

Post Title: Emotional Wellbeing & Behaviour Support Worker	Director/Service/Sector: Children's Services, Education and Skills, Inclusive Education Service – Emotional Wellbeing and Behaviour Support Service		Office Use
Grade: Band 5	Workplace: Central Base in Cramlington working across Northumberland		JE ref:
Responsible to: NIES Service Manager - HINT	Date: June 2015	Manager Level:	HRMS ref:
Job Purpose: To work directly with children and young people within schools/setting experiencing social, emotional or behavioural difficulties providing advice and strategies to staff on related issues consistent with the main duties and responsibilities of the post working closely with identified schools.			
Resources	None		
Staff			
Finance	None		
Physical	Responsibility for resources to support everyday work across a wide range of schools		
Clients	Pupils, young people, parent/carers, senior managers, head teachers, SENCos, teachers, learning support assistants, lunchtime supervisors and professionals from other services		
Duties and key result areas:			
Support for schools/ settings and children & young people			
<ul style="list-style-type: none"> • Working directly with designated pupils in settings either individually or in small groups, dependent on the nature of the request for support. • Assisting pupils in developing insight into their difficulties and seeking ways of alleviating them. • Assisting pupils in monitoring their own progress • Liaising as necessary with all staff involved with designated pupils, offering advice and strategies to develop and maintain consistent approaches to behaviour management. • Working alongside teaching staff in assisting pupils to access the curriculum. • Contributing to the development of Action Plans through the identification of appropriate social/emotional/behavioural targets and providing strategies and resources related to the delivery of the action plan. • Being responsible for the planning and delivery of programmes of work to develop social/emotional skills. • Maintaining agreed records of pupil progress. • Attending relevant meetings regarding individual pupils and maintain appropriate records. • Instigating and contributing to the Early Help Assessment (EHA) process when applicable 			
Liaison with families and external agencies			
<ul style="list-style-type: none"> • Maintaining regular contact with the families and carers of individual pupils regarding their progress. • Developing as appropriate school programmes to meet individual pupils' identified needs. • Preparing and presenting reports for review meetings. • Liaising as necessary with other professionals involved with designated pupils and their families. • Attending multi-agency meetings as required. 			
Professional development			
<ul style="list-style-type: none"> • Taking part in relevant training devised by or for the Northumberland Inclusive Education Services. • Contributing to team meetings as appropriate • Participating in the service appraisal scheme and relevant service development programmes. • Ability to use information technology and data to support the work of this role 			

JOB DESCRIPTION

The duties and responsibilities highlighted in this Job Description are indicative and may vary over time. Post holders are expected to undertake other duties and responsibilities relevant to the nature, level and extent of the post and the grade has been established on this basis.	
Work Arrangements	
Transport requirements:	Current Driving Licence and the ability to meet the transport requirements of the job
Working patterns:	37 hour week School Term Time only + 5 days Holidays: as Schools
Working conditions:	Peripatetic from a central office base.

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Essential	Desirable	Asses s by
Knowledge and Qualifications		
A nationally recognised NVQ level 3 qualification in Supporting Teaching and Learning or equivalent. GCSE Grade C in English and Maths or equivalent.	Further relevant qualifications in recognised techniques of therapeutic intervention (eg Behaviour Therapy, Brief Therapy, Counselling, Circle Time) as deemed appropriate by the Head of the Service. Positive Handling training or experience	
Experience		
Recent and relevant experience of working with children with complex needs. Work within an educational setting. Work with families and carers Contributed to Individual Behaviour Plans	Understanding of multi-agency working. Experience working in more than one educational setting	
Skills and competencies		
Understanding of child development. Ability to understand and adhere to the need for confidentiality. Ability to communicate with and relate to children with complex needs. Ability to work within and contribute to a team approach. Ability to communicate with and relate to a range of professionals and parents/carers. Ability to form strong positive relationships Ability to take the lead and make decisions during challenging situations. Ability to write reports concisely and clearly. Having good time management and able to work within time constraints.	Awareness of factors contributing to emotional and behavioural difficulties in children. Ability to observe and assess children’s behaviour. Appropriately supervised experience of working with children with emotional and behavioural difficulties. Experience of providing training to adult groups. Basic IT skills.	
Physical, mental and emotional demands		

PERSON SPECIFICATION

<p>Ability to work under pressure and respond flexibly to changing situations. Ability to remain calm in response to challenging behaviour. Ability to deal effectively with emotionally challenging people and situations Ability to manage volatile situations in a safe and respectful way Ability to support colleagues facing the impact of emotionally challenging situations within their professional roles</p>		
<p>Other</p>		
<p>A commitment to supporting young people with challenging behaviour in schools. A willingness to participate in identified training. Ability to meet the transport requirements of the post.</p>		

Key to assessment methods; (a) application form, (i) interview, (r) references, (t) ability tests (q) personality questionnaire (g) assessed group work, (p) presentation, (o) others e.g. case studies/visits