**Woolston Brook School**

**Job description/person specification**

**Job title:** Behaviour For Learning (BfL) Mentor

Salary: TA4

Hours: 37

Contract type: Full time permanent

Reporting to: AHT Pastoral, Pastoral Coordinator and wider senior leadership team

**Main purpose**

* To work as part of the Pastoral team, offering targeted support for identified young people facing individual challenges which act as a barrier to their learning
* Liaison with external agencies where appropriate, specifically our visiting counselling service
* Management of interventions and support including co-ordination and planning , linked to Speech, Language and Communication and Emotional Literacy needs of pupils
* Communication and record keeping relating to individual pupils

**Duties and responsibilities**

**Supporting pupils**

* Work with pupils either in small groups or one-to-one, to encourage them to maximise their potential through a range of strategies and support programmes. This may include support off-site provisions.
* Collate data from Speech Language and Communication assessment, and/or Emotional Literacy screening tool, identifying appropriate support pathway based on findings, and devising a programme of engagement designed to help pupils develop the skills needed for progress.
* Draw up an action plan for pupils based on SLC and/or EL needs, set regular targets and actions and monitor the outcomes – thereby evaluating progress towards behaviour improvement and a more positive approach to learning
* Attend parental and re-integration meetings as required by the AHT Pastoral
* Act as on-call during designated lessons
* Accompany trips and outside visits as required
* Supervise pupils at breaks and lunchtimes and take duties as required

**Liaison**

* As part of the pastoral team, work with teachers/tutors, form tutors, SENCO and other staff in the early identification of pupils who may benefit from additional support, particularly those that are:
* underachieving;
* at risk of exclusion, or recently returned from exclusion;
* poor attenders;
* disaffected;
* experiencing difficulties in the community which are impacting on their wellbeing;
* Lacking in self-esteem and confidence.
* Regularly inform staff of developments, improvements in performance and successful strategies via team/staff meetings and daily staff briefing/de-briefing. This may include delivering CPD sessions as appropriate, under the direction of AHT Pastoral
* Advise staff – regardless of their job title - on effective de-escalation techniques and strategies for individual pupils.
* Work alongside the tutor teams and the pastoral coordinator to devise initial positive handling plans for all pupils within 3 weeks of them coming onto school roll.
* Work with tutor teams to update and maintain accurate detailed positive handling plans for all pupils in their form group, and bringing changes to the attention of the whole staff
* Liaise with internal and external advisers and co-ordinators for designated groups such as ‘looked after children’ alongside the wider team of mentors

**Other areas of responsibility**

* Undergo Basic First Aid training and update courses.
* Be aware of the responsibility for personal Health, Safety and Welfare and that of others who may be affected by your actions or inactions.
* Co-operate with the employer on all issues to do with Safeguarding, GDPR, Health, and Safety & Welfare.
* To drive the school minibus

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| criteria | qualities |
| **Qualifications and experience** | GCSEs at grades 9 to 4 (A\* to C) including English and Maths - EMinimum of 3 years’ experience of working with children aged between 7 and 16 - ELevel 3 qualification in a relevant subject area - EDegree level qualification in a relevant area for working with young people with SEN - DExperience of planning and leading one to one and small group activities (with supervision) - DTeam Teach (intermediate) qualification or commitment to attain within 6 months of start date -EProven track record of successfully working with disaffected young people – EDriving licence with Minibus driver eligibility, or willingness to obtain this within 12 weeks of start date - E |
| **Skills and knowledge** | Excellent literacy and numeracy skills - EExcellent organisational skills - EAn ability to work autonomously and as part of a team -EAbility to build strong and effective working relationships with pupils and adults - ESkills and expertise in understanding the Social Emotional and Mental Health needs of all pupils - EA clear understanding of the factors which lead to educational disaffection in young people - DKnowledge of how to help adapt and deliver support to meet individual needs - DSome curriculum knowledge relevant to the role, and ability to apply this effectively in supporting teachers and pupils in improving Behaviour for Learning - DExcellent verbal communication skills -EActive listening skills -EThe ability to remain calm in stressful situations -EKnowledge of guidance and requirements around safeguarding children - EExcellent ICT skills, particularly using ICT to support learning - EUnderstanding of roles and responsibilities within the classroom and whole school context - DUnderstanding of effective Behaviour improvement methods for working with young people with SEMH needs - EKnowledge of how to successfully lead learning activities for a group of children - DKnowledge of how statutory and non-statutory frameworks for the school curriculum relate to the age and ability ranges of the learners they support - DKnowledge of how to support learners in accessing the curriculum in accordance with the SEND code of practice -D |
| **Personal qualities** | A commitment to and an enthusiasm for the postEnjoyment of working with childrenSensitivity and understanding, to help build good relationships with pupilsA commitment to getting the best outcomes for all pupils and promoting the ethos and values of the schoolCommitment to maintaining confidentiality at all timesCommitment to safeguarding pupil’s wellbeing and equality |

**Liaison**

* Work with the pastoral team, subject deliverers , form tutors, SENCO and other staff in the early identification of pupils who may benefit from additional support, particularly those that are:
* underachieving;
* at risk of exclusion, or recently returned from exclusion;
* poor attenders;
* disaffected;
* experiencing difficulties in the community which are impacting on their wellbeing;
* lacking in self-esteem and confidence.
* Regularly inform staff of developments, improvements in performance and successful strategies via team/staff meetings and daily staff briefing/de-briefing
* Advise staff – regardless of their job title - on effective de-escalation techniques and strategies for individual pupils
* Work alongside AHT pastoral and the pastoral coordinator to devise initial positive handling plans for all pupils within 3 weeks of them coming onto school roll.
* Work with form tutors to update and maintain accurate detailed positive handling plans for all pupils in their form group, and bringing changes to the attention of the whole staff
* Liaise with internal and external advisers and co-ordinators for designated groups such as ‘looked after children’ alongside the family support mentor

**Other areas of responsibility**

* Undergo Basic First Aid training and update courses.
* Be aware of the responsibility for personal Health, Safety and Welfare and that of others who may be affected by your actions or inactions.
* Co-operate with the employer on all issues to do with Health, Safety & Welfare.