

Job Description & Person Specification

Job Title:	Behaviour Support Coordinator
Service / Provision:	Exeter House
Job Family:	Support Staff
Line Manager:	Behaviour Support Lead
Salary Grade:	C Grade
Annex:	Please ensure you refer to Annex 1 with this job description

To support colleagues in addressing the behavioural needs of all students, especially those who have significant behavioural challenges.

Key accountabilities, duties and responsibilities

Support for Students

- Using specialist knowledge and skills to positively support and teach students to engage in socially appropriate behaviours.
- Work with students to identify, set and monitor behavioural targets.
- Establish productive and effective working relationships with students, acting as a role model and setting high expectations for behaviour.
- Work with individuals to develop behaviour for learning.
- Provide and facilitate post incident support and debriefs.

Supporting Class Teams

- Provide specialist advice, guidance and support to all colleagues relating to behaviour support and management.
- Coach colleagues to implement a consistent approach to behaviour management.
- Be a visible presence across the school, modelling expected behavioural routines and effective behaviour management techniques.
- Provide in-class coaching support for class employees in relation to behavioural challenges.
- Work with colleagues to implement a programme of rewards for positive behaviour choices.
- Work with teachers and behaviour support lead to ensure all behaviours are appropriately communicated and discussed with parents, working as part of a team approach for the student.
- Provide objective and accurate feedback and reports as required on student behaviour, ensuring the availability of appropriate evidence.
- Provide and facilitate post incident support and debriefs to colleagues.

Supporting the Curriculum

- Support the delivery of Literacy, Communication and Mathematics along with other aspects of both the National Curriculum and the enhanced curriculum offered by the school.

Supporting the School

- Attend multiagency meetings as needed – for example Annual Reviews, CiN meetings, ESA meetings.
- Manage a case load of identified students who require behaviour and emotional intervention.
- Regularly analyse behaviour data collection programme and processes.
- Attend Pastoral Team meetings.
- Liaise and meet with parents regularly regarding behavioural issues for identified students

- Consistently implement the School's Behaviour Policy and actively support others doing the same

Tasks/duties	Essential	Desirable
Qualifications & Training	<ul style="list-style-type: none"> • To have a very good level of written and spoken English and Mathematics (GCSE Grade C and above or equivalent). 	<ul style="list-style-type: none"> • A psychology or Behavioural (PBS) qualification. • First Aid • An understanding of Health and Safety and Child Protection. • Additional qualifications/ training relevant to the role ie PECS, Makaton
Knowledge & Experience	<ul style="list-style-type: none"> • To have good verbal communication skills. 	<ul style="list-style-type: none"> • Valid driving licence. • To have experience of working with children with special educational needs, including those with social, emotional and behavioural difficulties.
Skills & Abilities	<ul style="list-style-type: none"> • An interest in working with children with behavioural challenges • To be able to undertake tasks under direction. • To be able to follow initiative. • The ability to relate to children and young people in a positive and supportive manner. • The ability to maintain confidentiality inside and outside the workplace. • The ability to motivate children. • The ability to assist with organising the learning environment. • The ability to work collaboratively with other staff in the class and whole school setting. • The ability to work positively and sensitively with children who have SEN. 	<ul style="list-style-type: none"> • Good IT Skills – including the use of powerpoint, excel