



Behaviour and Learning Mentor

Brompton Hall School

Recruitment Information Pack



**Resourcing
Solutions**

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Brompton Hall School

Our Aims

- Increase access to the curriculum for pupils with a disability
- Improve and maintain access to the physical environment
- Improve the delivery of written information to pupils

Our Multi Academy Trust is a group of inspirational and aspirational mainstream and specialist schools in North Yorkshire, Hull and South Yorkshire whose main objective is to ensure that all pupils make exceptional progress through the development of outstanding staff.

Brompton Hall school is based within private grounds in the pretty village of Brompton-by-Sawdon and is a Special Education School for pupils aged between 8 and 16 years, who have an Education, Health and Care Plan.

All of our pupils have social, emotional and behavioural difficulties that have profoundly affected their academic performance and personal relationships. The school also, at times, takes pupils from surrounding Authorities.

We promote the personal, social, emotional well-being, mental health and intellectual development of pupils who have been identified as having social, emotional and behavioural difficulties. We encourage a sense of optimism, confidence, self-worth, achievement, meaning and purpose, supporting and satisfying relationships with others, understanding oneself, and responding effectively to one's own emotions. Pupils are valued as individuals. They are helped to achieve to the full extent of their abilities and they are prepared for the responsibilities of citizenship and for the challenges of life beyond school.

Staff at our school are experienced in working with children who have challenging behaviours, they are able to offer a wide range of skills and strategies when managing the pupils. We provide care, structure and consistent management, along with guidance and advice to all pupils encouraging the development of social and emotional skills and attitudes, allowing them to make full use of the educational opportunities available to them.

The school seeks to offer the same education curriculum as mainstream schools, as a result our curriculum contains a variety of qualifications from GCSEs through to Entry Level certificates, in a range of subject areas. Our aim is not to disadvantage pupils who have social, emotional and behavioural problems. When pupils have shown that they have developed good consistent control of their behaviour and have become successful in school, consideration is always given to reducing dependency on residential support, eventually moving from residential to day status, and ultimately if appropriate, a return to mainstream education.

Application Process

The closing date for all applications is **Midnight, Sunday 17th December 2023**

Queries & Visits

Please contact Chloe Bullen at Chloe.Bullen@northyorks.gov.uk or on 01609 536 964

Application Process

Please apply via [NYC Jobs](#)

Please contact us if you need an application form in a different format.

Unfortunately we do not accept CVs.

ACADEMY:**JOB TITLE:**

Brompton Hall School
Behaviour & Learning
Mentor

GRADE: 4**DATE PREPARED:** November 2023**EVALUATION DATE:** 14.11.23**EVALUATION NUMBER:** NJCV82

DIGNITY AT WORK: To show, at all times, a personal commitment to treating all customers and colleagues in a fair and respectful way, which gives positive regard to people's differences and individuality (for example, gender, gender identity, nationality or ethnic origin, disability, religion or belief, sexual orientation, age). Assists in ensuring equal access to services and employment opportunities for everyone and promotes Venn's Equal Opportunities in Employment Policy.

PURPOSE:

Working as part of the behaviour team, one to one or with a small group of the more challenging students who are demonstrating performance, attendance or behavioural issues that is affecting their behaviour and learning, helping them to overcome the barriers to learning and improve their education, adapting activities to meet the individual needs of each pupil.

To assess, support, guide and mentor students who require additional support.

To support the wider Behaviour Management Team in the day to day management of pupils' behaviour, personal development and wellbeing, ensuring pro-active support to strategies implemented as part of the overall behaviour management of the school.

PRINCIPAL ACCOUNTABILITIES:

Please note decision making must be included within the Principal Accountabilities

1.	To be committed to promote and safeguard the welfare of all pupils raising concerns as appropriate
2	Comply with policies and procedures relating to child protection, security and confidentiality.
3	Maintain confidentiality in respect of pupil's personal circumstances
4.	Liaise with teaching staff and behaviour team using knowledge and skills to provide support to targeted pupils to raise achievement and attendance and help pupils overcome barriers to learning.
5	Working one to one or in small groups of pupils to identify needs, assessing pupils needing extra support and development of individual action plans
6	Provide objective and accurate feedback and reports on the pupil's achievements, progress, behaviour and other matters as required.
7	Assist pupils to make successful transfers between educational establishments and transitions at key stages of their lives
8.	To support the Behaviour and Personal Development Manager in implementing the development of relevant systems, routines and practices.
9	Support pupil access to out of school activities and supervise pupils on trips and out of school activities.

10	Working as part of the team, deliver pastoral support to pupils. Establish rapport and productive working relationships with pupils, acting as a role model and setting high expectations.
11	Supervise pupils excluded from, or otherwise not working to, a normal timetable providing support for disengaged/vulnerable pupils. Provide feedback to pupils in relation to progress, achievement, behaviour, attendance etc.
12	Challenge and motivate pupils, promote and reinforce self-esteem. Provide information and advice to enable pupils to make choices about their own learning/behaviour/attendance.
13	Provide administrative support i.e. updating records, dealing with correspondence, compilation, reporting on behaviour and supporting home to school and community links.
14	Attend and participate on meetings and training as required.
15	Liaise with partner school staff, parents and carers as required, including in the home
16	The Health and Safety at Work etc. Act 1974 and associated legislation places responsibilities for health and safety on the school, as your employer and you as an employee. In addition to the employer's overall duties, the post holder has personal responsibility for their own health and safety and that of other employees; additional and more specific responsibilities are identified in the schools Health and Safety policy.

GENERAL:

The above principal accountabilities are not exhaustive and may vary without changing the character of the job or level of responsibility. The postholder must be flexible to ensure the operational needs of the school are met. This includes the undertaking of duties of a similar nature and responsibility as and when required, throughout the various work places in the school. The above duties may involve having access to information of a confidential nature, which may be covered by the General Data Protection Regulations. Confidentiality must be maintained at all times.

- 1. Responsibility for Staff:**
None
- 2. Responsibility for Customers/Clients:**
Liaising with parents/carers and external agencies (ie CAMHS, Psychological services) as required.
- 3. Responsibility for Budgets:**
None
- 4. Responsibility for Physical Resources:**
Ensure all school equipment is operated, stored and maintained in line with school policies and procedures

WORKING RELATIONSHIPS:

- 1. Within the school:**
Works closely with all members of the teaching and support staff, pupils, parents, governors and the community
- 2. With Any Other Areas within the trust:**
- 3. With External Bodies to the trust:**
Educational support staff, educational support services, other schools and educational establishments, the Council, other public services and community representatives

	Tick relevant level for each category					Supporting Information (if applicable)
	Not applicable	Low	Moderate	High	Very High	
PHYSICAL DEMANDS: Physical Effort and/or Strain – (tiredness, aches and pains over and above that normally incurred in a day to day office environment).			x			Management of challenging behaviour, displayed by the pupils
WORKING CONDITIONS: Working Conditions – (exposure to objectionable, uncomfortable or noxious conditions over and above that normally incurred in a day to day office environment).			x			Challenging behaviour, displayed from time to time
EMOTIONAL DEMANDS: Exposure to objectionable situations over and above that normally incurred in a day to day office environment.			x			Emotional resilience is necessary

PERSON SPECIFICATION		Tick relevant column		List code/s*
The information listed as essential (the column that is shaded) is used as part of the job evaluation process. The requirements identified as desirable are used for recruitment purposes only. *Codes: AF = Application Form, I = Interview, CQ = Certificate of Qualification, R = References (should only be used for posts requiring DBS's), T = Test/Assessment, P = Presentation		Essential	Desirable	How identified
1. Qualifications:				
	English and Mathematics GCSE grade C or above or equivalent	√		AF, CQ,
	Mental Health First Aid		√	AF, CQ
	NVQ Level 3 or equivalent qualification or experience		√	AF, CQ
2. Relevant Experience:				
	Experience working with pupils with challenging behaviour and SEMH needs.		√	AF, I
3. Skills (including thinking challenge/mental demands):				
	Motivation to work with children and young people	√		I
	Good level of literacy and numeracy skills	√		AF,
	Computer literate and ability to improve student achievement using new technologies		√	AF, I
	Ability to work well as part of a team	√		I

PERSON SPECIFICATION		Tick relevant column		List code/s*
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			Good level of self-motivation, flexibility and organisational skills	√
	Ability to motivate children and think creatively to anticipate and solve problems and resolve conflict	√		I
	Ability to form and maintain appropriate relationships and personal boundaries with pupils and young people	√		I
	Inclusive approach to education with high expectation of self and others	√		I
4.	Knowledge:			
	A knowledge and commitment to safeguarding and promoting the welfare of pupils and young people.	√		I/R
	A good understanding of Behaviour Management methods including the role of the facilitator		√	AF, I
	A secure knowledge of emotional and social issues which may impact on a child's learning		√	AF, I
	A thorough awareness of the importance of confidentiality	√		I
	A knowledge of the PSHE Jig-saw curriculum		√	I
	An understanding of why equality of opportunity is important	√		I
	Knowledge of the requirements needed to achieve outstanding student progress and personal development		√	I
5.	Interpersonal/Communication Skills:			
	Verbal Skills			
	Ability to establish professional, effective working relationships with a range of partners/colleagues and pupils and young people.	√		I/R
	Ability to communicate effectively with pupils, parents/carers, colleague and outside agencies	√		I
	To show respect and courtesy at all times when dealing with routine enquiries from pupils, parents/carers, colleagues and members of the public	√		I
	Ability to establish professional, effective working relationships with a range of partners/colleagues, pupils and young people	√		I
	Ability to use tact, diplomacy, sensitivity, honesty and good humour whilst working under pressure	√		I
	Emotional resilience when working in a range of challenging situations, including challenging behaviours and attitudes to the use of authority and maintain discipline	√		I
	Written Skills			
	Good written/email correspondence appropriate to respondents. Good accurate report writing and record keeping appropriate to requirements	√		I, T
6.	Other:			

PERSON SPECIFICATION		Tick relevant column		List code/s*
<p>The information listed as essential (the column that is shaded) is used as part of the job evaluation process. The requirements identified as desirable are used for recruitment purposes only.</p> <p>*Codes: AF = Application Form, I = Interview, CQ = Certificate of Qualification, R = References (should only be used for posts requiring DBS's), T = Test/Assessment, P = Presentation</p>		Essential	Desirable	How identified
	Experience of Lone Working		√	AF,I
9.	Disclosure of Criminal Record:			
	The successful candidate's appointment will be subject to the School obtaining a satisfactory Enhanced and Barring List Disclosure from the Disclosure and Barring Service.	√		DBS Disclosure
	If the postholder requires a DBS disclosure the candidate is required to declare full details of everything on their criminal record.	√		AF(after short listing)
	If the postholder does not require a DBS disclosure the candidate is required to declare unspent convictions only.		N/A	AF(after short listing)