



OLDFIELD SCHOOL

Job Description

Position:	Behaviour Support Officer
Responsible To:	Deputy Headteacher: Pastoral
Responsible For:	N/A
Grade:	SC5
Working Pattern:	Term time only 37 hours
Disclosure Level:	Enhanced DBS

Core purpose of the post:

Work as a member of the school's pastoral team, alongside teaching and support staff, parents and students, to improve the behaviour for learning of students who are at risk of exclusion.

Supervise the School's internal suspension room (Reset for Learning - RfL).

Intervene to support students whose behaviour is a barrier to their learning.

Duties and responsibilities attached to this post are as follows:

1. Supervise students who have been placed in internal suspension and collate work for internal and external suspensions.
2. Supervise students who are not in lessons e.g. students awaiting external suspension, Year 11 students who have dropped a subject, or students on a reduced timetable.
3. Supervise students who have been involved in an incident.
4. Undertake restorative justice meetings between students/staff.
5. Maintain behaviour and intervention notes for individual students.
6. Undertake termly analysis of students' receiving support and interventions from RfL.
7. As required, liaise with and work alongside outside agencies delivering behaviour support/mentoring packages to selected students.
8. As required, undertake 1:1 and group interventions in and outside of classroom for selected students to help them manage their behaviour.

General

1. To undertake exam invigilation, as required.
2. To actively support the vision, ethos and policies of the School.
3. To promote and safeguard the welfare of children you come into contact with.
4. To carry out other duties as are required and as are commensurate with the grade of the post.
5. This job description only contains the main duties relating to this post and does not describe in detail all the tasks required to carry them out.

Special Notes and Conditions

The nature of the work necessitates strict confidentiality, no information obtained during or after working hours should be discussed other than with relevant staff.

This role profile is not exhaustive; it will be subject to periodic review and may be amended to meet the changing needs of the business. The post holder will be expected to participate in this process and Oldfield School would aim to reach agreement to the changes.

Oldfield School is committed to safeguarding and promoting the welfare of children and young people and the successful candidate must ensure that the highest priority is given to following guidance and regulations to safeguard children and young people. The successful candidate will be required to undergo an Enhanced Disclosure and Barring Service (DBS) check.

Person Specification

The following person specification outlines the key skills and experience required for this position. The selection panel will assess each candidate against the criteria listed below expecting candidates to demonstrate knowledge and understanding of each area and show evidence of having applied (or awareness of how to apply) this knowledge and understanding in the school context.

The panel will use the following assessment tools: application form; interview / assessment activities; reference and other employment checks.

Essential / Desirable (D)**Qualifications**

GCSE English and Maths
A level or equivalent (D)

Professional Knowledge and Experience

Understanding and/or experience of current developments in secondary education.
Understanding and experience of child protection and safeguarding issues.

Professional Skills

Ability to liaise with teaching staff and work in co-operation with colleagues.
Ability to motivate pupils through the use of a variety of methods and the setting of appropriate goals and monitoring of progress.
Ability to liaise with parents appropriately and in a timely manner.
Ability to communicate effectively orally and in writing.
Ability to successfully encourage students to the highest standards of individual achievement.

Personal qualities

Ability to relate to young people and their parents/carers, from different ethnic and social backgrounds, and have the ability to liaise with parents, teachers and other professionals.
Energy, patience, a sense of humour, and a resilient disposition.
Empathy and commitment to providing a supportive environment for students particularly for those with special educational needs.

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