

# SAFFRON VALLEY COLLEGIATE

## ROLE PROFILE



**JOB TITLE:**

**BEHAVIOUR FOR LEARNING  
KEYWORKER**

## ROLE PROFILE

<b>Job Title:</b>	<b>BEHAVIOUR FOR LEARNING KEYWORKER</b>
<b>Department:</b>	Children Families and Learning
<b>Division:</b>	<b>SAFFRON VALLEY COLLEGIATE</b>
<b>Grade:</b>	Grade 5 (scp 13-15)
<b>Hours (per week):</b>	Term time only
<b>Reports to:</b>	Head of Provision
<b>Responsible for:</b>	
<b>Role Purpose and Role Dimensions:</b>	<ul style="list-style-type: none"><li>• Providing support to individual pupils, and groups of pupils, to encourage improvements in behaviour for learning.</li><li>• Providing access to curriculum enhancements designed to promote pupil engagement and improve behaviour.</li></ul>
<b>Commitment to Diversity:</b>	To take individual and collective professional responsibility for championing the council's diversity agenda, proactively implementing initiatives which secure equality of access and outcomes. Commit to continual development of personal understanding of diversity.
<b>Key External Contacts:</b>	<ul style="list-style-type: none"><li>▪ Parents/carers;</li><li>▪ Relevant external agencies.</li></ul>
<b>Key Internal Contacts:</b>	<ul style="list-style-type: none"><li>▪ Head of Provision;</li><li>▪ Assistant Head of Provision</li><li>▪ PRU staff team;</li><li>▪ SVC colleagues;</li><li>▪ Pupils.</li></ul>
<b>Financial Dimensions:</b>	Small budget for off-site activities
<b>Key Areas for Decision Making:</b>	<ul style="list-style-type: none"><li>• Completion of risk assessments, as required.</li><li>• Planning activities.</li></ul>
<b>Other Considerations:</b>	<b>All staff are employed by the Saffron Valley Collegiate, and can be deployed at any location, necessary to meet the needs of the Collegiate. Decisions will be made with due regard to the needs of the young people/service and the expertise and experience of the individual staff member.</b>
<b>Is a satisfactory disclosure and barring check required?</b>	Enhanced DBS check

## Key Accountabilities and Result Areas:

Providing interventions to support behaviour for learning

## Key Elements:

This will involve:

- Taking a lead role in the delivery of behaviour support to pupils.
- Supporting learning in the classroom, or via small group support, when required.
- Under advice from senior staff, devising programmes of support for pupils, either through group work or individual support.
- Supporting pupils at offsite/alternative provision.
- Providing information and advice to enable pupils to make choices about their own learning and behaviour.
- Challenging and motivating pupils and promoting and reinforcing self-esteem.
- Develop a mentoring relationship with pupils needing particular support aimed at achieving the objectives in their individual action plans.
- Offering support to students and colleagues within the PRU's restorative approaches framework.

Monitoring improvements in behaviour for learning

This will involve:

- Contributing to the development of pupils' individual action plans, as a result of provision mapping.
- Attending review meetings (including safeguarding meetings, as appropriate) and advocating for students where problems arise.
- Promoting a positive, optimistic attitude to learning and achievement within the school; acting as a role model with pupils and families and the wider community.
- Challenging and motivating pupils; taking advantage of opportunities to improve, promote and reinforce self-esteem.
- Providing objective and accurate feedback and reports as required, to other staff on pupils' achievement, progress and other matters, ensuring the availability of appropriate evidence.
- Monitoring pupil progress to judge the effectiveness of the support, and providing regular feedback to teachers, parents, the pupil and other appropriate professionals. Providing support if difficulties become apparent.
- Monitoring and evaluating pupils' responses and progress against action plans, through observation and planned recording.

Organising and delivering curriculum enhancements.

- Planning and leading offsite, educational visits and other activities, to further enhance learning.
- Liaising with appropriate staff member(s) and obtaining approval for all activities undertaken.
- Ensuring all health and safety issues have been considered prior to the start of activities, and completing risk assessments as appropriate.
- Supervising all activities.
- Maintaining any equipment and supplies used in proper

working order, in an orderly, clean manner.

- Working to a given allocated budget; identifying additional sources of funding wherever possible.
- Promoting good relationships between young people through engagement in appropriate activities.

## General

This will involve:

- Within the performance management process, identifying training needs, engaging in training activities and responding to actions suggested to improve performance.

## Contributing to service development and improvement

### Data Protection

- Being aware of responsibilities under the Data Protection Act 1998 for the security, accuracy and relevance of personal data held, ensuring that all administrative and financial processes also comply.
- Maintaining records and archive systems in accordance with procedures and policies as well as statutory requirements.

### Health and Safety

- Being responsible for own Health & Safety, as well as that of colleagues, service users and the public. Employees should co-operate with management, follow established systems of work, use protective equipment and report defects and hazards to management. Managers should carry out, monitor and review risk assessments, providing robust induction and training packages for new and transferring staff, to ensure they receive relevant H&S training, including refresher training, report all accidents in a timely manner on council accident forms, ensure H&S is a standing item in team meetings, liaise with trade union safety representatives about local safety matters and induct and monitor any visiting contractors etc, as appropriate.

Duties and responsibilities of the post may change over time as requirements and circumstances change. The balance of tasks will be determined by the needs of the provision. The person in the post may also be required to carry out such other duties consistent with the grade from time to time.

**Job profiles will be subject to regular review.**

## Person Specification

### Job Title:

### BEHAVIOUR FOR LEARNING KEYWORKER

#### Essential knowledge:

- NVQ 3 or equivalent qualification or experience in relevant discipline.
- Level 2 equivalent qualifications in English and mathematics (or working towards, within an agreed timeframe).
- Working understanding of the principles of safeguarding and other relevant issues.
- Working knowledge of effective support for learning programmes/strategies (including courses, organisations and agencies).
- An understanding of how a range of factors can inhibit pupils' ability to learn (in particular barriers relating to EBD), and how best to overcome these.
- A good understanding of the promotion of equality, diversity and inclusion in an education environment.

#### Essential skills and abilities:

- Evidence of the ability to provide successful curriculum enhancements (e.g. sport, outdoor learning, creative activities) to promote the engagement of young people in learning and positive, character building activities.
- Excellent communication/literacy/numeracy skills, with evidence of the ability to write clear reports including analysis of data, with support.
- Effective use of ICT.
- Evidence of the ability to plan and prioritise effectively to meet deadlines and targets, acting on own initiative.
- Evidence of the ability to work constructively as part of a team; understanding classroom roles and responsibilities and your own position within these.
- Evidence of the ability to develop a school programme for learning mentor work and to collaborate with colleagues in developing an effective pupil support programme.
- Evidence of the ability to develop effective working partnerships with pupils and their families, including the ability to motivate and support by developing a wide range of strategies to meet pupils' needs.
- Evidence of the ability to self-evaluate learning needs and actively seek learning opportunities.

#### Essential experience:

- Experience working with vulnerable/challenging students of relevant age.
- Experience of working with pupils with additional needs.

#### Specific requirements:

- Enhanced DBS check
- Attend after school meetings.
- Deliver lunchtime and/or after school activities.