



**Lord Grey Academy**  
Lord Grey Can



## **BEHAVIOUR MENTOR**

**Required for September 2025**

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“Lord Grey Academy is committed to safeguarding and promoting the welfare of children and young people and requires all staff and volunteers to demonstrate this commitment in every aspect of their work.”





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## **Advertisement**

### **BEHAVIOUR MENTOR**

**PERMANENT**

**Hours of Work: 8:30am - 4:30pm Monday to Thursday  
8:30am - 4:00pm Friday**

**39 weeks per year – Term time plus training days**

**Tove Learning Trust Band F: £25,183 - £25,584  
Actual annual starting salary: £21,661 per annum**

**This is a non-teaching role.**

We are seeking a dedicated and compassionate Behaviour Mentor required for September 2025. There are three main components to this role:

- Manage the Internal Suspension Room coordinating the resourcing, staffing and support for the young people.
- Organise and carry out intervention work with identified individual students or subsets of students
- Other duties

The successful candidate will play a key role in managing students who have been temporarily removed from the classroom for behavioural reasons, providing them with the opportunity to reflect on their actions, complete academic work, and receive targeted support. Additionally, the mentor will deliver tailored interventions aimed at improving student behaviour, reducing repeated behaviours and promoting positive learning outcomes.

The successful candidate will be competent in the use of Microsoft Office/Google Suite applications, be well organised, able to multitask and prioritise.

A vacancy booklet, information for candidates booklet and the application form are all available on the vacancies section of Lord Grey Academy's website: <https://www.lordgrey.org.uk/vacancies/>

Please note the application form and information for candidates booklet are available on the right hand side of the above link. Details on how to apply for this post are in the How to Apply Section of this booklet. Please do look at our recruitment video of our staff talking about working at Lord Grey and our document: *Why work at Lord Grey?*

Completed application form and covering letter should be submitted to Human Resources at Lord Grey Academy or emailed to [hr@lordgrey.org.uk](mailto:hr@lordgrey.org.uk) by 9am on Tuesday 1st July 2025. Interviews to be held on Friday 4th July 2025.

Only successfully short listed candidates will be contacted.





# Lord Grey Academy

## Lord Grey Can



### Tove Learning Trust

Tove Learning Trust (TLT) is a highly successful multi-academy Trust with primary, secondary and alternative provision schools across the West Midlands, Northamptonshire and Milton Keynes. We are a cross phase trust providing a high-quality education for over 11,500 children between the ages of 4 and 18. Within our family of schools we have four primaries, nine secondaries and two alternative provision schools.

As an employer of choice, we recognise every colleague is an individual, we value diversity, and work as a team to remove barriers to equity. We know that when you are 'the best you', whatever your role is with the Trust, you will transform students' lives.

The Trust is committed to ensuring that all children achieve as highly as possible and we work hard to offer stimulating environments that enable every learner to progress and flourish. We have a small central team and a committed Board of Trustees that are focused on delivering outstanding outcomes.

We aim to have academies that are excellent communities of learning where children thrive on success.

You will have access to a team of school improvement directors specialising in Maths, English, Science,

Humanities, EYFS and SEND & Inclusion. Our outcomes in the vast majority of our schools exceed national expectations and many of our schools are rated Good or better by OFSTED.

#### Employee Benefits:

- Teacher & support staff pension schemes
- Continuous Professional development (CPD)
- Training School Alliance
- Networking opportunities
- Specsavers eyecare voucher
- Free Flu vaccine
- Employee Assistance Programme (EAP)
- Medicash - Health Cash Plan:
  - 24/7 GP Appointments & prescription services
  - Dental treatment
  - Optical care
  - Physiotherapy
  - Skinvision - skin health tracker
  - A range of essential healthcare expenses
  - Exclusive discounts on shopping & travel

*The Academy is committed to safeguarding children. The successful applicant will require an enhanced DBS check.*





## Why work at Lord Grey?

At Lord Grey we have a strong sense of team. Staff support each other well and we have good systems and processes to make working as effective and efficient as possible. We have a strong commitment to supporting staff so that they can manage the very important work that we do. We don't underestimate the responsibility and sometimes stress that comes with working in a busy school environment.

### How we support staff at Lord Grey

- No pressure to "put on a show" in lessons. A culture of typicality is reinforced by no lesson grading.
- Visible Leadership Team who are on hand to listen and support.
- Everyone has the highest expectations of behaviour, with all staff reinforcing those expectations.
- A clear system of sanctions which is applied consistently so staff don't have battles with students.
- Excellent pastoral support offered through our year teams.
- Specialised personalised CPD for all staff through the GROW model.
- Time for staff to put new things into action and a very careful approach to avoid initiative overload.
- Regular Staff, Faculty and Pastoral briefings to support good communication.
- Headlines – a weekly whole staff email containing all the important information which reduces the number of emails in your inbox. No emails outside of work hours.
- Comprehensive support for ECTs with dedicated mentors and regular meetings.
- Performance Management is tailored to faculty and individual needs. Data targets are not used punitively but aspirationally.
- We are constantly streamlining all systems and processes so they take less time.
- Open door Principal - no concern is ever too small.
- Countless opportunities to get involved with the wider life of the Academy - Duke of Edinburgh, school performances, sports teams, music etc.
- Contributions of staff recognised through our colleague to colleague recognition awards and student thank you cards.
- There are regular staff wellbeing events organised for staff.

Lord Grey Academy is also in a great location. The Academy is situated on a large site in West Bletchley on the southern side of Milton Keynes. Bletchley itself is the home of 'Bletchley Park', where the WW2 'Enigma' code was broken – this site of historical importance and tourist attraction is just a few minutes' walk from the Academy.

Bletchley is a lively town on the outskirts of Milton Keynes, and offers plenty of accommodation, good shopping and good rail links to London and Birmingham. Milton Keynes is centrally placed with excellent transport links, by both road and rail, to the rest of England. Milton Keynes is one of the fastest growing cities in Europe and has superb shopping, many bars and restaurants and a very good theatre. With excellent cinemas, Xscape and the Snow Dome, MK Dons FC and a range of other leisure options, there is plenty to do in Bletchley and Milton Keynes. For those who prefer the countryside, there are many beautiful Buckinghamshire and Northamptonshire villages on the periphery of Bletchley.



## **JOB DESCRIPTION**

Role: Behaviour Mentor  
Responsible to: Assistant Principal - Behaviour  
Based at: Lord Grey Academy  
Grade: Grade F, points 6 to 7

### **Job Context**

We are seeking a dedicated and compassionate Behaviour Mentor to work within our Internal Suspension Room and support the delivery of behaviour interventions. The successful candidate will play a key role in managing students who have been temporarily removed from the classroom for behavioural reasons, providing them with the opportunity to reflect on their actions, complete academic work, and receive targeted support. Additionally, the mentor will deliver tailored interventions aimed at improving student behaviour, reducing repeated behaviours and promoting positive learning outcomes.

### **Key Responsibilities**

1. Manage the Internal Suspension Room coordinating the resourcing, staffing and support for the young people.
2. Organise and carry out intervention work with identified individual students or subsets of students
3. Other duties

### **Job Description**

#### **Responsibility area 1: Internal Suspension Room Management:**

- Supervise and support students in the internal suspension room, ensuring a safe, productive, and respectful environment.
- Ensure students complete assigned work, providing guidance and assistance where necessary.
- Maintain clear and consistent boundaries and expectations for student behaviour.
- Monitor and record student behaviour, progress, and engagement, reporting any concerns to the relevant pastoral staff.
- Support students in reflecting on the reasons for their suspension and facilitate conversations around behavioural choices and consequences.
- Maintain resources and create news tailored resources when required.

#### **Responsibility area 2 - Behaviour Intervention:**

- Implement and deliver behaviour intervention programs for individual students or small groups.
- Work closely with teachers, parents, and pastoral staff to develop and review personalised intervention plans.
- Use restorative practices to help students repair relationships and rebuild trust within the school community.
- Provide regular feedback to teachers, Heads of Year and senior leadership about student progress and the effectiveness of interventions.



### **Other duties:**

### **Support and Guidance:**

- Act as a positive role model, demonstrating appropriate behaviour and a proactive attitude towards managing challenges.
- Offer emotional and social support to students in distress or experiencing difficulties.
- Build positive relationships with students, encouraging them to take responsibility for their actions and develop strategies for improving their behaviour.
- Help students set and monitor goals for behaviour improvement and academic achievement.

### **Collaboration with Staff:**

- Work collaboratively with teachers, support staff, and pastoral teams to ensure consistent approaches to managing behaviour and supporting students.
- Attend meetings with staff, parents, and external agencies as necessary to review student progress and behaviour support strategies.

### **Record Keeping and Reporting:**

- Maintain accurate registers of attendance in ISR
- Maintain accurate and up-to-date records of student behaviour and intervention outcomes.
- Provide regular reports to the pastoral lead, safeguarding team, and senior leadership as required.
- Assist in the tracking and monitoring of students on behaviour contracts, ensuring appropriate follow-up actions are taken.
- Participate in training and other learning activities and performance development (including first aid certificate) as required
- To comply with any other reasonable requests from the Principal when there are exceptional circumstances
- To undertake such duties as may from time to time be reasonably assigned by the Principal

Tove Learning Trust expects its employees to work flexibly within the framework of the job description. This means the post holder may be expected to carry out work that is not specified in the job description but which is within the remit of the role, duties and responsibilities.

Tove Learning Trust is committed to safeguarding and promoting the welfare of children, young people and vulnerable adults and expects all staff & visitors to share this commitment.

Signed \_\_\_\_\_ Date \_\_\_\_\_



## PERSON SPECIFICATION

| Education and Qualifications                                                                                                     | Essential | Desirable | How evidenced |
|----------------------------------------------------------------------------------------------------------------------------------|-----------|-----------|---------------|
| Educated to GCSE level or above; GCSE English and Maths at Grade C; 5+ A*-C at GCSE level or equivalent                          | ✓         |           | A             |
| Proven experience working with young people, ideally in a school or educational setting.                                         | ✓         |           | A             |
| Experience and Knowledge                                                                                                         | Essential | Desirable | How evidenced |
| Experience of working with young people                                                                                          | ✓         |           | A I           |
| Have a working understanding of mentoring                                                                                        | ✓         |           | A I           |
| Strong understanding of behaviour management strategies and techniques.                                                          | ✓         |           | A R           |
| Experience and knowledge to work effectively with students with a range of emotional, social, and behavioural needs.             | ✓         |           | A I           |
| Understanding of ACEs or current training in ACEs                                                                                |           | ✓         | A I           |
| Experience of helping young people to modify behaviour or support with parents and carers                                        | ✓         |           | A I           |
| Experience of working in a mentor, teaching assistant, or pastoral support role.                                                 | ✓         |           |               |
| Knowledge of restorative practices and conflict resolution techniques.                                                           |           | ✓         |               |
| Abilities and Skills                                                                                                             | Essential | Desirable | How evidenced |
| Work well in a team, co-operate with/support colleagues                                                                          | ✓         |           | A I           |
| Resilient, calm, adaptable, and able to maintain a positive attitude in challenging situations.                                  | ✓         |           | A I           |
| Proactive and solution-focused with a commitment to making a positive difference in students' lives.                             | ✓         |           | A I           |
| Excellent communication and interpersonal skills, with the ability to build rapport and trust with students, staff, and parents. | ✓         |           | A I R         |
| Ability to show sensitivity and exercise confidentiality                                                                         | ✓         |           | A I R         |
| Commitment to uphold the academy's Equalities Policy, Safeguarding and Child Protection Policy                                   | ✓         |           | A I R         |

A – Application form I – Interview R – Reference