# Job Profile

**Primary Teacher-Primary Behaviour Support Team**

**Grade-MPS/UP3**

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| **Group:**  Care, Wellbeing and Learning |
| **Location:**  Dryden |
| **Service:**  Education Support Service (Primary Behaviour Support Team) |
| **Line Manager:**  Team Leader Primary Behaviour Support Team |
| **Car User Status:**  Casual |

**Job Purpose**

To promote social inclusion and to facilitate positive change in the behaviour of pupils experiencing difficulties with Social Emotional and Mental Health (SEMH) needs within their mainstream school. To assist in securing the best outcomes for pupils supported

**The key roles of this post include:**

* To design and produce a range of materials and resources which are appropriate to the age and abilities of pupils to enable social and academic opportunities within their school. To access and share published schemes, resources and good practice, in the area of transition, social and emotional education in schools and across the service.
* To set, access appropriate plans and record progress in accordance with the school’s and service policies.
* To assist school staff to manage the classroom and teaching.
* To participate in appropriate full staff and provision’s meetings and to contribute to provision’s decision making and consultation procedures. To run meetings in the absence of the Team Leader.
* To be involved in the Education Support Service appraisal process, to engage in professional development activities so as to enhance personal performance and career development and be able to participate effectively in the implementation of the Education Support Service School Improvement Plan.
* To support in a variety to venues and settings and curriculum areas, as required. Devise individual work programmes where appropriate.
* Order suitable resources, and manage the classroom and teaching equipment, in order to create a positive learning environment.
* Facilitate pupil’s progression to next stage of educational process on behalf of the Team Leader in accordance with Service guidelines. Made decisions regarding interventions/support in the absence of the Team Leader.
* Involve, inform and advise parents where appropriate.
* Participate in meetings and contribute to Education Support Service decision- making and consultation procedures.
* To undertake Information gathering, observation and assessment, interventions (individual counselling, group and class work)
* To undertake the planning and preparation of resources and activities for designated class/group or individual pupils, having due regard to the National Curriculum, service objectives and schemes of wok.
* To support staff in mainstream schools: classroom management strategies for I.E.Ps. I.B.Ps, P.S.Ps AND P.E.Ps.
* To deliver training on a variety of behaviour management issues and current legislation. School based liaison with staff, parents and other agencies. To share in the corporate responsibility for the well-being and discipline of all pupils.
* To assist in the re-integration of the pupils when appropriate across each key stage e.g. mainstream.
* To fulfil any other reasonable, statutory duties commensurate with the grade of post as directed by the Head of Service.

## Knowledge and Qualifications

**Desirable**

**Knowledge of:**

* Relevant legislation/codes of practice relating to child protection.
* Effective it skills (WP, database, PowerPoint, whiteboard)

**Qualifications:**

* Additional SEN/Certified counselling training

**Experience of:**

* Flexibility of approach, good communication/interpersonal skills
* Ability to work independently and as part of a team.
* Proactive and hardworking
* Ability to retain a sense of humour/positive outlook and remain calm under pressure.

**Essential**

**Knowledge of:**

* Principles of child development, learning processes and barriers to learning.
* Issues and strategies relating to management of pupils with SEMH.
* The range of support services/providers for pupils with SEMH.
* Effective interventions for pupils during times of transition

**Qualification**:

* Qualified teacher status

**Experience of:**

* Working with children of relevant age
* Working with pupils with additional needs
* Working with pupils who have social, emotional, mental health and behavioural difficulties.

**Competencies**

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| **Self Awareness**  **Personal Effectiveness**  **Communication**  **Delivering Results**  **Joined Up Working**  **Improving Delivery**  **Motivating Teams and Individuals**  **Managing Team and Individual Performance**  **Managing Diversity** | Is self-aware, learns continuously and adapts behaviour in response to feedback.  Makes things happen, operates with resilience, flexibility and integrity.  Shares and listens to information, opinions and ideas using a range of effective methods.  Promotes customer focused service delivery. Plans and prioritises and learns from mistakes.  Promotes collaborative relationships with other services and colleagues in order to improve service delivery.  Seeks out the best way to deliver services, promotes innovation and learning and manages risks.  Creates the right environment for teams and individuals to perform at their best.  Gives clear direction and feedback to maximise performance.  Treats individuals with respect and consideration, takes employee policy and practice seriously. |