

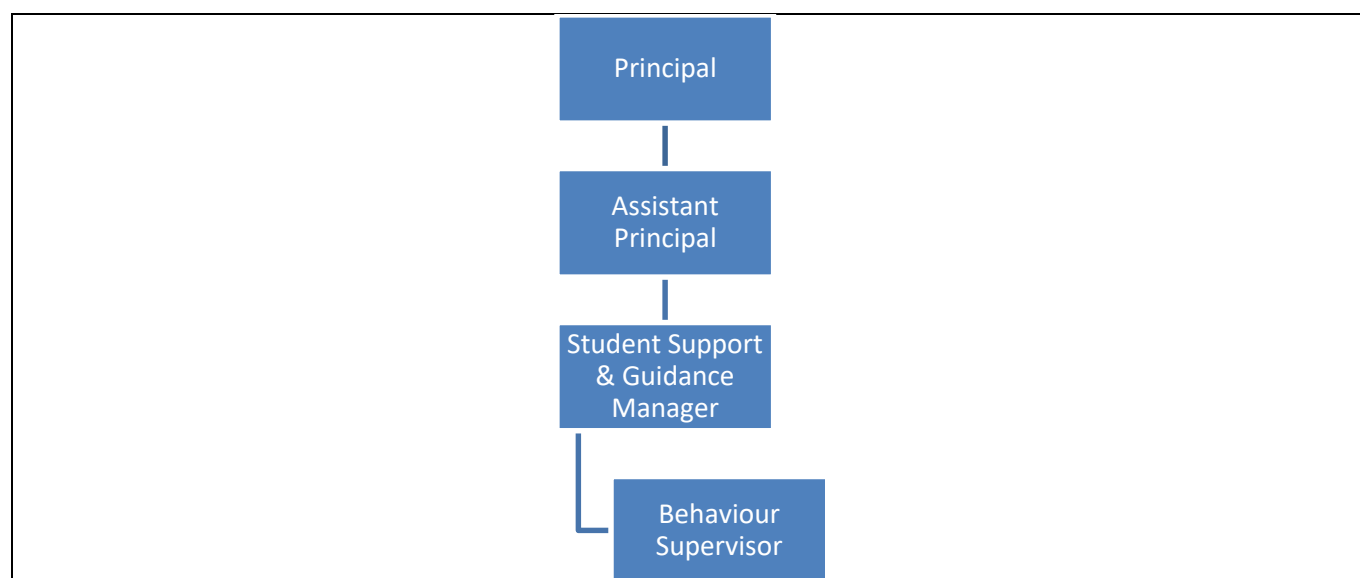


General Data Protection Regulations 2018 - This form will enable us to process any information you contribute to the role profiling process and will be used by Hampshire County Council evaluation panels for job evaluation purposes. At a later date, the information will also be used in other personnel 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.

SECTION A

Role profile ref:	02009
Department / section:	Education - Schools
Role title:	Behaviour Supervisor/Administrator
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



NEW: 13 July 2021

ASPIRE

ACHIEVEMENT * SUPPORT * PERSEVERANCE * INDIVIDUALITY * RESPECT * EXCELLENCE

SECTION C - ROLE REQUIREMENTS

ACCOUNTABILITIES	ACCOUNTABILITY STATEMENTS	% OF TIME
Support for students	<ul style="list-style-type: none"> • Receive and supervise students excluded from, or otherwise not working to, a normal timetable • Establish productive working relationships with students acting as a role model • 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 • Work with individual or groups of students, assisting in ensuring that students are kept on task and complete activities set by teachers • Deal with behavioural and special needs issues in conjunction with the Student & Guidance Manager 	
Support for teachers	<ul style="list-style-type: none"> • Support students' access to learning using appropriate strategies, resources etc • Assist in planning, evaluating and adjusting learning activities as appropriate based on Student Passports • Monitor and evaluate students' responses and progress against RTL expectations through observation and planned recording • Provide objective and accurate feedback and reports as required on RTL expectations • Be responsible for keeping and updating records as agreed with other staff • Assist in the development, implementation and monitoring of systems relating to RTL and behaviour • Provide clerical/admin support e.g. dealing with correspondence, compilation/analysis/reporting on attendance, exclusions etc, making phone calls etc. 	
Support for the curriculum	<ul style="list-style-type: none"> • Implement teacher-defined learning activities/teaching programmes, adjusting activities according to student responses/needs 	

	<ul style="list-style-type: none"> • Determine the need for, prepare and use specialist equipment, plans and resources to support students in RTL 	
Support for the college	<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 • 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 • Implement planned supervision of students out of college hours 	
Corporate and statutory initiatives – equalities/ health and safety/e-government/ sustainability	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

- A Behaviour Supervisor will deal with student behaviour and make judgements when to refer incidents to their line manager.
- A Behaviour Supervisor, 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 Supervisor will be required to produce detailed feedback to the Student Support & Guidance Manager and keep records as appropriate – as such the post holder 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 Supervisor
- Size of the college: 850 students on roll

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

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 for maintaining calm RTL space
- 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
- 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.

SECTION I - 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
- 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 J – Initial induction/training required to become effective in the role

Estimated time to become operationally effective - Up to 4 weeks

- 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 K – Operationally effective: How would effectiveness in role be demonstrated?

- Firm, sensitive and effective approach towards student discipline
- Good organisational ability
- 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
- 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 L - Adding value: What characteristics will the advanced role holder demonstrate?

- Recognised for expertise in college
- Ability to self-evaluate learning needs and actively seek learning opportunities