



# Behaviour Support Officer – St Augustine's School



## **The Role**

<b>Location:</b>	Based at St Augustine's Catholic School, Scarborough, working for the St Cuthbert's Roman Catholic Academy Trust.
<b>Contract:</b>	Permanent
<b>Hours/ Working Pattern:</b>	37 hours per week, Monday to Friday, 8.30-16.30 (One 4pm finish per week)
<b>Salary/ Hourly Rate:</b>	Grade 6 £27334-£29777 per annum pro rata
<b>Closing Date:</b>	Sunday 17 <sup>th</sup> December 2023
<b>Interview date:</b>	Interviews from Tuesday 19 <sup>th</sup> December 2023
<b>Start Date:</b>	January 2024

*'I have set you an example that you should do as I have done for you'*  
*John 13:15*

Are you looking for a new challenge where you can make a huge difference to the school experience of our students? Are you experienced in pastoral care and passionate regarding the behaviour element of this care?

## **Our Opportunity**

We are seeking to appoint a motivating and confident behaviour support worker, to work under direction from the Pastoral manager to run the Behaviour support unit.

You will oversee and manage the daily running of the unit in line with the school behaviour policy, ensuring students are being delivered the curriculum in conjunction with the Heads of Faculty.

You will be a strong communicator, communicating with a large number of stakeholders both inside and outside of the School.

## **You will have:**

- Significant experience of working with students with behavioural issues, often including emotional and mental health needs

- A high level of commitment to aspirational achievement and progress for all groups of pupils
- Ability to be flexible and adapt to evolving situations, changing workload demands and highly emotionally challenging situations.
- The ability to establish excellent relationships with all pupils and staff
- Excellent communication skills and the ability to work as part of a team
- A supportive approach to the Catholic ethos of the school and the care the school provides

**We can offer you:**

- Tailored support from our Head of School, Assistant Headteachers and staff colleagues as we further develop you and give you the skills, encouragement, and experience within the profession to continue to 'love and serve'.
- A welcoming and highly supportive school and wider community
- Friendly children who are eager to learn.
- Personal and professional development opportunities.
- An experienced and committed staff with a supportive Governing Body and wider school/church community

## Message from the Head of School: Aishling Robinson

Welcome,

St Augustine's is a fantastic school, our children are exceptional and our staff work extremely hard to ensure students reach their potential.

We strive for excellence in all things, and our Catholic Ethos is central to our way of life in the school.

Each child is seen and respected as an individual. We believe in equity of opportunity. We aim to provide the very best learning opportunities where students are challenged, inspired and encouraged to flourish.

I believe that we, as staff of St Augustine's, are here to serve our children.

In turn we expect our students to try their very best at all times and respect others at all times.

Together we are building the future communities we will all enjoy.

We look forward to welcoming you to our school if you feel that St Augustine's is the right place for you.



## **About St Augustine's Catholic School**

St Augustine's School is part of the St Cuthbert's Roman Catholic Academy Trust. We are a Catholic Academy for pupils between the ages of 11 and 16.

St Augustine's serves families from Whitby to Bridlington, Scarborough to Pickering and is renowned for helping to develop young people with religious and moral character together with high standards of academic success.

All staff devote their abilities, energy and time to each child and none goes unnoticed. We are a family with Christ at the centre of all that we do.

Our faith and search for excellence can be found in all aspects of school life including academic learning, pastoral support and a wealth of personal development activities. These combine to nurture young adults with a well-rounded education and the ability to face the future with confidence.

## **Application Process**

### **Think you're the person for the job?**

Please complete the enclosed application and send it to the email address below by the closing date

Eryn Harrison

[erharrison@smchull.org](mailto:erharrison@smchull.org)

An email will be sent to shortlisted candidates with details of the interview process. If you have not heard from us within a week of the closing date please assume your application has been unsuccessful.

Please contact Eryn Harrison with any queries -

[erharrison@smchull.org](mailto:erharrison@smchull.org)





### **JOB DESCRIPTION and PERSON SPECIFICATION**

**ACADEMY:** St Augustine's School

**JOB TITLE:** Behaviour Support Worker **GRADE: 6**

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**DIGNITY AT WORK:** To show, at all times, a personal commitment to treating all stakeholders and colleagues in a fair and respectful way, which gives positive regard to people's differences and individuality (for example, gender, gender identity, nationality or ethnic origin, disability, religion or belief, sexual orientation, age). Assists in ensuring equal access to services and employment opportunities for everyone and promotes the Equal Opportunities in Employment Policy adopted by the Academy.

**PURPOSE:**

To support the Pastoral Manager with the day to day running of the Behaviour Support Unit (BSU). To support the curriculum delivery and the pastoral care of students directed to the Behaviour Support Unit.

**PRINCIPAL ACCOUNTABILITIES:**

*Please note decision making must be included within the Principal Accountabilities*

1.	To promote and safeguard the welfare of children and young people.
2.	Responsible for overseeing and managing the daily running of the BSU, developing the vital role of the Behaviour Support Unit (BSU) within the School and for using initiative to establish procedures to improve the effectiveness of the BSU.
3.	To support the Pastoral Manager.
4.	Supports the daily running of the behaviour support unit in accordance with the behaviour policy of the School.



5.	To directly work with students in BSU, being a calming influence for students who have behavioural and /or social issues which on occasions can lead to unpredictable situations. Addressing behavioural issues by working one to one with specific students to promote and develop positive behaviour and to closely liaise with the (Pastoral), HOY, HOF/D, tutors and appropriate non-teaching staff to facilitate the required support for individual pupils.  To work calmly under pressure and deal with difficult/challenging situations
6.	To identify individual pupils' behavioural needs and to formulate behaviour strategies. To advise staff working within the Behaviour Support Unit of a student's specific difficulties and requirements, that will help improve their behaviour and learning.
7.	To record and monitor lesson behaviour, lunch time and after school detentions, analysing data for patterns to inform bespoke behaviour plans to be put in place and working alongside Heads of Year to implement them.
8.	Within the behaviour management, challenge unacceptable behaviour and models exemplar behaviour through inclusion, engagement and participation of all pupils.
9.	To supervise and ensure that students are on task and working whilst in the Behaviour Support Unit and appropriate behaviour is always upheld. Ensuring that appropriate curriculum work is followed, and deliver the curriculum in conjunction with the Heads of Year.
10.	To log and record all instances of students coming into the Behaviour Support Unit, notifying relevant colleagues where required. Communication with teachers to ensure work is provided for students to access the curriculum whilst in the pastoral centre.
11.	Analyse trends and patterns in Student behaviour in the behaviour support unit.
12.	To liaise with parents regarding student behaviour, and hold meetings with parent's where required
13.	The Health and Safety at Work etc. Act 1974 and associated legislation places responsibilities for health and safety on the Academy, as your employer and you as an employee of the Academy. In addition to the employer's overall duties, the post holder has personal responsibility for their own health and safety and that of other employees; additional and more specific responsibilities are identified in the Academy's Health and Safety Policy.

**GENERAL:**

The above principal accountabilities are not exhaustive and may vary without changing the character of the job or level of responsibility. The post-holder must be flexible to ensure the operational needs of the Academy are met. This includes the undertaking of duties of a similar nature and responsibility as and when required, throughout the various work places in the Academy and before and after the Academy day.

**DIMENSIONS:**

**All sections should be completed – if there aren't any state 'none'**

**1. Responsibility for Staff:**

N/A.

**2. Responsibility for Stakeholders/Clients:**

Facilitate students learning by providing the appropriate curriculum work and learning objective. Ensuring that student's safety, behaviour and wellbeing is paramount. To achieve a good outcome through mediated reconciliation

**3. Responsibility for Budgets:**

N/A

**4. Responsibility for Physical Resources:**

Ensure that the behaviour support unit environment is safe for pupils on a daily basis. Safe use, moving and storage of all equipment used in the course of the role.

**WORKING RELATIONSHIPS:**

**All sections should be completed – if there aren't any state 'none'**

**1. Within Pastoral Centre work area:**

Responsible for pupils in their daily care. Directly reports to the Pastoral Manager. Liaises daily with senior members of staff, HOY, HOF/D to update and advise on pastoral, safeguarding and behavioural issues.

**2. With Any Other Areas (where applicable):**

Advise and liaise with Tutors, SEN Department, Learning Mentors, Student Services and any external educational visitors.

**3. With External Bodies to the Academy:**

To liaise with Police, Social Services and Parents as required when situations arise. To support the Behaviour Manager in deputising and representing the Vice Principal responsible for Pastoral and Behaviour within the College.

**ORGANISATION CHART:**



CEO
Head of School
Pastoral Manager
Behaviour Support Worker

	Tick relevant level for each category						Supporting Information (if applicable)
	Not applicable	Low	Moderate	High	Very High	Intense	
<b>PHYSICAL DEMANDS:</b>  Physical Effort and/or Strain – (tiredness, aches and pains over and above that normally incurred in a day to day office environment).				✓			Students display behaviours which may require physical intervention
<b>WORKING CONDITIONS:</b>  Working Conditions – (exposure to objectionable, uncomfortable or noxious conditions over and above that normally incurred in a day to day office environment).				✓			Exposure to verbal aggression, physical aggression and persistent disruptive behaviour from students
<b>EMOTIONAL DEMANDS:</b>  Exposure to objectionable situations over and above that normally incurred in a day to day office environment.					✓		Students display behaviours which can cause distress and anxiety for the staff dealing with it. On a day to day basis can be within potential volatile

							situations and very emotional students.
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PERSON SPECIFICATION		Tick relevant column		List code/s*
The information listed as essential (the column that is shaded) is used as part of the job evaluation process. The requirements identified as desirable are used for recruitment purposes only.  *Codes: AF= Application Form, I = Interview, EOI = Expression of Interest Form, CQ = Certificate of Qualification, R = References (should only be used for posts requiring DBS's), T = Test/Assessment, P = Presentation		Essential	Desirable	How identified
<b>1.</b>	<b>Qualifications:</b>			
1.1	5 GCSE's including English and Maths at Grade A-C (or equivalent, such as level 2 basic skills in literacy and numeracy)	√		AF/CQ
1.2	Level 3 professional qualification in Pastoral and Behaviour		√	AF/CQ
1.3	ICT skills sufficient enough to perform the role with regard to the use of MIS systems, CPOMS, and other software packages related to presentation of information to senior staff and students.	√		AF/CQ
1.4	Safeguarding Level 1	√		AF/CQ
1.5	Bespoke training relevant to role, including First Aid, Team Teach		√	AF/CQ
1.6	Relevant other professional qualifications or another accreditation.		√	AF/CQ
<b>2.</b>	<b>Relevant Experience:</b>			
2.1	Significant experience of working with students with behavioural issues often including emotional and mental health needs	√		AF/R
2.2	Has significant experiencing in dealing effectively with 'highly emotionally challenging' situations and to act appropriately under pressure	√		AF/R/I
2.3	Experience of wider view team working, actively encouraging collaboration between teams, partner bodies and service areas.	√		AF/R/I
2.4	Experience of making difficult or unpopular decisions with the ability to openly explain the rationale behind the decision taken.	√		AF/R/I
2.5	Experience of assisting in the maintenance of pupils' records	√		R/I

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2.6	Experience of working with families and young people, Social and Police Services.	√		AF/I/R
2.7	Effective use of ICT to support teaching and learning	√		R/I
3.	<b>Skills (including thinking challenge/mental demands):</b>			
3.1	Ability to be flexible to adapt to evolving situations, changing workload demands and new Academy challenges	√		R/I
3.2	The ability to stay calm under pressure whilst effectively managing challenging situations.	√		AF/R/I
3.3	Ability to organise and manage a heavy workload meeting necessary timescales and deadlines as required by legislation, line managers and lead officers.	√		AF/R/I
3.4	Thinks creatively about how to address key development needs, whilst maintaining service levels	√		AF/R/I
3.5	Ability to support with training	√		AF/R/I
3.6	Motivation to work with children and young people.	√		R/I
3.7	Competent ICT skills	√		R/I
3.8	Ability to form and maintain appropriate relationships and personal boundaries with children and young people.	√		R/I
3.9	Ability to work independently with groups of pupils or individuals	√		R/I
3.9.1	To be able to physically intervene if necessary and understand the importance of being able to keep a young person safe	√		AF/R/I
3.9.2	Excellent organisation skills.	√		AF/R/I

PERSON SPECIFICATION		Tick relevant column		List code/s*
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3.9.3	Must be able to use well thought through initiative and creativity in solving problems.	√		AF/R/I
3.9.4	Ability to adapt quickly and effectively to various situations.	√		AF/R/I
3.9.5	Ability to empathise with young people.	√		AF/R/I
<b>4.</b>	<b>Knowledge:</b>			
4.1	Extensive knowledge of appropriate methods and practices in managing the behavioural issues that students present and to effectively listen, remain calm, support and implement appropriate strategies to improve student behaviour and promote learning.	√		AF/R/I
4.2	Has a comprehensive understanding of the processes of the Pastoral area and can use this knowledge to effectively implement change.	√		AF/R/I
4.3	Is committed to CPD to stay updated on current strategies and theories for managing student related pastoral and behaviour issues.	√		AF/R/I
4.4	In depth knowledge of Academy polices: behaviour management, bullying, racism, mobile phones, digital equipment, as well as an up to date knowledge of social and emotional issues currently facing young people.	√		R/I
4.5	A knowledge and commitment to safeguarding and promoting the welfare of children and young people	√		R/I
4.6	Current knowledge of the learning curriculum.	√		R/I
4.7	Knowledge of Health and Safety requirements	√		I
<b>5.</b>	<b>Interpersonal/Communication Skills:</b>			
	<b>Verbal Skills</b>			
5.1	Excellent verbal communication with pupils, parents, members of staff, senior leadership and outside agencies.	√		R/I

PERSON SPECIFICATION		Tick relevant column		List code/s*
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5.2	Must be able to instil confidence in others (staff) and lead effectively, using courtesy, tact, diplomacy, negotiation and influencing skills	√		R/I
5.3	Highly developed student related influencing, caring, advocacy, and negotiating skills are required.	√		AF/R/I
5.4	Ability to establish professional, effective working relationships using empathy and sensitivity with a range of partners/colleagues and young people and their families/carers.	√		R/I
5.6	Speaks clearly and accurately using grammatically correct spoken English	√		R/I
5.7	Ability to work constructively and proactively as part of a team.	√		R/I
5.8	Ability to self-evaluate learning needs and to actively seek learning opportunities	√		R/I

6.	<b>Written Skills</b>			
6.1	Highly competent written skills, including spelling and grammar, including use of ICT, exchanging in writing complicated or sensitive information to a range of audiences, the writing of fairly complex reports to others leading to day to day decisions.	√		AF/R
6.2	Must be skilful in data management and be able to produce concise and accurate written reports using Microsoft Word and Excel and other ICT packages to communicate effectively on Pastoral Centre issues across the Academy.	√		AF/R/I
6.3	To be able to provide written evidence in accordance with the policies of St Augustine's School.	√		AF/R/I
7.	<b>Additional Requirements:</b>			
7.1	Maintains high levels of confidentiality at all times	√		R/I
7.2	Makes a commitment to the wider life of the Academy including 'going the extra mile'	√		R/I

7.3	Ability to present a smart professional image in line with the Code of Conduct of the Academy.	✓		R/I
7.4	Engage in additional training and development including being proactive in identifying own development needs	✓		AF/I
7.5	Self-motivation and personal drive to complete tasks to the required time scales and quality standards	✓		AF/I
7.6	Strives for excellence and ways to improve their own performance and the performance of the students and the College.	✓		AF/R
<b>Disclosure of Criminal Record:</b>				
	The successful candidate's appointment will be subject to the Academy obtaining a satisfactory Enhanced and Barring List Disclosure from the Disclosure and Barring Service (if ticked as an essential requirement).	✓		DBS Disclosure
	If the post-holder requires a DBS disclosure the candidate is required to declare full details of everything on their criminal record.	✓		AF/EOI (After short listing)



**ST AUGUSTINE'S**  
SCHOOL