

Job Description

Position Title	Behaviour Support & Sensory Integration Coordinator		
Location	Bidwell Brook School		
Reporting to	Head Teacher		
Position Number(s)			
Grade	F		
Directorate/Section	CYPS/ Bidwell Brook School		
Effective date of JD	September 2011	JE Job Number	G1733

Job Purpose including main duties and responsibilities:

The Behaviour Support and Sensory Integration Coordinator will strategically organise, lead and manage the behaviour and sensory processing support for the Learn to Live Federation. Take responsibility for day to day operations and delivery of programmes, line managing one other member of staff initially.

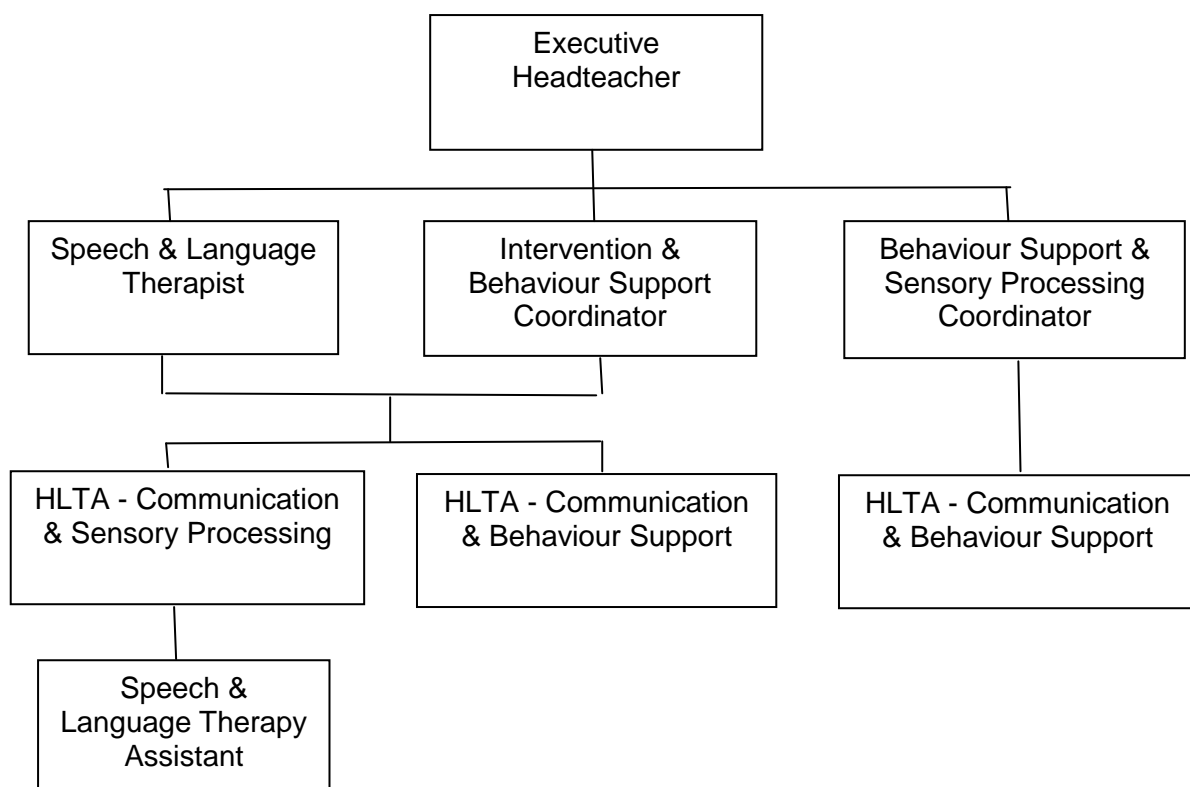
The Behaviour Support and Sensory Integration Coordinator will work with all managers and other key staff across the school as well as external agencies in order to determine the best possible provision for individual students at the school. The Behaviour Support and Sensory Integration Coordinator will be jointly accountable with the Senior Management Team for the progress of all vulnerable students who have identified needs.

The aim of the Behaviour Support and Sensory Integration role is to:

- Support staff in school to understand and meet students needs
- Support parents and carers to understand and meet the needs of children in their care
- Assess and diagnose sensory integration difficulties of students. Plan, implement and evaluate therapy for those students on an ongoing basis
- Providing personalised programmes of support at specific times of the week, for specific lengths of time for specific programmes of study or intervention
- To identify and remove individuals barriers to student learning, including behaviour or sensory barriers
- To provide curriculum alternatives integrated with behaviour management, sensory intervention and personal development options
- To provide a calm purposeful learning environment to students who, from time to time, need space and well-resourced support away from a conventional classroom environment

- To enable students to achieve the best that they can be, at the level appropriate to their potential, so that they access learning programmes, which will equip them for progression to the next level of education, employment or training.
- Provide an opportunity for small group work to overcome challenges.
- Provide programmes focused on individual need adapting work to ability to help students achieve academic, personal goals and sensory diets where appropriate.
- Establish positive, constructive attitudes to learning, self and others
- Develop skills to help young people manage feelings and cope with difficulties when they arise, including anger, anxiety, stress, emotional confusion and sensory processing difficulties
- Help students develop their self esteem, motivation and social skills; enable them to understand the need for rules, structure and personal responsibility.
- Be the schools' Advanced Team Teach trainer, responsible for training all staff in Team Teach.
- Carrying out Team Teach training programmes in other establishments, if required.
- Create and maintain all Positive Intervention Plans for students, as well as all incident reporting.
- Work with a variety of external agencies and providers to identify need, find and provide appropriate provision and secure successful outcomes for young people in education
- To build whole school staff and Learn to Live Federation capacity and effectiveness in Behaviour Support and Sensory Processing.

Communication & Decision Making Team



Person specification:

Attribute	Essential	Desirable	Method of Assessment
Management	<ul style="list-style-type: none"> ◦ Proven experience of working as a Sensory Integration Practitioner ◦ Evidence of specialist leadership and management of young people adults or systems. ◦ Evidence of leadership and management of specialist behaviour and intervention work. ◦ Ability to set up new structures and working practices. ◦ Supervision of staff ◦ Ability to carryout training programmes for staff. 		◦ CV/ Letter/ Interview
Experience	<ul style="list-style-type: none"> ◦ Proven experience working with young people, staff and systems to promote attainment and achievement where behaviour, sensory integration and disengagement difficulties cause barriers to learning. ◦ Experience of devising and maintaining efficient and effective admin processes and procedures. 		◦ CV/ Letter/ Interview
Practical Skills	<ul style="list-style-type: none"> ◦ Strategies for dealing with vulnerable students, ◦ Organised, ◦ Good time keeping and time management. ◦ Development planning, filing, report writing, record keeping. ◦ Attend and contribute to internal and multi agency meetings. 		◦ CV/ Letter/ Interview
Communication	<ul style="list-style-type: none"> ◦ Excellent communication skills across departments. ◦ Restorative and Solution focused approach to problem solving ◦ Ability to relate well to other professionals, parents/carers and young people with challenging behaviours and sensory integration difficulties 		◦ CV/ Letter/ Interview
Personal Qualities	<ul style="list-style-type: none"> ◦ Ability to constantly improve own practice/ knowledge through self evaluation and learning from others. ◦ Hard working. ◦ Good listening skills; ◦ Confidentiality ◦ Remain calm under pressure. 		◦ CV/ Letter/ Interview
Strategic Thinking	<ul style="list-style-type: none"> ◦ Plan, organise, and implement appropriate strategies and PIPs for young people. ◦ Work constructively as part of a team. ◦ Work autonomously to seek solutions to strategic issues 		◦ Letter/ Interview
Technology / IT Skills	<ul style="list-style-type: none"> ◦ Experience in using ICT and other technology 	◦ Confidence in using ICT	◦ CV/ Letter
Education and Training	<ul style="list-style-type: none"> ◦ Occupational Therapist or equivalent ◦ Post graduate qualification in Sensory Integration therapy through the Sensory Integration Network to at least a level 1 but level 2/3 is desirable, or equivalent qualification. 	◦ Evidence of other training undertaken. Requirement to participate in training/ development	◦ CV/ Letter/ Interview

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		essential to the post ◦ Team Teach Train the Trainer	
Equal Opportunities	◦ Devon County Council and it's staff have a Statutory obligation to implement anti-discriminatory and equal opportunities when carrying out their duties		◦ Demonstrate knowledge at Interview
Physical	◦ Able to carry out the duties of the post with reasonable adjustments where necessary		◦ OH1
Other relevant factors	◦ Commit and conform to DCC Customer Service Standards		◦ At Interview

Signatures:

Job Description agreed by:

Line/Originating Manager: _____ **Date:** _____

Job Holder (if in place): _____ **Date:** _____

Head of Service: _____ **Date:** _____