

JOB DESCRIPTION

'Oulton Primary School is committed to safeguarding and promoting the wellbeing of all children, and expects our staff and volunteers to share this commitment'.

Job title: Behaviour Mentor

Location: Oulton Primary School

Grade: C1

Responsible to: Phase Leaders/Senior Leaders

Responsible for: Supervision of Behaviour Support Worker

Purpose of role:

To address barriers to learning caused by challenging behaviour for a targeted group of individual pupils. To enable key pupils to achieve their full potential. Develop and implement bespoke support during and outside of lessons to help pupils to maintain/improve their behaviour. To support key pupils within lessons to and prevent negative behaviour impacting teaching and learning but also provide immediate behaviour support to children across the school, as required.

Main duties:

1. Liaising with teaching staff to provide bespoke support to targeted pupils to raise achievement and provide support to enable them to overcome barriers to learning compounded by their behaviour
2. Work as a team with class teachers, phase leaders, pastoral staff and other members of school staff in order to assess the individual needs of each targeted pupil
3. Identification of those pupils who need extra help to overcome barriers to learning inside and outside school
4. Support the development and implementation of individual behaviour/SEND action plans for targeted pupils who need support
5. To develop a 1:1 relationship with pupils requiring support with the aim of addressing points defined in their individual action plan and engaging them with activities and opportunities
6. Undertake home – school liaison activities, including home visits (as necessary), to keep parents / carers informed and to secure positive family support and involvement
7. Monitor the implementation of all plans and provide feedback to the pupils of progress and achievement
8. Use knowledge of the range of activities, courses, opportunities and organisations available to students that can be utilised to provide extra support for pupils
9. To network with other pastoral staff and share best practice
10. To restrain pupils who may harm themselves or others as required. Some pupils may bite, kick, nip and punch themselves, staff and or other pupils. Training will be provided on safely restraining pupils
11. To assist with the development and implementation of Individual Education/Behaviour Plans and Personal Care programmes
12. To establish constructive relationships with pupils and interact with them according to individual needs
13. To promote the inclusion and acceptance of all pupils

14. To encourage pupils to interact with others and engage in activities led by the teacher
15. To set challenging and demanding expectations and promote self-esteem and independence.
16. To provide feedback to pupils in relation to progress and achievement under guidance of the teacher.
17. To create and maintain a purposeful, orderly and supportive environment, in accordance with school expectations
18. To use strategies, in liaison with the teacher, to support pupils to achieve learning goals
19. To assist with the planning of bespoke learning activities as required to meet pupils' individual needs
20. To monitor pupil's responses to learning activities and accurately record achievement/progress as directed.
21. Provide detailed and regular feedback to teachers on pupil's achievement, progress, problems etc.
22. To promote good pupil behaviour, dealing promptly with conflict and incidents in line with established policy and encourage pupils to take responsibility for their own behaviour
23. To establish constructive relationships with parents/carers
24. To provide clerical/administrative support - photocopying, typing, filing, etc. as requested by supervising staff
25. To undertake structured and agreed learning activities/teaching programmes, adjusting activities according to pupil responses
26. Support the development of partnerships with other professionals and organisations to support pupils within school that will address pupils' specific behavioural barriers to learning
27. Develop a range of educational activities that clearly address the specific needs of identified pupils and support the actions detailed within individual action plans
28. Maintain accurate records and prepare written reports and evaluations
29. Support with transition arrangements for pupils entering / leaving the school
30. Support the development / implementation of activities to encourage family / carer involvement within school
31. To be aware of and comply with policies and procedures relating to child protection, health, safety and security, confidentiality, and data protection, reporting all concerns to an appropriate person
32. To abide to the principles of Safer Working Practice
33. To safeguard all children- this is the key priority of every role in school
34. Liaison with external agencies, such as health professionals and Attendance Improvement Officers to support pupils
35. To contribute to the overall ethos/work/aims of the school
36. To recognise own strengths and areas of specialist expertise and use these to lead, advise and support others
37. To ensure promotion and support of Equal Opportunities and Health & Safety
38. To undertake any other duties that are commensurate with the post

Relationships

The postholder will be required to work flexibly to deliver an efficient service.

There will be regular contact with pupils, colleagues, other members of staff, line managers and internal and external services.

Physical Conditions

The post is currently based at Oulton Primary School

Oulton is a new build, fully accessible by disabled persons and is all on the ground floor

This post is subject to an **enhanced Disclosure and Barring Service check** and the completion of a **Disqualification Declaration Form**.

The school operates a non-smoking policy anywhere on site.

Economic conditions

Grade: C1
Annual Leave: Term time only working
Hours: **30** hours per week
Conditions of Service: NJC Conditions apply

Prospects**Promotion**

Whilst there is no automatic progression to any more senior posts, opportunities do exist for advancement and promotion, dependent upon normal staff movements and on the capabilities of the individual post holder.

Training

The school encourages training both "in-house" and external to meet the needs of the individual and of the school.

QUALIFICATIONS

NVQ 2 or 3 for Teaching Assistants, Supporting Teaching and Learning in schools Level 3, or equivalent qualification or experience

Job Description Prepared / Reviewed by:

R Horton

Date: 19/06/2022

Job Description Approved by:

Date:

EMPLOYEE SPECIFICATION:

Detailed below are the types of skills, experience and knowledge that are required of applicants applying for the post. The 'Essential Requirements' indicate the minimum requirements, and applicants lacking these attributes will not be considered for the post. The points detailed under 'Desirable Requirements' are additional attributes to enable the applicant to perform the position more effectively or with little or no training. They are not essential, but may be used to distinguish between acceptable candidates.

SKILLS	Ess	Des	MOA
Very good numeracy/literacy skills	*		
Ability to plan effective actions for pupils at risk of underachieving	*		
Ability to relate well to children and adults	*		
Ability to work constructively as part of a team	*		
Ability to self-evaluate learning needs and actively seek learning opportunities		*	

KNOWLEDGE/QUALIFICATIONS	Ess	Des	MOA
Full understanding of the range of support services/providers	*		
Full working knowledge of relevant policies/codes of practice and awareness of relevant legislation	*		
Proven track record or managing challenging behaviour	*		
Knowledge of different strategies to help children regulate their behaviour and to help them calm if dysregulated	*		
Team Teach trained and experience of its appropriate use	*		
Working knowledge of national curriculum and other relevant learning programmes	*		
Understanding of principles of child development and learning processes and in particular, barriers to learning	*		
Experience of working with pupils with additional needs	*		
Understanding classroom roles and responsibilities and your own position within these		*	
Experience working with children of relevant age		*	

NVQ 3 for Teaching Assistants or equivalent qualification or experience	*		
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EXPERIENCE	Ess	Des	MOA
Experience of dealing with queries from a wide range of people	*		
Experience of working as part of a team		*	
Experience of organising work tasks and duties to meet appropriate service standards eg in terms of timeliness, accuracy and customer care		*	

BEHAVIOURAL AND OTHER RELATED CHARACTERISTICS	Ess	Des	MOA
Willing to abide by the Council's Equal Opportunities Policy in the duties of the post, and as an employee of the Council.	*		I
Willing to carry out all duties having regard to an employee's responsibility under the Council's Health and Safety Policies	*		I
To display a responsible and co-operative attitude to working towards the achievement of the service area aims and objectives	*		I
An ability to respect sensitive and confidential work.	*		I
Commitment to own personal development and learning.	*		I

METHOD OF ASSESSMENT(MOA)	A = Application Form
	T = Test
	I = Interview
	C = Certificate