



Hatton School & Special Needs Centre

Roding Lane South, Woodford Green, Essex, IG8 8EU

Tel: 020 8551 4131, e-mail: admin@hattonspecialschool.co.uk, website: www.hattonspecialschool.co.uk

Head teacher: Mr Chris Smaling

‘PROUD of the Hatton Way; LEARNING, GROWING, ACHIEVING TOGETHER’

JOB DESCRIPTION

Post held: Specialist Complex Needs and Behaviour Support Assistant

Salary scale: LBR06

Hours: 34 hours per week, 44.26 weeks per year (term time only)

- **Monday – Thursday 8.30am – 4.00pm**
- **Friday 8.30am – 3.00pm**

Reports to: Senior Leader with responsibility for Training and Support Team

Purpose of the Job

- To work as part of the Training and Support Team under the direction of the senior leader with responsibility for training and support team.
- To support classroom staff across the school in the following areas:
 - day to day behaviour support and the implementation and monitoring of behaviour approaches and strategies
 - strategic support of individual children’s behaviour
 - supporting multi-sensory approaches and learning
 - supporting the development of communication, structure and visuals
- To be part of multi-disciplinary meetings providing information for parents, school staff and other professionals

Specific Tasks and Duties

- To actively respond to urgent and planned requests to support class-based colleagues in managing a pupil’s behaviour. This could be through a range of interventions such as 1:1 direct work with a pupil, contributing to behaviour meetings, class team meetings, meetings with parents, training or modelling good practice to staff
- As a specialist complex needs and behaviour support assistant
 - support class-based staff to establish and maintain ‘Green Zones’ within the classroom as well as identifying areas for improvement
 - support class staff in observing behaviour
 - support class staff in carrying out a functional analysis of behaviour (ABBC)
 - support class staff by suggesting strategies to support positive behaviour; identifying, planning and prioritising next steps.
 - support the effective and consistent implementation of 5P intervention hierarchies or equivalent
 - support in training new staff in behaviour approaches
 - support the senior leadership team in monitoring and reviewing behaviour approaches across the school and provide feedback to class staff

- To support colleagues across the school by offering an opportunity to reflect on behaviour incidents that have occurred and feedback to the senior leadership team.
- To support senior leaders in analysing trends in behaviour incidents and the use of the calm room to monitor behaviour management across the school and identify CPD needs.
- To support class-based colleagues in managing pupil's sensory needs. This could be through 1:1 work with a pupil or modelling good practice to staff.
- To support class-based colleagues in developing the appropriate visual and physical structure and routine and how to implement strategies. This could be through short-term 1:1 work with a pupil or modelling good practice to staff.
- To support class-based colleagues in managing pupil's social interaction skills and how to implement play and communication programmes. This could be through 1:1 work with a pupil or modelling good practice to staff.
- To provide general supervision and support pupils across the school ensuring their safety and access to learning.
- Liaise regularly with the senior leader with responsibility for Training & Support Team.
- To take part in staff development within the school and Training and Support Team.
- To support the senior leader with responsibility for the Training and Support Team in delivering a range of training sessions for all stakeholders.
- To carry out and report on the impact of interventions across the school by completing pre and post intervention assessments.
- To maintain ongoing records and reports to monitor and support interventions.

General Responsibilities

- To form and maintain appropriate relationships with personal boundaries with children, parents and colleagues.
- To understand and comply with the school's Equal Opportunities Policy.
- To be aware of and comply with all policies and procedures including child protection, health and safety and security, confidentiality and data protection.
- To be aware of and support difference and ensure equal opportunities for all.
- To contribute to the overall ethos/work/aims of the school.
- To appreciate and support the role of other professionals/agencies through establishing constructive relationships and communication.
- To attend and participate in relevant meetings as required.
- To participate in training and other learning activities and performance development as required.
- To uphold the values and ethos of the school to be PROUD (Professional, Respectful, Organised, Understanding and Dedicated) and contribute to the wider school community in Learning, Growing and Achieving Together.
- The above duties and responsibilities are not exclusive and you may be required to undertake further duties as may reasonably be expected within the grade and skills of the post holder.



PERSON SPECIFICATION

Essential knowledge and skills	Desirable knowledge and skills
Education and experience	
Good written and spoken English	Experience of working with pupils with ASC, language and communication needs
Experience of working in a mainstream and/or Special School environment.	Evidence of relevant professional development
Experience of working with individuals who have complex needs, including communication difficulties, challenging behaviours and sensory regulation difficulties	Experience of using strategies including: <ul style="list-style-type: none"> • Positive handling approach • Communication approaches • Intensive interaction • Behaviour approaches
Experience of recording clear, precise observations of children	Experience of contributing to children's records and annual reviews.
Ability to plan interventions for individuals or small groups	Ability to plan workload, organise effectively and meet deadlines
Ability to communicating with parents/ carers and other professionals	Training in behaviour support or de-escalation strategies or emotional regulation
Ability to work positively and supportively with children who exhibit complex and difficult behaviours.	IT Skills to include Word, Outlook, PowerPoint, Photographs and photocopiers
A broad and varied range of classroom and behaviour management techniques	.
A commitment to teamwork and collaborative working	
Willingness to support pupils' health and hygiene needs, including personal care	
Ability to provide intensive physical support to children who exhibit complex and difficult behaviours	
Ability to share and disseminate knowledge with colleagues and parents / carers through discussion, modelling and reporting	
Personal qualities	
Excellent interpersonal skills, being diplomatic and sensitive in dealing with families, colleagues and other professionals.	Ability to motivate colleagues by example.
Ability to give and receive feedback in a sensitive and timely manner.	Ability and willingness to support other members of school staff
Ability to be well organised, self-motivated and a reliable, effective member of the team. Able to ask for help and support when needed	
An enthusiasm for involvement with pupils, staff, families, governors and the community	
Commitment to ongoing professional development	
Other criteria	
<p>Excellent punctuality and reliability</p> <p>An understanding of and commitment to Equality and Diversity</p> <p>An understanding of and commitment to Health and Safety</p> <p>An understanding and commitment to confidentiality and an awareness of data protection</p> <p>A commitment to the safeguarding and welfare of all children and the ability to work within the school's policy and procedures.</p> <p>Enhanced DBS check will be required for successful candidate.</p>	

