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| **Job Description** | |
| **Post:** | **Behaviour and Inclusion Mentor** |
| **Pay Scale:** | **Grade 6 (SCP 19-24) *£31,067- £34,314 (Pro Rata £26,958 - £*29,776)** |
| **Responsible to:** | **Deputy Head (Culture and Standards)** |
| **Main Location:** | **School Based** |
| **Main Duties** | |
| * To manage the Reflections Room which is an alternative to exclusions from school and focuses on mentoring and behaviour modification * To be a source of positive support for students who are referred to the Reflections Room * To coordinate appropriate behaviour strategies and programmes, establishing positive working and act upon referrals from Heads of Year and Behaviour and Intervention Managers * To develop positive relationships with students and, where necessary and appropriate, their parents in this next step for behaviour management * To analyse pastoral data and share with appropriate staff with suggested actions * To coordinate and manage the Reflections Room on a daily basis * To develop an ethos of high expectations in the Reflections Room ensuring that high standards of behaviour, restorative practice and academic work are achieved by all * To manage and work to modify the behaviour of students whose behaviour is persistently challenging or who have been involved in an incident which would usually warrant exclusion from school * To liaise with subject teachers to ensure consistency of approach for students whilst working in the Reflections Room, as well as organising appropriate work * To establish and maintain effective working relationships with various outside agencies and stakeholders, including parents and carers * To be responsible for co-ordinating in school intervention timetable * To be responsible, with the Deputy Headteacher (C&S), for monitoring and evaluation of the Reflections Room, including the analysis of behaviour data * To liaise with Deputy Headteacher (C&S) responsible for behaviour, Progress Leaders, Learning Mentors, Child Protection Lead and SENCo as appropriate * To coordinate and manage monitoring systems and procedures, to evaluate impact and inform self-evaluation * To support with behaviour issues across school as and when required, including ‘feet on the ground’ rota * To maintain appropriate records and to provide relevant accurate and up to date information for MIS, registers, etc * To assist Heads of Year /senior leaders for behaviour and attendance with administrative tasks as required * To provide data and written reports as requested and undertake other general admin tasks such as running data reports and letters etc * To carry out such duties which reasonably correspond with the general character of the post and are commensurate with its level of responsibility | |
| **Professional standards and development** | |
| * Take responsibility for and participating in continuing professional development. * Be a role model to students through appropriate personal presentation and professional conduct. * Support all the School’s policies and ethos. * Establish effective working relationships with professional colleagues both in school and as part of the school’s learning community and network. * Responsible for the health, safety and welfare of self and colleagues in accordance. with the School’s Health and Safety policies and procedures and current legislation. * Reflect on own professional practice. * Take responsibility for and participating in continuing professional development. | |
| **Continuing professional development and formation** | |
| * Undertake any necessary professional development as identified, taking full advantage of any relevant training and development available. * Maintain a professional portfolio of evidence to support the Performance. Management/Appraisal process – evaluating and improving your own practice. | |
| **General Responsibilities** | |
| * Attend and participate in staff meetings, training, and briefings as appropriate. * Be aware of, and comply with all Trust policies and procedures, particularly those relating to child protection, health, safety and security, financial management, confidentiality, and data protection. * Contribute to the overall ethos, work, and aims of the Trust. * Commitment to the principle of working collaboratively with other schools within the St Teresa of Calcutta Catholic Academy Trust. | |
| *These duties are neither exclusive nor exhaustive, and the postholder will be required to undertake other duties and responsibilities, which the Trust may determine. Please note that the successful applicant will be required to comply with all Trust Policies.*    *The Trust is committed to the safeguarding and promotion of the welfare of all children and young people in our care. Applicants must be willing to undergo an enhanced Disclosure and Barring Service check and overseas police checks (where applicable). Please see STOC’s Safeguarding and Recruitment Policies for further details. All staff have a key role and responsibility in this area and will be subject to an Enhanced Disclosure check. An online search will be performed on all shortlisted applicants in accordance with the Trust’s safeguarding procedures and Keeping Children Safe in Education statutory guidance.*    *It is the practice of this Trust to periodically examine employees’ job descriptions and to update them to ensure that they relate to jobs as they are being performed, or to incorporate whatever changes are being proposed. It is the Trust’s aim to reach agreement on any alterations.*  *The Trust is committed to welcoming individuals regardless of age, disability, ethnicity, faith, gender identity, sexual orientation or marital status or whether you are pregnant or on parental leave or from a socio-economic background. We welcome applicants from all communities and from people that identify with those characteristics.* | |

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| **Person Specification** | | |
| **Key** **E** Essential, **R** References, **I** Interview, **C** Certificate, **D** Desirable, **A** Application | | |
|  | **Essential / desirable** | **Evidence** |
| **Qualifications** | | |
| GCSE English and Mathematics at Grade A\*- C, or GCSE Level 4 - 9, or a Level 2 qualification in Literacy and Numeracy or CSE Grade 1 in English and Mathematics or equivalent | E | A/C |
| **Knowledge & Experience** | | |
| Excellent communication/ interpersonal skills including experience of liaising with professionals. | E | A/I |
| Previous experience of working in a similar role in an educational setting. | D | A/I |
| Knowledge and experience of Microsoft Packages including Word, Excel, Publisher, PowerPoint and electronic communication. | E | A/I |
| Understanding of the importance of safeguarding/ child protection when working in a school setting | E | A/I |
| Able to organise own workload and prioritise tasks/ solve problems within a busy environment | E | A/I/R |
| Knowledge of data protection and understanding of the importance of maintaining confidential information. | E | A/I |
| **Technical Skills & Ability** | | |
| Excellent organisational skills, with the ability to work to tight deadlines. | E | A/I |
| Good communication skills and an ability to relate well with others. | E | A/I |
| Ability to work on own initiative as well as part of a team. | E | A/I |
| Ability to establish working systems and ensure an efficient working environment | E | A/I |
| Able to follow instructions and work within policies and procedures | E | A/I |
| Ability to Manage information and to present reports | E | A/I |
| **Personal characteristics** | | | |
| Professional appearance and manner, with the ability to promote a positive ethos in school | | E | A/I |
| Keen to continually learn, develop and extend own working practices and willing to participate in training and development opportunities | | E | A/I |
| Flexible in approach and able to meet the changing demands of the role | | E | A/I |