

Job Description & Personnel Specification

Post title:	Higher Level Behaviour and Learning Practitioner
Contract:	Fixed Term, (32.5 hours per week, term time only + 5 days)
Pay range:	Band 8, scale point 17 - 22
Line manager:	Headteacher
Location:	Bradford AP Academy based at The Bungalow site

Purpose of the Role:

To support the Headteacher in making excellent provision for pupils who attend BAPA. This will include a curriculum that meets their identified needs and the requirements of legislation and local policy.

Responsible for individual pupils and groups of pupils both within the AP, within the scope of the duties of the Higher-Level Behaviour and Learning Practitioner (HLBLP) post.

Key responsibilities:

Supervision and Guidance

To work under the guidance of teaching/senior staff. This would be on an AP site designated by the Headteacher.

Range of Decision Making

To make decisions using initiative where appropriate, within established working practices and procedures. The post holder will be expected to use good common sense and initiative in all matters relating to:

- The conduct and behaviour of individual and small groups of pupils
- The learning and personal development of individuals or small groups of pupils
- The correct use and care of materials by individual and small groups of pupils
- The safety, mobility, hygiene and wellbeing of the pupils

Support for pupils:

- Be aware of and follow up on safeguarding procedures that arise.
- Provide pastoral support to pupils.
- Receive and supervise pupils excluded from, or otherwise not working to, a normal timetable.

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- Attend to pupils' personal needs and provide advice to assist in their social, health & hygiene development.
- Participate in assessment of pupils to determine baseline and exit levels.
- Assist the teacher with the development and implementation of Individual Education/Behaviour/Support/Mentoring plans.
- Support provision for pupils with special educational needs
- Establish productive working relationships with pupils, acting as a role model.
- Develop 1:1 mentoring arrangement with pupils and provide support for distressed pupils
- Provide information and advice to enable pupils to make choices about their own learning/behaviour/attendance.
- Challenge and motivate pupils, promote and reinforce self-esteem.
- Provide feedback to pupils in relation to progress, achievement, behaviour, attendance etc.
- Use a 'Team Teach' methodology to support positive behaviour management of pupils.

Support for Teachers

- Liaise with colleagues to gather pupil information.
- Support pupils' access to learning using appropriate strategies, resources etc.
- Assist staff in planning, evaluating and adjusting learning activities as appropriate.
- Monitor and evaluate pupils' responses and progress against action plans through observation and planned recording.
- Provide objective and accurate feedback and reports as required, to other staff on pupil achievement, progress and other matters, ensuring the availability of appropriate evidence.
- Be responsible for keeping and updating records as agreed with other staff, contributing to reviews of systems/records as requested.
- Assist in the development and implementation of appropriate behaviour management strategies.
- Establish constructive relationships with parents/carers, exchanging information, facilitating their support for their child's attendance, access and learning and supporting home to school and community links.
- Assist in the development, implementation and monitoring of systems relating to attendance and integration .

Support for the Curriculum

- Implement agreed learning activities/teaching programmes, adjusting activities according to pupil responses/needs.
- Be aware of and appreciate a range of activities, courses, organisations and individuals to provide support for pupils to broaden and enrich their learning.
- Determine the need for, prepare and use specialist equipment, plans and resources to support pupils.

Support for the AP

- Be aware of and comply with policies and procedures including; child protection, health and safety and data protection, reporting all concerns to an appropriate person.
- Be aware of, and support difference and ensure all pupils have equal access to opportunities to learn and develop.
- Contribute to the overall ethos/work/aims of the AP
- Establish constructive relationships and communicate with other agencies/professionals, in liaison with the teacher, to support achievement and progress of pupils.
- Attend and participate in regular meetings.
- Participate in training and other learning activities as required.

- Recognise own strengths and areas of expertise and use these to advise and support others.
- Supervise pupils on visits, trips and out of school activities as required.
- To support, uphold and contribute to the development of the Trust's Equal Rights policies and practices in respect of both employment issues and the delivery of services to the community.
- Assist in the supervision, training and development of staff.
- Implement planned supervision of pupils out of school hours.
- Contribute to the school's self-evaluation process.

Professional Development

- Participate in arrangements for the appraisal and review of your own performance.
- Participate in arrangements for your own further training and professional development and, where appropriate, that of other staff including induction.

Communication

- Communicate with pupils, parents, carers, schools and outside agencies in accordance with the AP ethos, policies and practice.

Working with Colleagues and Other Relevant Professionals

- Collaborate and work with colleagues and other relevant professionals within and beyond the AP.
- Participate in administrative and organisational tasks, including supporting staff within the AP, which require you to exercise your professional skills and judgment.

Fulfil Wider Professional Responsibilities

- Make a positive contribution to the wider life and ethos of the AP

Environmental Demands/Working Conditions

- Will have long periods of sitting or standing.
- Available to work during school hours during term time and a willingness to be flexible as may be required to attend staff meetings/training sessions outside of usual hours.
- Will have contact with members of the public/other professionals e.g. teaching staff, governors, parents/carers, community groups, local education authority, external providers etc.
- The post holder may occasionally be subjected to antisocial behaviour from members of the public/parents/site users.
- This post may include a degree of physical intervention or manual lifting and handling. You are expected to be aware of health and safety policies and procedures and frequently assess your ability to carry out the tasks required of you.
- Report all concerns to an appropriate person.

Fluency Duty

In line with the Immigration Act 2016; the Government has created a duty to ensure that all Public Authority staff working in customer facing roles can speak fluent English to an appropriate standard.



For this role, the post holder is required to meet the Advanced Threshold Level

Advanced Threshold Level

The post holder should demonstrate they can:

- Express themselves fluently and spontaneously at length effortlessly.
- Explain difficult concepts simply without hindering the natural smooth flow of language.
- Take responsibility for promoting high standards of literacy, articulacy, and the correct use of standard English in School.

Special Conditions of Service

No contra-indications in personal background or criminal record indicating unsuitability to work with children/young people/vulnerable clients/finance (An enhanced DBS check is required).

Other Considerations

- To be aware of and comply with policies and procedures relating to child protection; Being vigilant for signs that children may be being abused and to report any such suspicions to the school's nominated Child Protection Co-ordinator or the Headteacher.
- To act in accordance with the Data Protection Act and maintain confidentiality at all times e.g. access to staff/student/parent and carers files.
- Accept and commit to the principles underlying the Schools Equal Rights policies and practices.
- Be able to perform all duties and tasks with reasonable adjustment, where appropriate, in accordance with the Equality Act.
- Must be legally entitled to work in the UK.

Additional Requirements Specific to the Role of the HLBLP

- Support in the management of educational activities under the guidance of the Head of Centre.
- Promote educational activities that break down barriers to success and promote positive attitudes and behaviour.
- Deliver practical activities to class groups of pupils in-line with the practical subject scheme of work.
- Deliver group work that has been prepared by teachers to small groups of pupils who are not effectively accessing the curriculum.
- Record and share any information or data to support the monitoring of educational activities and practical activities etc.
- If possible, the candidate will be willing to drive the school minibus. For candidates who hold a D1 (101) on their licence, drivers will be required to undertake BMDC's Minibus Driving Assessment Test. For candidates **without** the necessary entitlements on their licence, BAPA will arrange the necessary training to enable the candidate to take the necessary qualifications to allow them to drive a minibus.
- Express an interest in holding a Level 3 First Aid qualification in Paediatric & First Aid at Work.
- Support the Head of Centre as required within the spirit of the role.

Closing date: Monday 22nd April 2024

Interview date: Thursday 2nd May 2024

For an informal discussion regarding this opportunity, please contact Nicola Frear, Operations

Manager on 01274 491986 or 01274 585318. Further details about our school can also be found on our website www.bradfordapacademy.co.uk

If you are interested in applying for this role, please do so by downloading an application form from our website and submitting it to recruitment@bradfordapacademy.co.uk CVs or applications via Indeed will not be accepted.

Exceed Academies Trust is committed to safeguarding and promoting the welfare of children and young people and expects all staff to share this commitment. Shortlisted candidates will be subject to related online content checks, in line with Keeping Children Safe in Education 2022. All appointments are subject to an enhanced DBS check as well as successful completion of a probationary period.

Personnel Specification



Area of specification	Essential	Desirable	Method of Assessment
Qualifications	<p>GSCE English & Maths or equivalent</p> <p>Level 4 qualification in education or health or</p> <p>Minimum of 2 year's experience in working in an alternative provision.</p>	<p>Safeguarding Child Protection Training</p> <p>Team Teach Training</p> <p>Educated to degree level or equivalent</p>	Application form
Relevant Experience	<p>Experience of working with secondary school age children.</p> <p>Experience of working with pupils with special educational needs, including social emotional and mental health needs.</p> <p>Experience of working as part of a team.</p> <p>Knowledge and experience of working within school procedures, relevant policies/codes of practice and awareness of relevant legislation.</p>	<p>Experience of delivering high impact intervention for groups of disadvantaged children.</p> <p>Experience of leading initiatives that have a positive impact for young people.</p> <p>Experience of organising and promoting activities.</p>	Application form and interview
Knowledge/Skills/Abilities (Core competencies)	<p>Have an ability to understand pupils who have additional learning needs, special educational needs and SEMH needs. and the issues relating to them.</p> <p>Proven communication, organisational and interpersonal skills.</p> <p>Evidence of ability to work effectively with others.</p> <p>Evidence of ability to meet deadlines and work under pressure.</p> <p>In line with the Immigration Act 2016; you should be able to demonstrate fluency of the English Language at an Intermediate Threshold Level.</p> <p>Excellent written and spoken communication in English. Good mathematical ability</p>	<p>Understanding of principles of child development and learning processes as appropriate.</p> <p>Knowledge of Health and Safety requirements</p> <p>Excellent ICT skills including use of Word, Excel and email.</p> <p>Full UK driver's license and access to own car for business use.</p> <p>Hold a First Aid qualification, or willingness to undergo first aid training</p> <p>Knowledge of Evolve, online trip management & risk assessment programme</p>	Application form and interview
Disposition	<p>A positive attitude and commitment</p> <p>Able to remain calm and measured</p>	<p>Willingness to share knowledge, expertise and experience.</p>	Interview

	<p>Able to relate well to secondary age children and demonstrate kindness and empathy.</p> <p>Flexibility and adaptability</p> <p>Maintain confidentiality</p>		
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The post holder must be able to perform all duties and tasks with reasonable adjustment, where appropriate, in accordance with the Equality Act 2010.

This job description is not your contract of employment, or any part of it. It has been prepared only for the purpose of school organisation and may change either as your contract changes or as the organisation of the school is changed. Nothing will be changed without consultation.

