

HORIZONS SPECIALIST ACADEMY TRUST

Norman Cornish Academy

POST TITLE:	Student Behaviour Assistant
GRADE:	I (NJC pt 19–22)
REPORTS TO:	Senior Leadership Team/Student Behaviour Manager
RESPONSIBLE FOR:	Supporting the pastoral care and behaviour of students with SEMH

MAIN PURPOSE

To work alongside staff, using the Academy procedures, to manage the improvement of the behaviour, attitudes and pastoral care of all students. To support staff in addressing the needs of all students who require particular help with behaviour management to overcome barriers to learning and ensure they can participate in all lessons.

JOB PROFILE

- Provide pastoral and behaviour support to students.
- To support the Student Behaviour Manager in Developing strategies to improve student behaviour inside and outside of the classroom.
- Use a trauma-informed approach to support positive behaviour strategies.
- Ensure transitions between lessons and social times are managed effectively.
- Assist the SLT with the maintenance of the Rewards points system and use the system to promote positive behaviour.
- Assist the SLT by inputting behavioural data into a tracker and look for trends in the data. Use the data to identify trends in behaviour.
- Assist the SLT with the development and implementation of Individual Behaviour and Positive Handling plans.
- Maintain accurate, electronic behavioural records through the regular use of CPOMS and Behaviour Watch
- Assist colleagues with the development and implementation of individual Education/ Behavioural/ Support/ Mentoring plans and behaviour management strategies.
- To support SLT in delivering whole school CPD regarding behaviour management
- Establish productive and effective working relationships with students, acting as a positive role model at all times.
- Provide information and advice to enable students to make better choices about their own behaviour
- Challenge and motivate students, promote and reinforce self-esteem.
- Liaise with teaching staff to provide particular support to targeted students to raise self-esteem, enabling them to overcome barriers to learning.
- Work as a team with subject leaders, pastoral staff and other members of school staff in order to assess the individual pastoral and behaviour needs of each pupil.

- Work closely with parents and carers to secure positive family support.
- Provide verbal feedback to the students of their behavioural progress and achievement, and report this to the SLT.
- Network with other teaching and support staff and share best practice.
- Be aware of and comply with Trust policies and procedures relating to child protection, health & safety, confidentiality, data protection, staff code of conduct, reporting all concerns to an appropriate person.
- Contribute to the overall ethos/work/aims of the Trust.
- Attend and participate in regular meetings where appropriate
- Participate in training and other learning activities as required
- Accompany teaching staff and students on visits, trips and out of school activities as required
- Demonstrate and promote commitment to Equal Opportunities
- Any other duties which may reasonably be regarded within the nature of the duties and grade of the post.

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HOLLIS ACADEMY		
BEHAVIOUR MANAGER		
Category	Essential	Desirable
Qualifications/Training	Team Teach Accreditation Safeguarding/Child Protection training 5 passes at GCSE level including English & Maths Appropriate Teaching Assistant/HLTA qualification	Full driving Licence First Aid certificate
Experience	Experience of working with students with special educational needs, in particular SEMHD and associated learning difficulties. Experience of working well in partnership with staff, students, parents and the wider community.	Experience in the use of CPOMS and or Behaviour Watch.
Skills/Knowledge	Ability to understand the characteristics of successful behaviour management. Evidence/experience of developing strategies relating to behaviour management. Effective verbal and written communication skills. Effective ICT/technology skills Ability to form and maintain appropriate relationships and personal boundaries with students. Emotional resilience in working with challenging behaviours and attitudes to use of authority and maintaining discipline.	

