

<b>Post Title: Behaviour Support Teacher</b>		<b>Director/Service/Sector: Children's Services</b>		<b>Office Use</b>
<b>Grade: Teacher's Pay Scale plus SEN 2</b>		<b>Workplace: Behaviour Support Service - Aesca House, South View Ashington NE62 0SF</b>		<b>JE ref:</b> <b>HRMS ref:</b>
<b>Responsible to: SEND Service Manager</b>		<b>Date: May 2018</b>	<b>Manager Level:</b>	
<b>Job Purpose:</b> The Behaviour Support Teacher will work as a member of the SEND Support Services within the Behaviour Support Service providing support and advice to staff in schools and educational settings across Northumberland on issues relating to the teaching of pupils with social emotional and behavioural needs.				
<b>Resources</b>		Staff	None	
		Finance	None	
		Physical	Responsibility for resources to support everyday work across a wide range of schools.	
		Clients	Pupils, senior managers, head teachers, teachers, support assistants, lunchtime supervisors, parents and professionals from other services.	
<b>Duties and key result areas:</b> <b><u>Support for Schools and Pupils</u></b> <ul style="list-style-type: none"><li>• Supporting the inclusion of pupils with recognised social, emotional and behavioural needs.</li><li>• Supporting the development of a whole school approach towards the management of behaviour and the creation of a positive learning environment.</li><li>• Raising awareness within schools and settings of the additional needs of pupils experiencing social, emotional and behavioural challenges.</li><li>• Applying teaching knowledge, skills and experience to assist school colleagues in the development of appropriate skills in dealing with children with SEBD in the classroom.</li><li>• Advising schools on appropriate resources for working with pupils with social, emotional and behavioural issues.</li><li>• Providing In-service training to schools, clusters and partnerships through individual teacher coaching, contributing to school training days and demonstrating good practice within the classroom.</li><li>• Direct teaching of individual pupils, groups of pupils and whole classes in school settings in matters relating to behaviour.</li><li>• Introducing and assisting in the implementation of relevant county wide initiatives.</li><li>• Advising on the identification and assessment of pupils in accordance with the guidance outlined in the SEND Code of Practice.</li><li>• Contributing to the development of an individual plan through the identification of appropriate social/emotional/behavioural targets and offering advice on strategies related to the delivery of these within a school's or setting's management system.</li><li>• Contributing advice and reports in support of the EHCP and other high need processes.</li><li>• Attending relevant meetings regarding individual pupils and maintaining appropriate records.</li><li>• Contributing to the EHA process when applicable.</li></ul> <b><u>Liaison with families and external agencies</u></b> <ul style="list-style-type: none"><li>• Maintaining regular contact with the families and carers of identified pupils regarding their progress.</li><li>• Including parents/carers in any assessment of a pupil's SEBD</li><li>• Developing as appropriate school programmes to meet individual pupils' identified needs.</li><li>• Preparing and presenting reports at review meetings.</li><li>• Liaising as necessary with other professionals involved with identified pupils and their families.</li><li>• Attending and contributing to multi-agency meetings as required.</li><li>• Work with other agencies to provide training for parents.</li></ul>				

**Contribution to SEND Services**

- Provide training for staff within the team on subjects relating to behaviour.
- Work in partnership with colleagues and develop skills through shadowing and modelling best practice.

**Professional development**

- Providing and taking part in relevant training set up by or for the SEND Support Services..
- Contributing to the development of behaviour initiatives as appropriate.
- Participating in the Performance Management scheme and relevant service development programmes.
- To take responsibility for ensuring working practice is up to date and in line with current legislation.

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.

**Work Arrangements**

Transport requirements:

Working patterns:

Working conditions:

- Current Driving License and the ability to meet the transport requirements of the job
- As per teachers' pay and conditions legislation
- Peripatetic from an office base

Post Title: Behaviour Support Teacher		Director/Service/Sector: Children’s Services	Ref:
Essential	Desirable		Assess by
Knowledge and Qualifications			
<ul style="list-style-type: none"><li>Degree level qualification</li><li>Qualified Teacher Status (Primary or Secondary phase only)</li></ul>		Further relevant qualifications in recognised behaviour related interventions (e.g. Circle Time, Nurture groups, Behaviour Therapy, Brief Therapy, Counselling,) as deemed appropriate by the Head of Service.	
Experience			
<ul style="list-style-type: none"><li>Successful recent and relevant experience as a mainstream classroom teacher</li><li>Successful recent and relevant experience of working with children with complex special educational needs, including work with children with social, emotional and behavioural difficulties within a classroom setting.</li><li>Experience of providing training to school staff and other professionals in behaviour related issues</li></ul>		Work with families and carers. Experience of multi-agency working.	
Skills and competencies			
<ul style="list-style-type: none"><li>Proven ability to work within and contribute to a team approach.</li><li>Awareness of factors contributing to social, emotional and behavioural difficulties which children experience.</li><li>To observe and assess children’s behaviour within the school context and to use this information to support pupils and staff.</li><li>Ability to communicate effectively with children with complex needs.</li><li>Ability to communicate effectively with a range of professionals and parents/carers.</li><li>Ability to understand and adhere to the need for confidentiality.</li><li>Ability to write reports concisely and clearly.</li><li>IT skills to match the needs of the post.</li></ul>		.	
Physical, mental and emotional demands			
<ul style="list-style-type: none"><li>Proven ability to work under pressure and respond flexibly to changing situations.</li><li>Ability to remain calm in response to challenging behaviour.</li><li>Ability to deal effectively with emotionally challenging people and situations</li><li>Ability to support colleagues facing the impact of emotionally challenging situations within their professional roles</li></ul>		To maintain confidentiality and observe data protection and associated guidelines where appropriate.	
Other			
<ul style="list-style-type: none"><li>Understanding of safeguarding policy and procedures and to be able to follow these as required</li></ul>			