# EAST SUSSEX COUNTY COUNCIL JOB DESCRIPTION

# JOB TITLE: Behaviour and Attendance Support Practitioner

# DEPARTMENT: Children’s Services

**LOCATION:** Lewes, Eastbourne or Hastings

**GRADE:** East Sussex Single Status 7/8 (Progression to Single Status 8 to be dependent upon completing a relevant professional qualification or stated equivalent level experience)

**RESPONSIBLE TO:** ESBAS Team Leader (Lewes, Eastbourne, Hastings or Extended Support Team) or ESBAS Senior Attendance Officer

# Purpose of the Role:

To undertake direct work with schools, families, children and young people to overcome problems which prevent regular school attendance and/or lead to poor emotional wellbeing, difficult / dangerous behaviour and/or risk of exclusion or underachievement.

# Key tasks:

1. Model person-centred planning with key partners, ensuring that outcomes-based assessment is evident in all areas of work with a clear focus on engagement with families, children and young people.
2. Ensure that all work delivered within the field of attendance behaviour support is in line with the wider aspirations of ISEND and exploit opportunities for integrated working with partners at every opportunity.
3. Deliver an appropriate programme for each young person who is allocated support, in conjunction with school staff and other agencies, supporting the development of additional needs plans and ensuring regular review and evaluation of support programmes.
4. Work with families as a key component of the support that is delivered to improve outcomes for children and young people, ensuring that they are involved in the planning of interventions at the earliest stage.
5. Respond to concerns that may be raised by schools, parents or children, seeking appropriate solutions and keep careful records to monitor progress following intervention.
6. Link closely with other key support services, attending and contributing to relevant interagency meetings, to ensure that pupils identified as requiring additional support have appropriate support plans in place to meet their needs.
7. Assist schools in following relevant statutory regulations and legislation, and deliver training programmes, where required, to raise awareness of key issues and evidence-based practice in the fields of attendance and behaviour.
8. Support young people and their families at points of transition and, where appropriate, secure support and/or provision from external agencies ensuring that young people engage with the educational provision they are offered.
9. Demonstrate an understanding of the main approaches to working with children with behavioural, social, emotional and mental health needs and work with children in schools or in the home, alongside families, to promote inclusion by providing individual or small group support.
10. Assist other members of ISEND in analysing the needs of children and young people with challenging behaviour and identifying appropriate strategies to support them in and out of class as part of an integrated response.
11. To establish the cause of identified problems and implement strategies to resolve any difficulties via targeted intervention, either on a traded or statutory basis, ensuring that all activity is traced and outcomes recorded.

**Addendums to Behaviour and Attendance Support Practitioner Roles**

It is not a requirement to undertake all the addendums listed below; each addendum is a distinct role. Please delete addendums where appropriate.

**Behaviour & Attendance Support Practitioner: Area Teams**

1. To regularly inspect and analyse data and support schools in agreeing strategies to improve outcomes for individual children as well as having a positive impact at a whole school level on attendance and exclusions.
2. To support any legal action undertaken within the Magistrates’ Court or Family Proceedings Court, as appropriate.
3. Provide support to schools, CYP and families on strategies to combat bullying, including peer mentoring and work on friendships and self-esteem; working with perpetrators as well as victims of bullying.
4. Develop a good cultural awareness of CYP from Gypsy, Roma and Traveller backgrounds, ensuring that these are taken into account when providing support to children from these communities.

**Behaviour and Attendance Support Practitioner: Extended Support Team**

1. Support the reintegration of children back to school, following permanent exclusion or school transfer as a result of difficult / dangerous behaviour, liaising with PRUs and schools/academies/Free Schools so as to ensure a smooth transition and continuation of educational provision.
2. To support identified families by offering 1:1 interventions for parenting related issues in order to bring about a change in behaviour or attendance at school.
3. To support families on Education Supervision Orders, Parenting Orders and other support packages determined by courts, or in lieu of prosecution, where there is a significant element of parenting support required.
4. To provide specialist advice and deliver evidence based programmes, either 1-1 or group work to support young people, schools and families to help address problematic substance misuse.
5. Build relationships with hard to reach communities (e.g. GRT) who are over-represented within the cohort of CYP who are excluded or have protracted poor attendance at school.

**Behaviour and Attendance Support Practitioner: Specialist Provision Team**

1. To regularly inspect and analyse data and support special schools and alternative provision settings in agreeing strategies to improve outcomes for individual children as well as having a positive impact at a whole school level on attendance and exclusions.
2. To work directly with individual CYP in special schools, and their families, to improve school attendance by breaking down the barriers to school attendance.
3. Engage in peer supervision and provide support for practitioners working with the SEND cohort in mainstream schools, by sharing the expertise from special schools regarding engagement and relationships with parent/carers.
4. To support any legal action undertaken within the Magistrates’ Court or Family Proceedings Court, as appropriate.
5. To build strong relationships with hard to reach families of CYP who have protracted poor attendance or are excluded from school.
6. To develop strong links with schools, ISEND services and other external agencies to proactively support attendance and improve outcomes for CYP with SEND.

**Behaviour and Attendance Support Practitioner: Autism and Anxiety Team**

1. Carry out direct work with CYP with autism who have poor school attendance as a result of anxiety, to improve their attendance at school.
2. To engage in peer supervision and provide support for practitioners working with the SEND cohort in mainstream schools, by sharing expertise regarding autism and anxiety.
3. To work across the home and school settings for these CYP, in conjunction with their families, to break down the barriers to school attendance and develop confidence and resilience.
4. To take a holistic approach to school attendance for these CYP, by providing direct intervention as well as signposting to other agencies and working within a multi-agency context.
5. To take a proactive role in professional development for themselves and others using evidence-based interventions and up to date research.

This job description sets out the duties of the post at the time when it was drawn up. Such duties may vary from time to time without changing the general character of the duties or the level of responsibility entailed. Such variations are a common occurrence and cannot of themselves justify a reconsideration of the grading of the post.

# EAST SUSSEX COUNTY COUNCIL PERSON SPECIFICATION

# JOB TITLE: Behaviour and Attendance Support Practitioner

# GRADE: Single Status 7/8 (Progression to Grade 8 dependent upon a relevant level 4 qualification or stated equivalent level experience)

# Essential key skills and abilities

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| These criteria will be assessed at the application and interview stage |
| * Ability to analyse complex behaviour and identify key triggers for action in support programmes. * Excellent interpersonal and communication skills and ability to engage with children, young people, families and school staff. * Keen observation and feedback skills. * Ability to assess individual needs and monitor progress against desired outcomes. * Ability to maintain productive working relationships with colleagues within the service, schools and other partner agencies. * High level organisational skills. * Ability to identify work priorities and manage own workload to meet deadlines, whilst ensuring lower priority work is kept up to date. * Ability to balance using own initiative against need to seek management guidance. * Ability to work in a discreet and sensitive manner, with regard to confidential information. * To communicate complex information clearly and confidently, orally and in writing to a range of audiences, and to give constructive feedback. * Good ICT skills. * A commitment to equal opportunities through non-discriminatory practice. * Ability to converse at ease with customer and provide advice in accurate spoken English |

# Essential education and qualifications.

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| These criteria will be evidenced via certificates, or at interview |
| * QCF Level 2 in English and Maths or equivalent educational level * Level 3 qualification related to working with children and young people (e.g. in social care or health) or equivalent experience (this must be a minimum of 2 years working directly with children in a school setting e.g. pastoral support, learning mentor/tutor, teaching assistant, HLTA, Individual Needs Assistant or Attendance Officer) * **Progression to Grade 8** is dependent upon a relevant level 4 qualification (working with children and young people with Special Educational Needs and Disabilities specialism) or equivalent level experience (this must be a minimum of 3 years in the Behaviour and Attendance Support Practitioner role, moderated through annual performance management) |

# Essential knowledge

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| These criteria will be assessed at the application and interview stage |
| * Understanding of the principles of supporting children with SEND. * Good knowledge and practice in relation to safeguarding and child protection. * Knowledge of the legislative framework that underpins the work of the Attendance and Reintegration/Behaviour Support Service. * Knowledge of school systems and procedures. * Understanding of issues affecting the families of young people out of education, including issues relating to attendance and behaviour. * Knowledge of person-centred planning. * Understanding of assessment for outcomes. |

# Desirable knowledge

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| These criteria will be assessed at the application and interview stage |
| * Wider knowledge of related areas e.g. school admissions * Experience of working in an educational setting * Knowledge of agencies to support young people and their families. |

# Essential experience

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| These criteria will be assessed at the application and interview stage |
| * Experience of the implementation of positive behaviour management strategies and dealing with challenging behaviour. * Experience of successfully working with vulnerable young people and their families and understanding of their needs. * Experience of conducting outcomes-based assessments of children and young people with complex needs. * Experience of applying a wide range of approaches to work with children and families. * Experience of working within the principles of key work and integrated practice to deliver on shared priorities. |

# Other essential criteria

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| These criteria will be assessed at the application and interview stage |
| * Self-motivated approach to work. * A commitment to achieving the best outcomes for young people. * Professional integrity and confidentiality. * Ability to challenge professionals and parents whilst remaining calm and maintaining effective relationships. * Full driving licence or the ability to demonstrate how you will meet the travelling needs of the role. |

**Date (drawn up): August 2020, modified June 2021**

**Name of Officer(s) drawing up person specifications: IW**

**Job Evaluation Reference: JE7289**

Health & Safety Functions

This section is to make you aware of any health & safety related functions you may be expected to either perform or to which may be exposed in relation to the post you are applying for. This information will help you if successful in your application identify any health-related condition which may impact on your ability to perform the job role, enabling us to support you in your employment by way of reasonable adjustments or workplace support.

| **Function** | **Applicable to role** |
| --- | --- |
| Using display screen equipment | Yes |
| Working with children/vulnerable adults | Yes |
| Moving & handling operations | No |
| Occupational Driving | Yes |
| Lone Working | Yes |
| Working at height | No |
| Shift / night work | No |
| Working with hazardous substances | No |
| Using power tools | No |
| Exposure to noise and /or vibration | No |
| Food handling | No |
| Exposure to blood /body fluids | No |