



Northumberland Church of England Academy Trust

JOB DESCRIPTION

JOB TITLE:	Behaviour and Intervention Assistant
SCHOOL/SECTOR	Dukes Secondary School
SALARY:	Band 5
RESPONSIBLE TO:	Alternative Provision Lead (KS?)

Northumberland Church of England Academy Trust is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment.

The Trust will provide an environment in which the personal attributes, strengths and academic excellence of staff will enable the creation of opportunities for all to develop their potential to the full; creating confident, independent, versatile and successful adults, equipped with the skills and values to meet the challenges of a changing society and to provide the best possible educational foundation for life.

It is essential that the post holder actively supports the vision and ethos of the Northumberland Church of England Academy.

PURPOSE OF JOB:

To support students facing specific behavioural, emotional, academic and/or social challenges which impact on their learning and achievement. You will work within our alternative provision predominantly, however you will also be required to support in our isolation room and implement interventions where necessary. To raise achievement by assisting the Key Stage team to ensure the welfare, development and achievement of students, monitoring academic progress and ensuring appropriate learning behaviours in lessons and around the school.

EMPLOYMENT DUTIES:

- Ensure the Anglican ethos, Academy vision and Christian values of the Academy are clearly articulated, shared, understood and acted upon effectively by all.
- Demonstrate the vision and values of the Academy in everyday work and practice.
- Motivate and work with others to create a shared culture and positive climate that reflects the vision and values of the school.
- Support students education in our internal alternative provision
- Demonstrate and articulate high expectations and set ambitious, obtainable targets

- Have an overview of the curriculum offer and delivery across the Key Stages, monitoring progress of students and intervening in the learning process where a student is at risk of underperformance.
- Establish positive working relationships and partnerships with young people and their families.
- Review student progress and ensure appropriate action is taken to raise achievement, where necessary, of particular groups and individuals. Support the production of individual action plans and pastoral support plans, and their review. Support in the organisation of external and internal examinations.
- Manage an identified cohort of learners in need of extra support in mainstream and intervention classes, liaising with parents and ensuring progress.
- Support the internal isolation room if required to do so.
- Be flexible in your approach to your role, including being willing to work to support students in mainstream lessons if required to do so
- Maintain links with, refer to, and track the progress of students on alternative provisions, e.g. Choysez, PRU, Gust etc. Visit the students to provide quality assurance for the school in terms of placements used and track the outcomes of each learner.
- Report directly to the Head of alternative provision on all intervention strategies
- Deliver interventions across identified faculties, liaising with and directing staff as necessary to improve outcomes for students.
- Support parents and treat them as partners in the education process who are regularly involved with, and informed of, their child's progress and any problems when they occur. Actively seek opportunities to bring parents into the school for positive events. Support in the preparation and execution of Parent Consultation Evenings and Mentoring events.
- Actively support the development of a community feel within the school, where students, parents and tutors feel fully involved, informed and supported. This may include leading meetings, activities, parent groups, mentoring and curriculum or coursework catch-up programmes.
- Effectively manage the behaviour of vulnerable students in order to prevent exclusion and disaffection from mainstream provision.
- Compile and submit monitoring reports to SLT as required, ensuring that each child has a personalised programme in place to meet identified need.
- To liaise with outside agencies as required, and ensure the swift and appropriate flow of information to relevant internal contacts.
- To actively support the behaviour management processes of the school, including participation in regular duties, such as welcome desks, on call, isolation, detention etc.
- To contribute to, complete, and update student welfare and progress documentation, including, but not limited to, EHAs, EHCPs, HUB and CP referrals.
- To participate in the life of the school and oversee extra-curricular activities, trips and visits where appropriate.

- To support the work of the Achievement Team, assisting the Principal in leading the secondary phase to achieve the highest standards and outcomes for students.
- To ensure smooth transition into and out of the Key stages.

Other responsibilities

Developing self and others

- To treat all people fairly, equitably and with dignity and respect in line with the Christian ethos of the school.
- To build a culture of collaboration within the school and actively engage with groups of colleagues to build an effective community.
- To acknowledge the responsibilities of others and celebrate the achievement of individuals and teams.
- To regularly review own practice, set personal targets and take responsibility for own personal development.

The person undertaking this role is expected to work within the policies, ethos and aims of the school and to carry out such other duties as may reasonably be assigned. The duties of this post may vary from time to time without changing the general character of the post or level of responsibility entailed. You may be required to carry out additional duties commensurate with the level of the role.



Northumberland Church of England Academy Trust

Person Specification: Behaviour and Intervention Assistant (Secondary)	Essential	Desirable
<p>Experience:</p> <ul style="list-style-type: none"> ● A proven track record of success in a current role. ● Experience of working with students of the relevant age range. ● Experience and training relevant to supporting students with autism. 	<p style="text-align: center;">✓ ✓ ✓</p>	
<p>Skills & Competencies:</p> <ul style="list-style-type: none"> ● To fully support, advise and lead the Academy's provision to support pupils with autism spectrum disorders. ● Ability to engage constructively with, and relate to, a wide range of young people, parents/carers, from different backgrounds. ● Good ICT skills and ability to use learning technologies. ● Ability to act with fairness and consistency at all times. ● Ability to identify potential barriers to learning and jointly engage in strategies to overcome these barriers. ● Ability to engage in joint goal setting with an individual student as part of the learning and target setting process. ● Ability to work as a member of a team, understanding the role and responsibilities of the post. ● Ability to lead and inspire students and colleagues. ● Appropriate first aid knowledge. ● Ability to handle difficult situations with sensitivity, confidentiality and discretion at all times, combined with a calm personality, a practical approach and sound judgement. ● Ability to be a good role model to young people, demonstrating and promoting the values of the Academy in practical ways. 	<p style="text-align: center;">✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓</p>	
<p>Knowledge & Qualifications</p> <ul style="list-style-type: none"> ● An understanding of the Code of Practice and implications for working in school. ● Knowledge and understanding of safeguarding. ● Excellent numeracy and literacy skills (5 x A – C GCSE's including Maths and English). ● NVQ 3 for teaching assistants, or equivalent qualifications. 	<p style="text-align: center;">✓ ✓ ✓ ✓</p>	

<ul style="list-style-type: none"> Evidence of recent professional development relevant to the post 	✓	
Physical, mental and emotional demands: <ul style="list-style-type: none"> Commitment to helping provide a high quality service to children and families 	✓	
Other: <ul style="list-style-type: none"> Willingness to participate in training and development 	✓	