# JJob Description

 **Job Purpose**

* Provide pastoral support for children on a one-to-one basis.
* Support individuals improve behaviour and relationships.
* Implement strategies for managing challenging behaviour in the classroom and the wider school to enable access to learning.

## Responsibilities

* Support with behaviour management, using appropriate restorative approaches in line with school policies.
* Contribute to creating a purposeful and supportive learning environment.
* Lead individual/small group sessions and interventions as appropriate.
* Support children with modifying their behaviour and managing self-regulation.
* Understand difficulties and barriers that individual children may face, and build trusting relationships to support them to succeed in school.
* Remain calm in challenging situations.
* Establish good relationships with children, acting as a role model and being aware of and responding appropriately to individual needs.
* Promote the inclusion and acceptance of all members of our community.
* Be aware of, and support difference and ensure all pupils have equal access to opportunities to learn and develop.
* Encourage children to interact with others and engage in activities led by the teacher.
* Set high expectations, promote self-esteem and independence.
* Undertake record keeping as required
* Establish and maintain positive relationships with parents/carers, gathering and reporting information.
* Ensure the effective/efficient deployment of resources as appropriate.
* Act in accordance with school policies and procedures and relevant legislation particularly in relation to safeguarding, child protection and behaviour management.
* Participate with other team members in the development, planning, implementation and evaluation of learning programmes for individuals.
* Monitor and contribute to assessment and recording of children’s development, in any subject, and be involved in the sharing of this information where relevant.
* Promote the ethos of the school and Our Three B’s.
* Promote development and learning – physical, emotional and educational and social.
* Implement physical interventions in order to safeguard individuals.

## Professional Development

* Constantly improve own practice/knowledge through self-evaluation, appraisal and learning from/with others.
* This area of responsibility will be reviewed annually under Performance Management.

## As this job is designated as a ‘regulated activity’ an enhanced DBS with Barred list check is essential.

**Person Specification**

**Post Title:** Behaviour Mentor

**Hours:** 22.2 hours a week, (3 days) term time only.

**Salary Grade:** Grade G Scale 21-25

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| **Person Specification Behaviour Mentor** | **Essential** | **Desirable** |
| **Qualifications** |  |  |
| 5 GCSEs including English and Maths 4+/C+ or equivalent | / |  |
| Educated to A Level or above |  | / |
| **Knowledge** |  |  |
| Knowledge of SEND and other barriers to learning | / |  |
| Knowledge of strategies for working with young people displaying challengingbehaviours. |  | / |
| Knowledge of some of the social issues facing children from disadvantagedbackgrounds. |  | / |
| Knowledge and understanding of equal opportunities. |  | / |
| Knowledge and understanding of safeguarding. | / |  |
| Knowledge of Attachment and Trauma. |  | / |
| **Experience** |  |  |
| Experience of working directly with young people in an education environment. | / |  |
| Experience of establishing and maintaining positive working relationships with arange of stakeholders, at all levels. | / |  |
| Experience of managing and being responsible for own workload. | / |  |
| Experience of working with children from a range of backgrounds. | / |  |
| Experience in challenging conversations with a range of adults and children. |  | / |
| Experience of de-escalation of conflict/emotion. | / |  |
| Experience of safeguarding and supervision of children. | / |  |
| Able to liaise and communicate effectively with others. | / |  |
| Reflect on and develop professional practice. | / |  |
| Application of systems to manage behaviour. | / |  |
| **Personal qualities** |  |  |
| Good organisational and communicational skills | / |  |
| Pride | / |  |
| Regard for self and others | / |  |
| Team player who is confident at using their own initiative | / |  |
| Commitment to school improvement and personal professional development | / |  |
| Flexibility to adapt and open to change | / |  |
| Perseverance and problem-solving approach | / |  |
| Enjoy working with young people | / |  |
| Willingness to engage with appropriate professional learning and training | / |  |
| Humour and humility | / |  |
| Commitment to fostering positive relationships. | / |  |