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Job Description

**Job Title** Behaviour Mentor

**Scale** Grade G

37 Hours per week

Week’s pa 40 (39 in term time, the remaining hours to be used flexibly over the year to support extended school activities and other tasks required to support students including inductions, home visits, etc)

**Responsible to:** Welfare Co-ordinators

**Responsible for:** Designated Support Staff and Key Workers

# Job Purpose

To support pupils overcoming barriers to learning and meeting behaviour and conduct expectations

To support and advise teaching and learning activities with pupils and colleagues across the school

To support and advise internal and external colleagues developing and implementing support and intervention plans for pupils

To proactively contribute to the maintenance of a safe, calm and welcoming learning environment for pupils and staff

To promote and support the schools child protection and safeguarding policy and procedures. To promote the pupil attendance policy and pupil progress objectives

# Main Duties and Responsibilities

* To proactively support colleagues in the management of educational programmes and behaviour in lesson and during unstructured time
* To directly support and mentor pupils identified as vulnerable and/or at risk
* To keep accurate records and regularly evaluate the effectiveness of behaviour, attendance and academic support plans and interventions
* To assist in the maintenance & management of good pupil behaviour and conduct.
* To recognise and celebrate pupil achievement and progress towards targets
* To assist in the monitoring & reporting of pupil progress and to attend and contribute to pupil review meetings TAC/MAT meetings, when required.
* To model a range of positive behaviour management strategies.
* To mentor and support adults in school who are supporting a child
* To provide concise accurate information on referred pupils for Statutory Assessment.
* To keep accurate records of their work in accordance with the schools policies and procedures.
* Training other staff members to sustain proven successful strategies.
* To support and challenge parents/carers, developing relationships to improve both home and school outcomes.
* To support key workers to identify students who need extra support and to ensure that all staff in a keyworker role carry out their duties in respect of this role.
* To make home visits to re-engage children when they are excluded from school or attending school part time.
* To work 1:1 with children in or out of class when they are unable to engage with the curriculum
* To take a leading role when all de-escalation strategies fail and positive handling strategies have to be implemented

# Specific Responsibilities Planning

* To assist with the development and implementation of Individual Attendance, Behaviour and Support plans
* To work with teachers and LPSAs in lesson planning, evaluating and adjusting lesson/work plans as appropriate to better meet the needs of pupils
* To advise, develop, implement and evaluate strategies and interventions to support

behaviour and conduct e.g. support plans, reports etc

* Plan and prepare activities for individuals as part of transition, engagement, integration and re-integration strategies
* To develop, share and evaluate risk assessments for individual pupils
* To organise, develop and share resources

# Monitoring and Assessment

* Monitoring and mentoring of identified pupils
* To provide feedback to pupils in relation to progress and achievement (in whatever form this takes)
* To monitor and evaluate pupils’ responses to learning activities through observation and planned recording of achievement against agreed learning and progress objectives
* To be responsible for keeping and updating records as agreed with school leaders
* Contribute to reviews of systems and records as requested
* To liaise sensitively, professionally and effectively with parents/carers as agreed with school leaders
* To attend and contribute feedback sessions and/or meeting with parents/carers or as directed by school leaders
* To attend and be actively involved internal pastoral and TAS monitoring meetings

# Teaching and Learning

* Make observations during lessons of pupils identified as at risk
* To implement agreed learning and/or engagement activities and adjusting said programmes to meet individual pupil needs.
* To support and implement local/national learning strategies e.g. Literacy, numeracy
* To make effective use of opportunities provided by other learning activities to support the development of skills that enable pupils to access the curriculum
* To help pupils access learning through specialist support
* To support pupils with extracurricular activities e.g. trips, visits etc that require escorting pupils out of school
* To take a lead role in training colleagues by leading sessions, modelling good practice and offering supportive advice and strategies for handling individual pupils.

# General

* To encourage pupils to interact and work cooperatively with others and engage positively with school expectations
* To be aware of and support difference and ensure all pupils have equal access to

opportunities to learn and develop

* To implement Team Teach positive handling training and any other school intervention initiatives
* Actively participate in local and national learning, training and strategies
* To take a lead in supporting transition in to and out of the school as required
* To liaise and work collaboratively with internal and external stakeholders and agencies e.g DSL/DDSL Childrens Social Care, SENCO, Education Psychology, YOS etc.
* To act as temporary, short term cover for absent staff as directed.
* To be willing to transport students subject to the appropriate risk assessments
* To support organisational arrangements for the admission and induction of new students
* Be available to work across all areas of the school, including all sites and core work areas within Kingsmead, Newtons Walk and within mainstream schools or other settings where directed.
* Carry out any other duties as required that are relevant to the remuneration of the post.

Issued by: Received by:

Head Teacher: Post Holder:

Date: Date:

**PERSON SPECIFICATION**

Grade: G

Job Title: **Behaviour Mentor**

A I T shows how the job criteria will be assessed – A = Application, I = Interview, T = Test

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| **EXPERIENCE:** | | | |
| **Essential Criteria:** | **AIT** | **Desirable Criteria:** | **AIT** |
| * Experience working with young people with behavioural, emotional and social difficulties or who are disengaged with education * Experience of successful intervention with children exhibiting challenging behaviour * Experience of working with a   range of agencies to provide support for young people   * Experience of working with young people on a sustained basis in a group or on a one to one basis * Experience of writing, reviewing and setting targets * Track record of building effective relationships with pupils, parents/carers to bring about positive change * Experience of using MIS systems to record and monitor attendance | AI  AI AI  AI AIT | * Experience of working with hard- to-reach and vulnerable young people and their families * Experience of coordinating or supervising the work of others * Experience of completing individual pupil & other appropriate risk assessments * Experience of report writing for a   range of purposes | A  A AI  A |
| **QUALIFICATIONS:** | | | |
| **Essential Criteria:** | **AIT** | **Desirable criteria:** | **AIT** |
| * Level 2/or equivalent passes in Literacy and Numeracy * Basic ICT skills * Safeguarding L3 | A  AI A | * Level 3 or higher equivalent (National awarding bodies) * Recognised First Aid qualification or willingness to train * Full driving licence and use of own car * Team Teach Trained (or similar) | A  AI |
|  |  | A A |
| **SKILLS AND KNOWLEDGE:** | | | |
| **Essential Criteria:** | **AIT** | **Desirable criteria:** | **AIT** |
| * Ability to support pupils’ with a range of behavioural and SEMH needs * Knowledge and understanding of the reasons for disaffection in young people | AI  AI AIT | * Knowledge of KS3 and KS4 curriculum, including functional skills * Knowledge of a range of accreditation routes, including Foundation Learning. | AI  AI AI |

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| * Working knowledge of a range of strategies to develop the   behavioural, emotional and social skills of children and young people   * Working knowledge of MIS systems /for example Integris/SIMS or similar packages to analyse data * Ability to intervene confidently and objectively in emotionally charged situations following agreed procedures including potentially violent ones * Knowledge of child protection and safeguarding procedures, with particular reference to more vulnerable pupils * Ability to keep essential records and to produce clear and concise written reports * Knowledge of range of support available for pupils and their families | AI  AIT  AI AIT | * Knowledge of requirements relating to Information, Advice   and Guidance   * Knowledge of restorative practices * General awareness of Health and Safety * Able to use ICT database systems to analyse behaviour incidents and data | AI AI AI |

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| **OTHER FACTORS:** | | | |
| **Essential Criteria:** | **AIT** | **Desirable criteria:** | **AIT** |
| * Be able to work independently and as part of a team * Able to be flexible in both time and working practice * Have professional regard for the ethos, policies and practice of the place of work, and high standards of punctuality and attendance. | AI  AI AI | * Experience of carrying out appraisal or performance management | A |
| **PERSONAL QUALITIES:** | | | |
| **Essential Criteria:** | **AIT** | **Desirable criteria:** | **AIT** |
| * Positive commitment to inclusion * Excellent inter-personal skills * Resilience to work in crisis situations * Ability to form effective working   relationships with young people, their families and other professionals   * Motivated and enthusiastic * Ability to use initiative and work unsupervised | AI AI  AI  AI I | * Enterprising and Innovative | I |

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| * Ability to set and meet deadlines by prioritising work * Well organised in approach to work * Able to recognise when to praise members of the team and also when to challenge underperformance * Flexibility to adapt to changing and new organisational challenges. * Ability to maintain professionalism when representing Kingsmead and working in a variety of schools and contexts | | AI  AI  AI  I |  | |  |
| **JOB CIRCUMSTANCES:** | | | | | |
| **Essential Criteria:** | **AIT** | | **Desirable criteria:** | **AIT** | |
| * Be able to work in any of our school sites across Derby City and to travel between sites | AI | |  |  | |
| **EQUALITIES:** | | | | | |
| **Essential Criteria:** | **AIT** | | **Desirable criteria:** | **AIT** | |
| * Demonstrate a clear understanding of equal opportunities particularly issues relating to SEN | AI | |  |  | |