**Job Description**

**Post Title: Behaviour Mentor**

**Location: Derby Moor Spencer Academy**

**Salary/Pay Range: NJC11 – NJC15**

**Hours of work: 37 hours per week, 39 weeks per year (Term Time Only)**

**Monday – Thursday 8.30am – 4.30pm (exclusive of 30-minute lunch break)**

**Friday 8.30am – 4.00pm (exclusive of 30-minute lunch break)**

**Reporting to: Principal via Assistant Principal – Director for Inclusion**

**Purpose of Role**

* To work as part of the wider Inclusion/SEND Team to provide individual and group support for students whose behaviours are creating a barrier to learning, or are at risk of exclusion.
* The post holder will help students to achieve their potential by providing practical support for learning, educational activities, developing social skills, integration and for securing pupils’ physical, social and emotional well-being.

A Behaviour Mentor should also attend the following meetings:

* All whole school staff meetings.
* Faculty Team Meetings and any other Faculty meetings as appropriate.
* New Staff Induction and additional training thereafter as required.

**Main Duties and Responsibilities**

* To work under the guidance of the class teacher and line manager to plan, guide and monitor student’s wellbeing, behaviour for learning and their social skills.
* Supervise activities, assist with the general management of students in school in conjunction with the teacher and support staff to provide one to one support for targeted students, in particular lessons where there are barriers to learning.
* To support the Behaviour Policy.
* To be aware and respond appropriately to individual students needs
* To promote positive behaviour management by modelling and suggesting effective strategies with Isolation Unit.
* Work as part of the Pastoral and Inclusion Team to provide disaffected/vulnerable students with the appropriate support.
* Work with individuals or small groups of students on behaviour management, anger management, developing peer relationships, improving self-esteem etc.
* To manage challenging and extreme behaviour of individual students, setting targets for improvement on a daily/weekly basis
* Support students in a flexible manner on re-integration into the classroom.
* Liaise with families, carers, external agencies and relevant staff, in collaboration with Inclusion colleagues and other staff.
* Contribute to monitoring procedures across the school.
* Encourage the inclusion of all students in the Community life and activities of the school to the best of their ability.
* Carry out administrative duties associated with the role, maintaining both manual and computerised systems in line with requirements.
* Ensure effective communication with Inclusion colleagues and other staff.
* To promote positive behaviour management by modelling and suggesting effective strategies with Isolation Unit.
* Be part of the staff rota for duties/detentions etc.
* Ensure there is appropriate work in place for the students.
* Deal with any issues that arise.
* To be part of the cover / buddy rota for First Aid provision (training will be provided) in the absence of the Primary First Aider.

**Personal and Professional Conduct**

A Behaviour Mentor is expected to demonstrate consistently high standards of personal and professional conduct. The following statements define the behaviour and attitudes which set the required standard for conduct throughout their career.

Behaviour Mentors uphold public trust in the profession and maintain high standards of ethics and behaviour, within and outside school, by:

* Treating students with dignity, building relationships rooted in mutual respect, and at all times observing proper boundaries appropriate to a teaching assistant’s professional position.
* Having regard for the need to safeguard students’ well-being, in accordance with statutory provisions.
* Showing tolerance of and respect for the rights of others.
* Not undermining fundamental British values, including democracy, the rule of law, individual liberty and mutual respect, and tolerance of those with different faiths and beliefs.
* Ensuring that personal beliefs are not expressed in ways which exploit students’ vulnerability or might lead them to break the law.
* To develop areas of expertise and ensure knowledge is up to date on best practice.

**General**

* All non-teaching staff will work on Teacher Training Days.
* Holiday leave will be in line with the policy for non-teaching staff i.e. for this role Annual Leave cannot be taken during term time.
* Work in a professional manner and with integrity and maintain confidentiality of records and information.
* Maintain up to date knowledge in line with national changes and legislation as appropriate to the role.
* Adhere to all internal and external deadlines.
* Be aware of and comply with all Academy policies including in particular Health and Safety and Safeguarding.
* Participate in the Academy Appraisal process and undertake professional development as required.
* To support students in school and public examinations and tests as required
* Contribute to the overall aims and ethos of the Spencer Academies Trust and establish constructive relationships with nominated Academies and other agencies as appropriate to the role.
* All job descriptions are subject to change as the needs of the academy changes.
* These above-mentioned duties are neither exclusive nor exhaustive, the post- holder maybe required to carry out other duties as required by the Trust.

**Safeguarding**

Ensure that you act according to the principles of best practice, and in accordance with the requirements of the Keeping Children Safe in Education guidance, as issued by the Department for Education.

**Additional Information**

**The Spencer Academies Trust is committed to safeguarding and promoting the welfare of all our students and expects all employees and volunteers to share this commitment. All posts are subject to enhanced DBS checks and completion of Level 2 safeguarding training.**

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| Name of Postholder: |
| Signature: |
| Date: |

**Person Specification – Behaviour Mentor**

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|  | **Essential** | **Desirable** |
| Good standard of education especially with regard to literacy and numeracy skills | **✓** |  |
| GCSE English & Maths grade C or equivalent | **✓** |  |
| Relevant behaviour management training |  | **✓** |
| Used to working in a busy environment | **✓** |  |
| Experience of working with young people | **✓** |  |
| Experience of daily use of IT systems | **✓** |  |
| Experience of working with students with varying emotional needs | **✓** |  |
| Experience of working in a Secondary education setting |  | **✓** |
| Ability to work with young people sensitive and positive way | **✓** |  |
| Ability to clearly communicate in person, on telephone and in writing | **✓** |  |
| Good standard of written & spoken English | **✓** |  |
| Good knowledge and experience of Microsoft packages such as Word, Excel and PowerPoint; and emails | **✓** |  |
| To be diplomatic and tactful | **✓** |  |
| Demonstrable ability to prioritise & multitask | **✓** |  |
| Good organisational & time management skills | **✓** |  |
| Knowledge and understanding of issues relating to young people | **✓** |  |
| Ability to work with changing priorities | **✓** |  |
| Knowledge and understanding of potential barriers to learning |  | **✓** |
| To be able to demonstrate empathy with young people who have a range of learning and physical needs | **✓** |  |
| Able to demonstrate a flexible approach to work | **✓** |  |
| Ability to work on own initiative or as part of a team | **✓** |  |
| Confident, polite and friendly manner | **✓** |  |
| Willingness to participate in CPD and undertake training | **✓** |  |
| Previous experience of working in a team environment | **✓** |  |
| Ability to react positively in challenging situations | **✓** |  |