

Job Description

Teachers and Support Staff

Role: Behaviour Support Mentor

School: Beckfoot Oakbank

Salary/Grade: Band 7, SCP 12-17

Reporting to: Behaviour and Systems Manager

Core Purpose of the Post:

- To work as part of the behaviour team providing disaffected students with appropriate short-term education provision.
- To assist students under the direction of the Behaviour and Systems Manager.
- Design and deliver courses to enable students' reintegration into mainstream lessons.
- To be proactive in dealing with day-to-day incidents as they arise.
- To follow behaviour and learning systems in order to facilitate the re-integration back into lessons from the behaviour rooms.
- To maintain effective records and contribute to monitoring procedures.
- To liaise with families and relevant staff in collaboration with the Behaviour and Systems Manager.

This role involves engaging with students/pupils in regulated activity relevant to children.

Main Duties and responsibilities:

Support Leadership Expectations

Pupil Focused

- Provide pastoral support to pupils.
- Receive and supervise pupils excluded from, or otherwise not working to, a normal timetable.
- Attend to pupils' personal needs and provide assistance in their social, health and hygiene development.
- Participate in comprehensive assessment of pupils to determine those in need of particular help.
- Assist with the development and implementation of Individual Behaviour plans.
- Support provision for pupils with special needs.
- Establish productive working relationships with pupils, acting as a role model.
- Develop 1:1 mentoring arrangements with pupils and provide support for distressed pupils.
- Promote the speedy/effective transfer of pupils across phases/integration of those who have been absent.
- Provide information and advice to enable pupils to make choices about their own learning/behaviour/attendance.
- Challenge and motivate pupils, promote and reinforce self-esteem.
- Provide feedback to pupils in relation to behaviour, attendance etc.

Teacher Focused

- Support pupils' access to learning using appropriate strategies, resources etc.
- Work with the Behaviour and Systems Manager in planning, evaluating and adjusting learning activities as appropriate.
- Monitor and evaluate pupils' responses and actions and feedback to Year teams and other Pastoral teams.
- Provide objective and accurate feedback and reports as required, to other staff on pupils' progress and other matters, ensuring the availability of appropriate evidence.
- Be responsible for keeping and updating records as agreed with the other staff, contributing to reviews of systems/records as requested.
- Assist in the development and implementation of appropriate behaviour management strategies.
- Assist in the development, implementation and monitoring of systems relating to attendance and integration.
- Clerical/admin support e.g. dealing with correspondence, compilation/analysis/reporting on red cards, exclusions, making phone calls etc.

Curriculum Focused

- Implement agreed learning activities, adjusting activities according to pupil responses/needs.

<ul style="list-style-type: none"> • Be aware of and appreciate range of activities, courses, organisations and individuals to provide support for pupils to broaden and enrich their learning. • Determine the need for, prepare and use specialist equipment, plans and resources to support pupils. 	
Supervision and range of decision making:	
<ul style="list-style-type: none"> • Will assist with the supervision of pupils in and out of lesson times, including before and after school and at lunchtimes. • No supervisory responsibility for other staff. 	
Communications and working with others:	
<ul style="list-style-type: none"> • Establish constructive relationships with parents/carers, exchanging information, facilitating their support for their child's behaviour for learning, access and learning and supporting home to school and community links. 	
Resources:	
<ul style="list-style-type: none"> • Operate equipment/ICT packages that are relevant to the position. 	
Professional development:	
<ul style="list-style-type: none"> • Engage fully with the school's appraisal / performance management system • To actively participate in continuous professional development 	
Other Considerations:	
<ul style="list-style-type: none"> • To be aware of and comply with policies and procedures relating to child protection; being vigilant for signs that children may be being abused and to report any such suspicions to the school's nominated Child Protection Co-ordinator or the Headteacher. • To comply with Health and Safety regulations as directed do so. • To act in accordance with the Data Protection Act and maintain confidentiality at all times e.g. access to staff/student/parent and carers files. • Accept and commit to the principles underlying the Schools Equal Rights policies and practices. • Be able to perform all duties and tasks with reasonable adjustment, where appropriate, in accordance with the Equality Act. • Must be legally entitled to work in the UK. 	
Safeguarding: No contra-indications in personal background or criminal record indicating unsuitability to work with children/young people/vulnerable clients/finance (An enhanced DBS check is required).	
Intermediate Fluency Duty required: In line with the Immigration Act 2016; the Government has created a duty to ensure that all Public Authority staff working in customer facing roles can speak fluent English to an appropriate standard. For this role the post holder is required to meet the Intermediate Threshold Level. The post holder should demonstrate: They can express themselves fluently and spontaneously with minimal effort and, only the requirement to explain difficult concepts may hinder a natural smooth flow of language.	
Notes: This is illustrative of the general nature and level of responsibility of the work to be undertaken, commensurate with the grade and is not a comprehensive list of all the duties and responsibilities of the post. Successful postholders should not refuse to undertake work, which is not specified on this form and the job description may be amended at any time in consultation with the postholder. Beckfoot Trust is an Equal Opportunities Employer and requires its employees to comply with all current equality policies both in terms of equal opportunity for employment. The Trust is committed to making any necessary reasonable adjustments to the job role and the working environment that would enable access to employment opportunities for disabled job applicants or continued employment for any employee who develops a disabling condition	
Date:	November 2021

Person Specification Teachers and Support Staff		
Role:	Behaviour Support Worker	
	Essential Requirements	How Identified
Qualifications	Minimum of GCSE English and Mathematics at grade C or above (or equivalent).	Application
Experience	<p>Experience of working with children of relevant age e.g. secondary school setting, assisting in their development.</p> <p>Experience of working as part of a team.</p> <p>Experience of working with pupils with additional needs.</p> <p>Experience of working within a behavior role or similar.</p> <p>Recent relevant experience of working with young people whose learning may have been impeded due to a range of circumstances.</p>	Application References Interview
Training	<p>Demonstrate training or willingness to undertake training appropriate to the role.</p> <p>Ability to self-evaluate learning needs and actively seek learning opportunities.</p>	Application Interview
Knowledge, Skills and Ability	<p>Behaviour management techniques, target setting and monitoring.</p> <p>Understanding of needs of students who exhibit challenging behaviour.</p> <p>Knowledge of the development of young people and their needs.</p> <p>Full working knowledge of relevant policies/codes of practice and awareness of relevant legislation.</p> <p>Understanding of principles of child development and learning processes and in particular, barriers to learning.</p> <p>Full understanding of the range of support services/providers.</p> <p>Knowledge of Health and Safety requirements.</p>	Application Interview
Personal Circumstances	<p>Must have the ability to be flexible and work to the requirements of a busy school.</p> <p>Hold business travel insurance and be prepared to travel to other Beckfoot Trust schools.</p> <p>Able to speak in fluent English (in accordance with The Immigration Act October 2016).</p>	Application Interview
Disposition and Attitude	<p>A passion for education and a deep-felt desire to make a difference for young people.</p> <p>To like young people and be liked by them</p> <p>To possess educational vision underpinned by values</p> <p>To operate in line with the seven principles of public life of selflessness, integrity, objectivity, accountability, openness, honesty and leadership</p> <p>Humility: a recognition that the more you know, the less you know! Not being afraid to say 'I don't know'</p> <p>Be emotionally intelligent: know when to direct, when to challenge and when not to; be able to inspire, present a positive perspective at all times; be able to listen and show awareness of other's sensitivities; to have personal pride and lead by example</p>	Application Interview References

	<p>Be happy to get your hands dirty. Don't ask people to do things you wouldn't do yourself</p> <p>Understand the importance of work/ life balance</p> <p>Enthusiastic, flexible, team player. Enjoy hard work and take constructive criticism.</p> <p>Desire for significant professional development</p> <p>To be friendly, approachable, non-judgmental and engage constructively with young people and families / carers with difference ethnic and social backgrounds.</p> <p>To have a caring attitude which reflects the desire to help young people achieve their potential.</p> <p>Ability to work effectively with, and command the confidence of, teaching staff and senior management within the school.</p>	
Physical	<ul style="list-style-type: none"> • Resilient • Excellent attendance and punctuality. 	References Interview
Equality	A commitment to, and evidence of, promoting diversity and equal opportunities within the Trust, the curriculum and employment practice.	Application Interview