

Behaviour Specialist

Reports to:	Inclusion Support Team Manager		
Department:	Children, Young People & Community Development: Education Partnerships and Strategy	Grade:	SO2
DBS Status:	Enhanced with children	Politically restricted:	No
Job Purpose:			
<ul style="list-style-type: none"> • Support primary and secondary schools in promoting good behaviour and supporting pupils at risk of exclusion. • Work with parents, teachers and other agencies in improving outcomes for pupils with emotional and behavioural difficulties, promoting inclusive practices. • Specialise in specific interventions and projects in order to contribute to the development of the Inclusion Support Service • Support class teachers in schools with their responsibility for the development and education of children, including those with special social, emotional, behavioural needs. • Support class teachers in Pupil Referral Units and teachers running Pupil Support Courses with their responsibility for the development and education of children with SEBD. 			
Values			
<p>Collaborate proactively. Lead inclusively. Embrace change. Be bold and curious. Celebrate and share our success.</p>			
Job specific roles and responsibilities			
<ol style="list-style-type: none"> 1. Manage delegated casework activities and caseloads. 2. Regularly report back to the Inclusion Support Team Manager on the outcomes of work and maintain records and database information. 3. Prepare reports and other relevant documents for case conferences, head teachers, parents and other agencies. 4. Manage a delegated caseload. 5. Devise differentiated programmes of activities for individual children with SEBD and or/at risk of exclusion and to provide strategies and advice. 			

6. Use specialist skills to undertake activities necessary to meet the learning, emotional and behavioural needs of individuals or groups of pupils.
7. Plan and support the reintegration of pupils returning to mainstream schools from the PRUs, and those moving from one school to another.
8. Assist where appropriate in the support given to pupils attending other Alternative Provision.
9. Monitor and record individual pupil progress and maintain record of visits to schools and work completed.
10. Provide mentoring to those pupils requiring one to one support.
11. Plan and deliver school bases and central training.
12. Provide wrap around support for complex cases to ensure a smooth transition process to prevent exclusion and review and evaluate the impact to this case.
13. Keep abreast of developments in the field and undertake relevant training and development.
14. Support the monitoring of any funding or additional resources provided to schools to prevent exclusions.
15. is everyone's responsibility and all employees are required to act in such a way that at all times safeguards the health and well-being of children and vulnerable adults.
16. Undertake any other duties commensurate with the general level of responsibility of this post.

Essential Requirements (key skills & qualifications)

Knowledge and Qualifications

1. Minimum Level 3 qualification or equivalent in a related area, e.g. support work in schools, teaching and learning.
2. Working knowledge of the Common Assessment Framework, Team around the Child.
3. Understanding of issues affecting transitions at school.
4. Understanding of child development and appropriate behaviour and emotional development in children.
5. Knowledge of available support services and referral routes and ability to work effectively with a wide range of support services.
6. Knowledge and understanding of the anxieties, fears and difficulties experienced by pupils when they reintegrate into schools.

Experience

7. Supporting pupils who have social, emotional and behavioural difficulties, or who are disaffected.
8. Working with pupils in mainstream schools

Skills and Abilities

9. Excellent communication and report writing skills

10. Ability to engage constructively with and relate to a wide range of young people and their families with different cultural and social backgrounds.
11. Proven ability to help pupils overcome difficulties in school
12. Ability to remain calm in difficult situations
13. Ability and willingness to work flexibly
14. Ability to demonstrate an ability to prioritise workloads and work flexibly to deadlines
15. Ability to uphold the highest levels of confidentiality and work with sensitive issues confidently by managing discussions effectively to ensure desired actions are achieved
16. Ability to work collaboratively and as a positive member of a team
17. Ability to support the curriculum both in PRUs and mainstream schools in the EYFS, key stage 1/2/3/4
18. Ability to maintain records and enter information onto the LA database
19. Skills in direct work with children and families
20. Ability to communicate and negotiate effectively with pupils, parents/carers and all other professionals
21. Ability to communicate clearly in writing and verbally with families and other professionals, including the preparation of reports and assessments, and maintain accurate records

List desirable criteria:

- Experience of Teaching and supporting children with SEN.
- Ability and experience of communicating with parents within a school context.
- Knowledge of EYFS or KS1/2/3/4 assessment, curriculum and planning.

Within reason these key deliverables may evolve to meet service need and it is expected that the postholder will be flexible and adaptable in their delivery to meet both service and council wide needs