


Job Description	
School	South Cumbria Pupil Referral Service
Job Title	Behaviour Support Worker
Salary Scale	PCD7 Base Grade: 7 £28,598 Final Grade: 9 £35,412 (90 JWC's) Starting on £34,434 (£27,371 pro rata)
Date	April 2026



SOUTH CUMBRIA
PUPIL REFERRAL SERVICE

www.southcumbriaap.org.uk
pru.south@cumbria.gov.uk

Main purpose of the post

To work under the instruction/guidance of the Head teacher and the SENDCo to support the teaching staff in working with disaffected young people and those with social, emotional and behavioural difficulties. To help raise pupils' standards of achievement and help enable them to become independent learners. To play a proactive role in positive behaviour management as well as interacting with the young people during extra-curricular times, encouraging them to participate in the social and academic life of the school.

Duties and Responsibilities:

Support for Pupils:

- Use specialist (behavioural) skills/training/experience to support pupils
- Be available and present in the building, for support with behaviour both in lessons and during break periods, and at the beginning and end of the day
- Assist with the development and implementation of emotional regulation plans, 1-1 risk assessments, educational reviews and other plans as necessary.
- Establish productive working relationships with pupils, acting as a role model and setting high expectations
- Promote the inclusion and acceptance of all pupils within the classroom and within the wider school community
- Support pupils consistently whilst recognising and responding to their individual needs
- Encourage pupils to interact and work co-operatively with others and engage all pupils in activities
- Promote independence and employ strategies to recognise and reward achievement of self-reliance
- Provide feedback to pupils in relation to progress and achievement
- Safeguard and promote the general well-being and health of individual pupils and of any class or group of pupils
- Support pupils' learning activities, attend to additional learning needs, and help in their development
- Help pupils to develop their literacy, language and numeracy skills, and thus to improve their attainment across the curriculum
- Help with the care and support of pupils
- Work with pupils on individual targets set by teaching staff

Support for Teachers:

- Assist in the recording of pupils' progress with regard to social, emotional and behavioural progress.
- Support pupils' emotional regulation, both in the classroom and around the school, as required
- Provide support for learning activities
- Assist in the maintenance of a safe environment for pupils and staff
- Assist in the presentation of display materials
- Support teaching staff or senior colleagues with routine administration
- To take part in the rota for duties at breakfast club and lunchtimes, as required, and work pro-actively with young people at these times
- Participate in off-site activities or other out of school activities

Support for the School:

- Be aware of and comply with policies and procedures relating to child protection, health, safety and security, confidentiality 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 school
- Appreciate and support the role of other professionals
- Attend and participate in relevant meetings as required
- Participate in training and other learning activities and performance development as required
- Assist with the supervision of pupils out of lesson times, including before and after school and at lunchtime, if required and in agreement with line manager.
- Accompany teaching staff and pupils on visits, trips and out of school activities as required and take responsibility for a group under the supervision of the teacher
- To promote equal opportunities at all times
- Establish constructive relationships and communicate with other agencies/professionals, in liaison with the teacher and senior leaders, to support achievement and progress of pupils
- Recognise own strengths and areas of specialist expertise and use these to lead, advise and support others
- Be willing to undertake first aid training and once qualified to administer first aid to staff and pupils
- Any other duties which may reasonably be requested by the Head teacher to ensure the smooth running of the school

Whilst every effort has been made to set down the main duties and responsibilities of the post, each individual task to be undertaken may not be identified. This job description is current at the date shown, but, in consultation with you, may be changed by the Head teacher to reflect or anticipate changes in the job commensurate with the grade and job title. The post holder will be expected to work flexibly and carry out all duties in compliance with South Cumbria Pupil Referral Service and its policies.

Job Working Circumstances (JWC)

The JWC for this post group are assessed using the JWC guidance document for Schools and School services

Emotional demands


The post holder will regularly deal with seriously disadvantaged and / or distressed individuals.

Physical demands

The post holder will occasionally have to apply a very high physical effort.

Adverse people behaviour

The post holder will regularly be exposed to abusive behaviour where there is some potential for violence.

Personal Specification		
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Job Title	Behaviour Support Worker	
Job Family	PCD7 (Grade 9)	
Date	April 2026	
	Essential	Desirable
Qualifications	<ul style="list-style-type: none"> NVQ 2 or 3 in relevant discipline 	<ul style="list-style-type: none"> GCSE A* - C in Mathematics and English, or equivalent
Knowledge	<ul style="list-style-type: none"> Full working knowledge of relevant policies/codes of practice and awareness of relevant legislation Awareness of themes underlying Keeping children Safe in Education Awareness of pupils' diverse needs, backgrounds and aptitudes Working knowledge of a range of additional needs and strategies that may be employed to overcome barriers to learning 	<ul style="list-style-type: none"> Relevant knowledge of curriculum areas Relevant knowledge of vocational curriculum areas in an educational or workplace setting
Relevant Experience	<ul style="list-style-type: none"> Recent experience of working in a support and/or pastoral role within a school, alternative provision or youth setting Experience of working with challenging behaviours in children and/or young people Experience of providing educational support to pupils within a mainstream class, in a small group or on an individual basis in Key Stages 2, 3 and 4. Experience of developing and sharing strategies to meet a specific area of additional need Experience of planning, developing and reviewing support to meet the needs of individual students Experience of monitoring, recording and reviewing student progress Experience of liaising with external agencies 	<ul style="list-style-type: none"> Experience of keeping accurate records for statistical purposes. Experience of working in a vocational setting Experience of delivering accredited learning Experience of the EHCP application process, implementing EHCPs and SEND Code of Practice Experience of Early Help Assessment Experience of delivering numeracy, literacy or vocabulary related interventions
Skills	<ul style="list-style-type: none"> Confident to work with challenging children/young people on a 1:1 basis Very good numeracy/literacy skills Ability to plan effective actions for pupils at risk of underachieving 	<ul style="list-style-type: none"> Skills in a vocational area Ability to develop a curriculum area outside the classroom environment

	<ul style="list-style-type: none"> • Ability to self-evaluate learning needs and actively seek learning opportunities • Good communication skills orally and in writing • Ability to use word processing and database packages • Excellent organisational skills and ability to meet deadlines • Ability to work sensitively in partnership with adult colleagues • Ability to work constructively as a proactive team member, understanding classroom roles and responsibilities and own position within these • Ability to use non-confrontational strategies with young people • Desire to undertake further professional development relating to inclusion • Committed to continually improving performance of self and team • Ability to produce and adapt learning materials using ICT • Good presentation skills • Able to work creatively, flexibly, with enthusiasm and with initiative • Resilience and determination when faced with difficult tasks • Commitment to the protection and safeguarding of children and young people 	
<p>Other</p>	<ul style="list-style-type: none"> • An understanding of equal opportunities issues within an educational context. • An understanding of safeguarding and a commitment to creating a safe learning environment. • Able to work across Furness and South Lakes. • Able to work outside of school hours as required. 	<ul style="list-style-type: none"> • Full, clean driving licence