**HORTON GRANGE PRIMARY LEAD BEHAVIOUR PRACTITIONER - Job Description**

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| **Post Title:** Primary Lead Behaviour Practitioner **Grade**: Band 6**Responsible to:** Head Teacher To work under the guidance of the Inclusion Leads and within an agreed Horton Grange approach to meet children’s needs to support high standards of pupil behaviour, appropriate emotional development and to improve access to learning. The school has begun to develop a THRIVE unit for children whose emotional development and needs make classroom learning very difficult. We are looking to further develop this provision and to explore / develop additional provision for those at risk of exclusion initially in our own school and potentially across the partnership.  |
| **Resources:** **Staff:** | Supervise other staff in the provision. |
|  **Finance**:  | None  |
|  **Physical**:  | Learning environment and resources in the provision / physical restraint |
|  **Clients**:  | Pupils in the provision, parents/carers, teachers and other staff  |
| **Duties and key result areas:** Support for learners 1. Use specialist skills, training, or experience to support pupils’ emotional development and behaviour choices. 2. Establish relationships and partnerships with young people, acting as a role model and responding to the needs of each individual student. 3. Establish constructive relationships and partnerships with parents and families and participate in feedback sessions as directed.4. Actively promote inclusive practice across the school to ensure acceptance of all pupils.5. Raise the profile of positive solutions to working with learners at risk.6. Manage the day to day running of the THRIVE unit and additional provision, ensuring that pupils are effectively supervised and that high standards of behaviour are achieved.7. Maintain a calm and positive environment in which pupils can learn and which is conducive to good behaviour 8. Work with teachers to plan and deliver lessons appropriate to the needs of individual pupils.9. Liaise with key subject staff as appropriate to provide work which meets learners’ needs 10. Provide the teacher with accurate and objective feedback on pupil progress and other matters, ensuring the availability of supporting evidence. 11. Ensure pupils and parents understand the standards of behaviour required and the consequences of not meeting those standards 12. Supervise pupils at breaks and lunchtimes ensuring that appropriate provision is in place.13. Keep Inclusion Lead and SENCO and, if appropriate family support worker, informed of behaviour and progress.14. Work with Inclusion Lead and SENCO and, if appropriate family support worker to plan and support reintegration into the mainstream environment 15. Monitor entry and exit criteria to additional provision and report regularly through the line management structure 16. Draft reports on individual pupils when required 17. Keep statistical data regarding patterns of use 18. Supervise and support other staff who work with children’s emotional and behavioural development.19. Comply with all School policies relating to: · Health and Safety · Equal Opportunities · Child Protection · Confidentiality and data protection. 20. Work in such a way as to promote the ethos and vision of the School. 21. Participate in training and development, and activities that contribute to the management of performance. 22. Assist with the management of pupils outside the classroom e.g. lunch times and outside the school e.g. school trips as directed by senior staff 23. Attend pastoral briefings and meetings as required 24. Undertake other duties and responsibilities as required commensurate with the grade of the post 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.  |
| **Physical requirements:** **Working patterns**:**Working conditions**:  | Transport requirements: Required to use own car to attend meetings Normal hours but also out of hours if necessary Normally indoors  |

**PERSON SPECIFICATION Post Title: Primary Lead Behaviour Practitioner**

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| **Essential** | **Desirable**  | **Assess by** |
| **Knowledge and Qualifications** Very good numeracy and literacy skills Level 4 or equivalent qualifications Up to date training relevant to postExtensive knowledge of children’s social and emotional development | THRIVE training or willingness to undertake practitioner trainingTEAMTEACH or restraint trainingAppointed Person training (First Aider)  | (a), (i) |
| **Experience** Working with children and young people with challenging behaviour Experience of supervising groups of pupilsExperience of delivering training to staff / parentsExperience of working with families to support children | School based experienceExperience of working alongside and leading a team |  (i)  |
| **Skills and competencies** Understanding of codes of practice and recent relevant education; Good understanding of the principles of child development and the learning process Can actively self-evaluate learning needs and seek out learning opportunities Can work as a member of a team, understanding their role in school and associated responsibilities.  |  | (a), (i)  |
| **Physical, mental and emotional demands** Ability to remain positive under challenging circumstances Ability to manage emotional demands of working with young people with a wide range of behavioural, social and emotional problems Has a proven ability to work under pressure  |  |  |
| **Other**Is committed to meeting the needs of learners and their families  |  |  |

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.