



Behaviour Support Officer – IMPACT Room

Job Description

Salary scale:	Scale 4 SCP 11 – 14 £25,481 - £27,211 pro-rata (£21,819 – 23,300 actual)
Hours:	Term Time Only + 5 Inset day, 37 hours per week (08:15am – 4.15pm Mon-Thurs, 3.45pm Fri)
Permanent / Temporary:	Permanent
Responsible to:	Behaviour Manager
Job purpose:	<p>The purpose of the Behaviour Support Officer, IMPACT is to work as a member of the school’s pastoral team, alongside teaching staff and the Special Education Needs Department to ensure that every pupil achieves their potential through the provision of targeted support and intervention.</p> <p>The Behaviour Support Officer, IMPACT will be line managed by the Behaviour Manager and will work closely with the Heads of Years under the designated school pastoral system.</p> <p>The main responsibility will be to take ownership of the IMPACT Room to provide a purposeful learning environment for students to continue their progress when in temporary isolation from the main body of the school.</p>

Key Responsibilities

Main Duties

- Managing the learning of students who are in IMPACT and ensure they make progress in line with their individual targets and needs.
- Facilitating breaks and lunches for students who are in the IMPACT.
- Maintaining the IMPACT register.
- Registering pupils in the IMPACT room on SIMs
- Run the IMPACT room detentions.
- Providing behaviour intervention support, through mentoring and coaching as required.
- Supporting pupils to reflect on their behaviour and make achievable commitments to improvement.
- Managing the uniform stock for the school and providing uniform for students who are not wearing correct uniform, whilst also logging the appropriate sanction.
- Managing the admin of the school detention system .
- Support and assist the wider behaviour support team as directed and as required
- Follow up safeguarding issues in line with school policies and procedures.
- Establish working routines and maintain records/logs of casework and provide staff with requested information as required.

- Attend meetings within school and externally as required.
- Liaise with parents/carers and external agencies as required

Generic

- To ensure compliance with the school's Health and Safety Policy, personally contributing to an environment that welcomes diversity and respects individuals.
- To undertake the necessary training/development required in order to keep up to date with developments as identified through performance management.
- To perform other such duties of a similar nature as from time to time may be required.

Support Staff

Our support team pride themselves on their professionalism and effectiveness.

Fulwood Academy has whole school staffing policies. Support staff have the same access to appropriate training courses as teaching staff. All academy personnel policies are equally applicable to support staff and teaching staff. Support staff are encouraged to play a full part in the academy community.

Personal qualities for all staff

Fulwood Academy is on a journey of rapid change. Sharing our vision, ambition and achievement for all, is vital. This is supported by a caring atmosphere where discipline and relationships are based on our 3 core values:

- We Care
- We Challenge
- We Commit

To support the academy and to your own success, we expect the following from the whole team:

- a commitment to the protection and safeguarding of children and young people;
- the ability to work as part of a developing team
- the ability to demonstrate a caring attitude to pupils and colleagues
- appropriate qualifications/or experience to competently carry out your role
- a willingness to pursue professional and personal development

All staff at Fulwood Academy are role models for children and are expected, therefore, to model good behaviour and conduct themselves in a way that is consistent with our expectations of our pupils.

Performance Management

To participate in the annual Performance Management process, agreeing targets linked to academy development plan, departmental and personal priorities.

Safeguarding Commitment

Fulwood Academy is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment.

All post holders at Fulwood Academy are subject to an Enhanced DBS check following the offer of a post, and any offer is subject to satisfactory checks being obtained.

Person Specification:

Essential (E) or Desirable (D)

below Experience:

- previous experience of working with students/staff in a mixed comprehensive school (E) Skill, Knowledge and Abilities:
- high level of organisational skills (E)
- ability to form positive relationships with students, staff and parents/carers (E)
- possessing skills to communicate with challenging families (E)
- possessing competent ICT skills and familiarisation with SIMS/generic Microsoft applications (E)
- an attention to detail (E)
- high level of personal drive and energy (E)
- receptive to new ideas and change

Education Qualifications:

- A good standard of literacy and numeracy (E)
- Training in SIMS or equivalent Information Management Software (E)
- willingness to undertake appropriate professional development training (E)

Personal Attributes:

- willing to integrate into a team (E)
- able to use own initiative to deal with situations as they arise, acting in line with school policies and instructions (E)
- a friendly, co-operative approach to parents, pupils and staff (E)
- willing to work flexibly in terms of job roles and responsibilities (E)
- promotes and gives a positive image of the school (E)

PERSON SPECIFICATION

Pastoral Support Officer

	Essential	Desirable	Assessed by
Education, Qualifications, Training and Experience	<ul style="list-style-type: none"> • Experience of teaching small group interventions and tracking progress. • GCSE equivalent in Maths and English at grade C or above 	<ul style="list-style-type: none"> • NVQ Level 3 qualification • Evidence of related training • Further professional qualifications 	Application
Skills and Abilities	<ul style="list-style-type: none"> • Experience of working with children/young people • Developing and maintaining positive working relationships with a range of pupils in order to provide guidance and support. • A sound knowledge of school systems, up-to-date curriculum and correct academic procedures; and using this knowledge to help guide individuals through the learning process. • Experience of dealing with behaviour issues in an academic environment • Experience of communicating with a range of individuals, including parents/carers and outside agencies in an appropriate manner • Experience of school monitoring systems and using this data to identify issues promptly and accurately. • Experience of managing a busy workload whilst maintaining high standards 	<ul style="list-style-type: none"> • Knowledge of record keeping systems. • Experience of working with children aged 11-16. • Experience of working in a school environment. 	Application Interview
Other	<ul style="list-style-type: none"> • Commitment to equal opportunities • A willingness to undertake additional training, keep up to date with developments 		Application Interview