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| JOB PROFILE Laurence Jackson School |
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| **Post: Behaviour Learning Support Assistant****Grade:** **D**  **Responsible to: Behaviour Support****Hours:** 37 hours term time only **Working Times: 8 am – 4 pm (Staff to be flexible if required)**  |
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| **Job Purpose**: To complement the professional work of teachers by taking responsibility for agreed learning activities under an agreed system of supervision. This may involve planning, preparing and delivering learning activities for individuals/groups or for whole classes to cover a teacher’s absence and monitoring students and assessing, recording and reporting on students’ achievement, progress and development. To provide support in addressing the needs of students who need particular help to overcome barriers to learning. |
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| **Principal Responsibilities:*** To assist in the provision provided by the Endeavour and Resolution Centre’s to include Internal Exclusion, Remove and the Modified Classrooms by:

-Communicating with relevant staff/agencies;-Maintenance of standards and expectations (uniform & equipment);-Provision/organisation of work in each area and for absent students;-Liaison with YLs, SMs and parents for students not meeting expectations* Assess the needs of students and use detailed knowledge and specialist skills to support all students’ learning
* Establish productive working relationships with students, acting as a role model and setting high expectations
* Assist the DofAP & Ast DofAP and teachers with the development and implementation of Individual Education/Behaviour/Support/Mentoring plans
* Use specialist (curricular/learning) skills/training/experience to support students and provide pastoral support
* Receive and supervise students excluded from, or otherwise not working to, a normal timetable
* Participate in comprehensive assessment of students to determine those in need of particular help
* Promote the inclusion and acceptance of all students within the classroom
* Support students consistently whilst recognising and responding to all their individual/special needs
* Encourage students to interact and work co-operatively with others and engage all students in activities
* Promote independence and employ strategies to recognise and reward achievement of self-reliance whilst attending to students’ personal needs and providing advice to assist in their social, health and hygiene development
* Provide feedback to students in relation to progress, achievement, behaviour, attendance
* Promote the speedy/effective transfer of students across phases/integration of those who have been absent
* Provide information and advice to enable students to make choices about their own learning/behaviour/attendance
* Work with the DofAP & Ast DofAP and teachers to establish an appropriate learning environment supporting students’ access to learning using appropriate strategies, resources etc.
* Work with other staff in lesson planning, evaluating and adjusting lessons/work plans as appropriate
* Provide objective and accurate feedback and reports as required, to others on behaviour, ensuring the availability of appropriate evidence
* Be responsible for keeping and updating records as agreed with the DofAP & Ast DofAP and teachers, contributing to reviews of systems/records as requested
* Promote positive values, attitudes and good student behaviour, dealing promptly with conflict and incidents in line with established policy and encourage students to take responsibility for their own behaviour and assist in the development and implementation of appropriate behaviour management strategies
* Liaise sensitively and effectively with parents/carers as agreed with the DofAP & Ast DofAP and teachers within your role/responsibility and participate in feedback sessions/meetings with parents, or as directed
* Establish constructive relationships with parents/carers, exchanging information, facilitating their support for their child’s attendance, access and learning and supporting home to school and community links
* Implement agreed learning activities/teaching programmes, adjusting activities according to student responses/needs
* Support the use of ICT in learning activities and develop students’ competence and independence in its use
* Help students to access learning activities through specialist support
* Determine the need for, prepare and maintain general and specialist equipment and resources
* Select and prepare resources necessary to lead learning activities, taking account of students’ interests and language and cultural background
* Be aware of and appreciate a range of activities, courses, organisations, and individuals to provide support for students to broaden and enrich their learning
* Be aware of and comply with policies and procedures relating to child protection, health, safety and security, confidentiality and data protection, reporting all concerns to an appropriate person
* Be aware of and support difference and ensure all students have equal access to opportunities to learn and develop
* Contribute to the overall ethos/work/aims of the school
* Establish constructive relationships and communicate with other agencies/professionals, in liaison with the DofAP & Ast DofAP and teachers, to support achievement and progress of students
* Attend and participate in regular meetings
* Participate in training and other learning activities as required
* Recognise own strengths and areas of expertise and use these to advise and support others
* Provide appropriate guidance and supervision and assist in the training and development of staff as appropriate
* Supervise students on visits and trips as required.
* Demonstrate and promote commitment to equal opportunities and to the elimination of behaviour and practices that could be discriminatory.
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| **General:**To undertake any other duties as required by the Headteacher, commensurate with the level Redcar & Cleveland Job Evaluation Profile CodeTo participate in annual performance review and undertake CPD relevant to the post as required.**Health and Safety and Safeguarding**Adheres to the School H&S and Safeguarding policies |