach Strategic Lead.
- To participate in the ongoing development of the service delivered to schools.
- To attend and participate in team meetings, supervision sessions and twilight training as required.
- To act within the College's Equal Opportunities policies and guidelines.

### **Additional Information**

- Foundry College is committed to safeguarding children and promoting the welfare of children and young people / vulnerable adults and expects all employees, workers and volunteers to share this commitment. We will ensure all our recruitment and selection practices reflect this commitment.
- This post is subject to an Enhanced DBS check. As with all posts, the successful applicant will be required to provide proof of their right to work in the UK and, if they have lived abroad, overseas police clearance/s will need to be sought.
- CVs will not be accepted.

### **Transport**

- You must be able to meet the travel requirements of the post.

\*As part of the pre-employment checks that are undertaken for this role, you will be asked to complete a Pre-Employment Medical Questionnaire. The questionnaire is confidential, and is screened by our Occupational Health Department, who will ensure that you are medically fit for this role before being formally offered the position.

## PERSON SPECIFICATION

Please ensure that you read the person specification carefully as this will be used to assess candidates as part of the shortlist and interview process.

**E** = Essential to carry out role to minimum

**D** = Desirable but not essential to carry out the role

|                                                                                                                                        | Essential | Desirable |
|----------------------------------------------------------------------------------------------------------------------------------------|-----------|-----------|
| <b>Qualifications:</b>                                                                                                                 |           |           |
| Educated to GCSE level                                                                                                                 | √         |           |
| A professional qualification in a relevant area; <b>or</b>                                                                             |           | √         |
| Substantial experience working with young people and their families will be considered as an alternative qualification                 | √         |           |
| <b>Experience:</b>                                                                                                                     |           |           |
| Experience of working with young people and their families in a professional capacity                                                  | √         |           |
| Experience of identifying needs, setting targets and evaluating effectiveness                                                          | √         |           |
| Experience of multi-agency work, including as a key worker                                                                             |           | √         |
| Experience of working in an educational / school environment                                                                           | √         |           |
| Experience of one-to-one therapeutic work <b>or</b> a willingness to train in this area                                                | √         |           |
| <b>Personal and Professional Skills and Attributes:</b>                                                                                |           |           |
| Ability to understand the conflicting pressures encountered when working within a school environment                                   | √         |           |
| Ability to understand the school perspective and work positively with school staff                                                     | √         |           |
| Ability to relate to young people and adults positively, both as individuals and in groups, encouraging participations and empowerment | √         |           |
| Ability to plan strategically in order to meet identified needs                                                                        | √         |           |
| Good communication, both written and oral                                                                                              | √         |           |
| Ability to be self motivated and have good time management skills                                                                      | √         |           |
| Ability to work within a team as a constructive team member                                                                            | √         |           |
| Confident user of MS Word and Outlook                                                                                                  | √         |           |
| <b>Personal Qualities:</b>                                                                                                             |           |           |
| The ability to build positive and appropriate relationships with young people                                                          | √         |           |
| The ability to motivate children / young people who may have previous negative educational experiences and act with integrity          | √         |           |
| The ability to remain calm in stressful situations                                                                                     | √         |           |
| Personal resilience and emotional strength                                                                                             | √         |           |
| A sense of humour                                                                                                                      | √         |           |
| Must be a good role model to young people                                                                                              | √         |           |
| Must be adaptable and willing to accept guidance and support                                                                           | √         |           |
| <b>Special Factors:</b>                                                                                                                |           |           |
| The post holder must possess a driving licence and have access to a vehicle for which mileages allowances will be paid.                | √         |           |