

Job Description

Job Title:	Behaviour Intervention Advisory Teacher
Directorate:	Children and Young People's Services
Service Area:	Early Help - SEND Support Services – Behaviour Intervention Team (BIT)
Grade	MPR-UPR 3 + SEN/ALN Allowance (Dependent of level of experience and evidence)
Competency Level:	Qualified Teacher Status qualification with experience of working with pupils with SEMH and/or behavioural needs
Salary:	£31,650- £49,084 with SEN/ALN Allowance (minimum of £2,539 to maximum of £5,009)
Job Type:	Hybrid: Peripatetic role to various Liverpool schools, settings and beyond, including resourced provision, academies, free school, private, voluntary and independent settings.
Location:	Parklands Customer Focus Centre and peripatetic
Disclosure and barring service (DBS):	Enhanced
Job Evaluation Ref No:	N/A

Job Purpose

- To play an integral part of the Behaviour Intervention Team (BIT) by providing immediate advice and support over the phone and through virtual meetings to schools seeking assistance for students displaying challenging behaviours and who may be at risk of exclusion
- To conduct thorough audits of local services and resources dedicated to behavioural support and SEND, enabling effective signposting and referral to appropriate services for schools and educational settings.
- To offer specialised training and workshops aimed at equipping school staff with strategies and interventions for early, targeted support to manage and improve student behaviour, thereby enhancing learning environments and reducing the likelihood of exclusions.
- To collaborate with educational settings in developing effective behaviour management policies, support plans, and risk assessments, ensuring they are tailored to meet the unique needs of pupils and promote positive outcomes in terms of engagement, achievement, and attendance.

Directly Responsible For:

No line management responsibility.

Directly Responsible To:

Operational Lead - Behaviour Intervention Team

Main Areas of Responsibility:

- To comply with the expectations of the Department for Education Teachers' Standards
- To work across primary and secondary maintained schools, academies and free schools, by providing timely advice over the telephone, email and in person
- Specific responsibilities can include consultation and advice on inclusive practices across settings or assessment, advising, individual/small group focussed intervention as part of assess, plan, do and review cycle
- To advise education colleagues around appropriate use and planning of Behaviour Support Plans and related Risk Assessments that are reviewed
- To implement and advise on SMART targets as detailed in individual Behaviour Support Plans
- To provide timely, specialist and professional advice through visits and training opportunities
- To triage and identify long term positive outcomes with clear planning to achieving positive outcomes.
- To liaise with Pastoral Teams, SENDCos, Senior Leaders, Headteachers, and external agencies/voluntary organisations, and parents/carers as appropriate in meetings around inclusive arrangements in settings, termly review meetings, transition meetings, team around the school meetings, EHAT and provision planning meetings
- To advise and case manage alongside the Operational Lead to identify support that is required from the commissioned Outreach providers
- To support and challenge schools and other professionals to effectively meet the needs of pupils in this area of need
- To take responsibility and engage with professional development and keep up to date with current research on behaviour, SEMH, communication needs and attachment and trauma-based approaches

- To fully engage in the Performance Appraisal process in line with the LCC Teacher Appraisal Policy, Service Improvement Plan, and the current local educational landscape
- To continuously update knowledge and understanding of new strategies, resources, and publications, in order to implement and review effective practices.
- To work as part of a team around the school/setting and alongside the Outreach providers and other professionals such as Social Care and Health to ensure the best possible outcomes for pupils
- To deliver training, develop and review resources for the use in education settings.
- Develop the City Council's commitment to equal opportunities and to promote non-discriminatory practices in all aspects of work undertaken.

It must be understood that every employee has a responsibility to ensure that their work complies with all statutory requirements with Standing Orders and Financial Regulations of the City Council and to ensure that all work functions are undertaken in accordance with health and safety legislation, codes of practice and the City Council's safety plan.

Supervision and Management Responsibility:

No supervisory or line manager responsibility

Budget and Financial Responsibility:

- Being fully accountable for managing the council's resources well and complying with statutory requirements. This includes managing time, avoiding unnecessary waste, reuse and recycle resources to reduce personal impact.

Social Value Responsibility:

- Drive for social value through all activities, ensuring wider social, economic and environmental benefits for the council, residents and communities.

Physical Demands of the Job:

- There may be a requirement of peripatetic working that will include travel between schools/settings throughout the day. It is also likely to include the carrying of resources, teaching materials and agile laptop at varying points. A large part of the job is recording, communicating electronically and using case management systems at an agile laptop computer which may require sitting and typing.

Corporate Responsibility:

- Contribute to the delivery of the Council Plan.
- Delivering and promoting excellent customer service, externally and internally.
- Commitment to customer excellence by dealing with customer feedback, including complaints, and learning from feedback in the drive for continuous improvement.
- Making the council a great place to work, living the council's values, actively engaging in regular communications including team meetings, undertaking training as required and being responsible for managing own performance.
- Develop the City Council's commitment to equal opportunities and to promote non-discriminatory practices in all aspects of work undertaken.
- To ensure that all work functions are undertaken in accordance with health and safety legislation, codes of practice and the City Council's safety plan.

Competency Framework:

We operate a competency framework, a set of core behaviours which define how we are expected to approach our work, how we perform in certain situations and how we treat each other. Each competency details the standards of behaviours and skills required by all staff and this in turn supports delivery of our aim and our council plans linking them together with our values.

The post holder will be required to demonstrate the ability to perform at the following competency level [**Level 2**].

[The competency framework can be found here.](#)

This job description is not intended to be either prescriptive or exhaustive. It is issued as a framework to outline the main areas of responsibility. You will be expected to carry out any other duties that may reasonably be required in line with your main duties and changing priorities of the organisation.

Person Specification

Assessment methods used: I = Interview, P = Presentation, A = Application, E = Exercise, T = Test, AC = Assessment Centre

Qualification and training

Essential

- A recognised degree and qualified teacher status * (A and I)

Desirable

- Additional relevant qualification or extensive training in the area of behaviour and/or attachment trauma approaches

Experience

Essential

- Significant experience in teaching at primary or secondary (A)
- Recent practice of working with pupils that have challenging behaviour (A, I, E)
- Recent practice of developing high-quality support plans or individualised risk assessment and planning intervention, to ensure pupil inclusion (A, I, E)

Desirable

- Experience of working in an advisory capacity within school or other relevant setting
- Experience of planning and implementing research-based specialist support strategies
- Experience of supporting the transition from early years to primary, primary to secondary or secondary to post-16
- Experience of working within a multi-disciplinary team

- Experience and willingness to deliver training around a variety of aspects of behaviour and/or attachment/trauma

Skills/Abilities

Essential

- Proven ability to effectively raise the attainments and achievements of pupils in either primary or secondary (I)
- Knowledge in relevant and recent DfE statutory guidance, educational legislation and current research in the area that the role covers (A and I)
- Ability to work alongside school/setting staff to develop inclusive arrangements and pupil level specific planning within the context of curriculum, Ofsted inspection frameworks and Safeguarding guidance (A and I)
- A willingness to challenge practice sensitively to effectively meet the needs of pupils and settings (A, I, E)
- Ability to produce documentation/resources of the highest professional standards (I)
- Good time management and organisational skills with the ability to manage caseload (A, I, E)
- Ability to work without direct supervision (A and I)
- Ability to use ICT competently to support the development of resources, input data, and produce training materials (A, I, E)
- Ability to work collaboratively and confidently with a wide range of other professionals and have confidence to present a rationale for decisions (A, I, E)

Desirable

- A willingness to work across all Key Stages if and when required

- A willingness to work across educational setting across the city with the ability to travel when necessary

Commitment

Essential

- An understanding of and a personal commitment to the Vision and Values of Liverpool City Council (A and I)

Desirable

Other

Essential

This post is subject to a Disclosure and Barring Service (DBS) check at the appropriate level