

HAMPSHIRE COUNTY COUNCIL

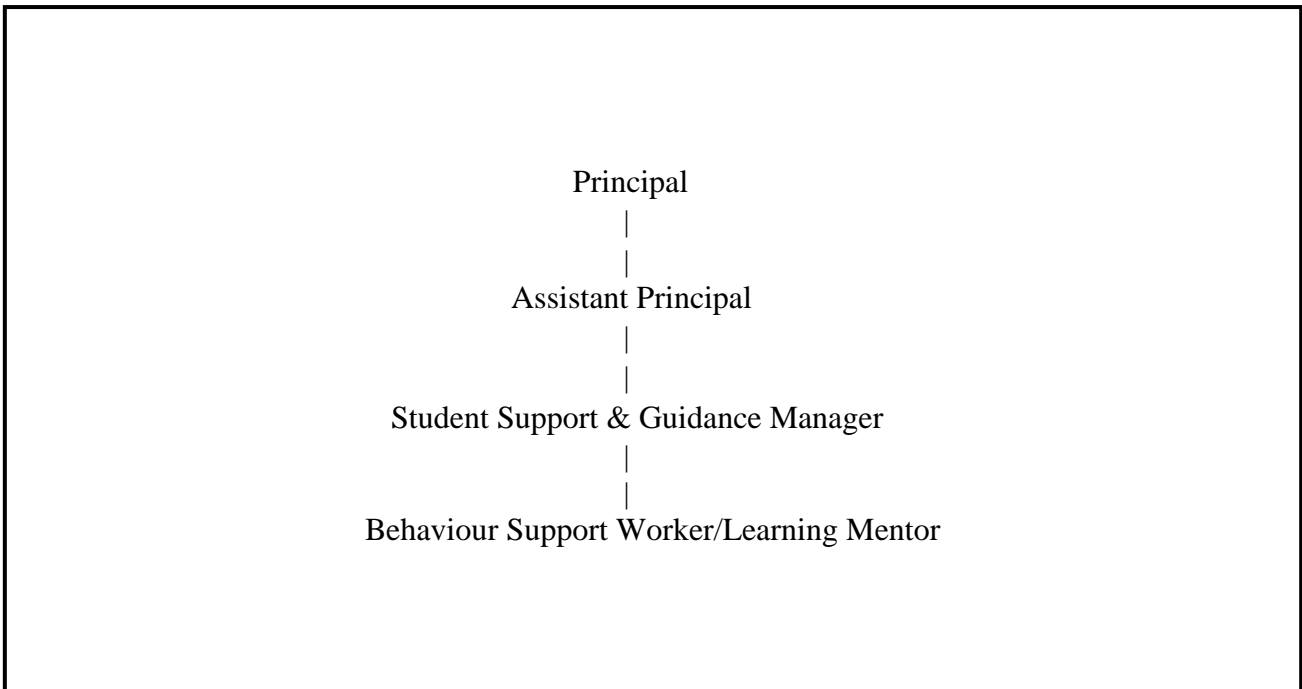
Data Protection Act 1998. This form will enable us to process any information you contribute to the role profiling process and will be used by Hampshire County Council evaluation panels for job evaluation purposes. At a later date, the information will also be used in other personnel areas, e.g. performance development review, induction, and training and development Processing of information includes storage of records electronically and in hard copy format. Personal data will only be made available to Hampshire County Council staff and trade union representatives involved in these processes. Any data required for statistical/research purposes will be depersonalised.

ROLE PROFILE FORM

Section A

Role Profile Ref:	02009
Department/Section:	Education (schools)
Role Title:	Behaviour Support Worker/Learning Mentor
Reports To:	Student Support & Guidance Manager
Role Purpose:	To provide support in addressing the needs of students who need particular help to overcome barriers to learning in order to achieve their full potential

Section B Organisation



Section C

ROLE REQUIREMENTS

Accountabilities	Accountability Statements	% of Time
Support for students	<ul style="list-style-type: none"> • Provide pastoral support to students • Receive and supervise students excluded from, or otherwise not working to, a normal timetable • Provide advice and assistance to students in their social, health and hygiene development • Participate with teaching staff in comprehensive assessment of students to determine those in need of particular help • Assist the teacher with the development and implementation of Individual Education/Behaviour/Support/Mentoring plans. • Establish productive working relationships with students acting as a role model • Develop 1:1 mentoring arrangements with students and provide support for distressed students • Support the speedy/effective transfer of student information across phases • Promote the effective integration of those students who have been absent. • Provide information and advice to enable students to make choices about their own learning/behaviour/attendance • Challenge and motivate students, promote and reinforce self-esteem • Provide feedback to students in relation to progress, achievement, behaviour, attendance etc • Provide group sessions to address specific behaviours as appropriate 	

HAMPSHIRE COUNTY COUNCIL

<p>Support for teachers</p>	<ul style="list-style-type: none"> • In conjunction with staff, liaise with feeder schools to gather student information to work on transition issues before students start secondary school • Support students' access to learning using appropriate strategies, resources etc • Assist in planning, evaluating and adjusting learning activities as appropriate • Monitor and evaluate students' responses and progress against behaviour/learning action plans through observation and planned recording • Provide objective and accurate feedback and reports as required on these plans, ensuring the availability of appropriate evidence • Be responsible for keeping and updating records as agreed with other staff, contributing to reviews of systems/records as requested • Assist in the development and implementation of appropriate behaviour management strategies • Establish constructive relationships with parents/carers, exchanging information, facilitating their support for their child's attendance, punctuality, access and learning and supporting home to college and community links. • Assist in the development, implementation and monitoring of systems relating to attendance and integration. • Provide clerical/admin support e.g. dealing with correspondence, compilation/analysis/reporting on attendance, exclusions etc, making phone calls etc. 	
<p>Support for the curriculum</p>	<ul style="list-style-type: none"> • Implement teacher-defined learning activities/teaching programmes, adjusting activities according to student responses/needs • Be aware of and appreciate a range of activities, courses, organisations and individuals to provide support for students to broaden and enrich their learning • Determine the need for, prepare and use specialist equipment, plans and resources to support students 	

HAMPSHIRE COUNTY COUNCIL

<p>Support for the college</p>	<ul style="list-style-type: none"> • Be aware of and comply with policies and procedures relating to child protection, health, safety and security, confidentiality and data protection, reporting all concerns to an appropriate person • Be aware of and support difference and ensure all students have equal access to opportunities to learn and develop • Contribute to the overall ethos/work/aims of the college • Establish constructive relationships and communicate with other agencies/professionals, in liaison with the teacher, to support achievement and progress of students • Attend and participate in regular meetings • Participate in training and other learning activities as required • Recognise own strengths and areas of expertise and use these to advise and support others • Assist in the supervision, training and development of staff • Implement planned supervision of students out of college hours • Supervise students on visits, trips and out of college activities as required 	
<p>Corporate and statutory initiatives - equalities/health and safety/e-government/sustainability</p>	<ul style="list-style-type: none"> • Maintain an awareness of school, national and statutory policies and requirements and apply these in the workplace 	

Section D -The key decision making areas in the role

<ul style="list-style-type: none"> • A Behaviour Support Worker/Learning Mentor will deal with student behaviour and make judgements when to refer incidents to a senior member of staff/class teacher • A Behaviour Support Worker/Learning Mentor, whilst working under the general direction of the Student Support & Guidance Manager, will work unsupervised and without the close presence of a teacher • A Behaviour Support Worker/Learning Mentor will be required to produce detailed feedback to the class teacher and keep records as appropriate – as such the postholder will decide on what feedback to give
--

Section E - The role dimensions - financial (e.g. budgets) and non-financial (e.g. units, workload, customers/staff)

- Role dimensions vary according to the experience of the Behaviour Support Worker/Learning Mentor
- Size of the college:750 students on roll
- A Behaviour Support Worker/Learning Mentor will guide teaching staff in their specialist area. They will also brief and support new staff (including teachers) on the achievement of students

Section F - The main contacts – external/internal customer contacts and purpose

- Internal (in college) – students, other colleagues, teachers, principal, special needs governor, other members of the governing board
- External (outside college) – (usually under the direction of the Student Support & Guidance Manager) Education Psychologist, parents/guardians/carers, GPs, other LEA specialist colleagues, specialist groups on educational visits, students, escorts, police

Section G – Working conditions – environment, and physical effort or strain.

- College and classroom based learning environment (sometimes significantly constrained in terms of space/equipment/seating) – responsibility, with teacher, for maintaining calm
- External working on trips, educational visits etc
- Manual handling responsibilities
- Expected to maintain behaviour management standards of students, some of whom can be especially challenging and difficult, and deal with racial/abusive language and bullying
- Health and Safety responsibility for self, students and area which is particularly demanding in a child-centered environment
- On call providing first point of contact support for Heads of Faculty in dealing with students from lessons
- After hours classes and sessions for students for when a normal timetable is not appropriate

Section H - Context/additional information

- It has a high confidential component and needs to hold the trust and confidence of both the students and teachers. It may acquire information on child protection/family sensitive issues which must be treated carefully and appropriately
- The size and type of school will be a factor in determining how the role operates as will the physical site of the school
- High levels of stress are generated by various aspects of the role including when dealing with individual students and/or groups with complex and demanding learning needs. The postholder's working hours require constant student contact
- Written reports from Behaviour Support Workers are detailed and complicated

PROGRESSION IN ROLE

Section J - Entry: Necessary role-related knowledge, skills and experience at selection

- Experience working with children of relevant age
- Empathy with students and sympathetic to their needs
- Experience of working with children with additional needs
- Working knowledge of national curriculum and other relevant learning programmes
- Understanding of principles of child development and learning processes and in particular barriers to learning
- Very good literacy/numeracy skills
- NVQ3 for Teaching Assistants or equivalent qualification or experience
- Working towards HLTA in specialist behaviour support as part of career progression
- Good communication skills and able to clarify and explain instructions clearly
- Professionally discreet and able to respect confidentiality on particular issues
- Well developed interpersonal skills and sense of humour enabling effective relationships with a variety of people
- Team worker

Section K – Initial induction/training required to become effective in the role

Estimated time to become operationally effective

Up to 3 months

- Shadowing experienced Behaviour Support Worker/Learning Mentor in college
- Knowledge of college and college systems/policies
- Approach towards student discipline and behaviour
- Relationship between and respective responsibilities of teacher and Behaviour Support Worker/Learning Mentor
- Professional relationships between staff and students
- Support from Student Support & Guidance Manager
- Manual handling skills
- Developing health and safety knowledge
- Independent working, under the professional direction of a teacher, with groups of students

Section L – Operationally effective: How would effectiveness in role be demonstrated?

- Firm, sensitive and effective approach towards student discipline
- Good organisational ability
- Able to work with the teacher on the development and implementation of behaviour management strategies and IEPs
- Ability to plan effective behaviour/learning actions for students at risk of under achieving
- Full understanding of the range of support services/providers
- Able to monitor, evaluate and record student progress against behaviour/learning plans
- Ability to apply knowledge and skills from training in practical classroom context
- Flexible in relation to tasks undertaken and groups/students allocated
- Ability to motivate and encourage children appropriately
- Ability to work independently and with initiative
- Ability to establish and maintain good relationships and rapport with other colleagues in the college and external contacts
- Possession of specialist qualifications/skills to deal with needs of particularly challenging students
- Work constructively as part of a team, understanding classroom roles and responsibilities and own position within these

Section M - Adding value: What characteristics will the advanced role holder demonstrate?

- Recognised for expertise in college
- Mentoring of other Behaviour Support Workers/Learning Mentor
- Support for the induction of other staff in the college including, in appropriate circumstances, teaching staff
- Able, under the overall direction of the Student Support & Guidance Manager, to take responsibility for meetings with external contacts
- Ability to self-evaluate learning needs and actively seek learning opportunities