



Job applicant information pack

Behaviour Mentor Ocklynge Junior School



Welcome letter

Thank you for your interest in Ocklynge School and for considering us as your next career move. At Ocklynge School our children are inquisitive, polite and well-behaved. They enjoy learning and relish the wider opportunities we offer, whether that be sports, Forest School or our creative arts. Ocklynge is a very happy and welcoming school with a staff team that is talented, nurturing and inspirational. We all aspire to provide the best learning experience possible. Our shared aim is to provide an outstanding education for children of all abilities. We offer a wide range of opportunities to inspire children in their learning. We want every child to achieve their own highest possible expectations and actively encourage close co-operation between home, school and the wider community.

The Behaviour Mentor will provide a complementary service to teachers and other staff, addressing the needs of children who have found mainstream school difficult due to disruptive or challenging behaviours and help them get back on the right track. This will be achieved by various approaches including:

- supporting class teachers and teaching assistants with the creation and implementation of plans and strategies for the development and education of key children;
- working with key children on a one-to-one basis or in groups to listen, encourage, motivate, facilitate learning and act as a role model;
- planning and facilitating structured games and activities, to support pupils to make appropriate use of unstructured times.

The Behaviour Mentor role will be predominantly education based but will have a wider remit including working with families and the wider community. If you have a genuine desire to make a positive difference to the lives and futures of our pupils, then we would love to hear from you. The job description and person specification in this pack describe what the post entails and the type of person we are looking for.

We offer an incentive package which includes:

- A comprehensive induction programme for new staff to our academies.
- On-going investment into your career development through appropriate CPD.
- Support and mentoring by a strong Senior Leadership Team and other experienced leaders.
- Access to the Bike 2 Work scheme allowing up to 42% discount on the cost of bikes and equipment.
- Full use of an employee assistance programme supporting wellbeing.
- Staffroom with complimentary tea and coffee.
- Subsidised membership of Benenden Healthcare (affordable alternative to private health insurance).
- On-site parking.
- Free Breakfast Club / After School Club place for trust staff children at Ocklynge Junior School.

Paul Reilly, Headteacher

Our vision and values

In general terms this is what we are trying to achieve with the children in our care:

1. To help the children towards the realisation of their full potential.
2. To help the children to develop enquiring minds and the ability to listen, concentrate and apply themselves to tasks.
3. To develop children's self-reliance, confidence, and the ability to work both independently and co-operatively.
4. To appreciate and value each child's contribution and celebrate their achievements.
5. To instil respect and understanding for religious and moral values and tolerance of races, religions and ways of life.
6. To help the children learn courtesy, good manners, and consideration for others.

We are Responsible

We work hard, are helpful, reliable, look after property and co-operate with others.

We are Respectful

We are polite, well mannered, considerate, gentle and understanding of others.

We are Reflective

We are patient, honest, kind, good listeners, forgiving and admit when we have made a mistake.

We are Resilient

We do not give up, we try to sort our problems calmly and give things a go.



Job description

Job Title:	Behaviour Mentor
School:	Ocklynge School
Grade:	Single Status Grade 4 points 9-10
Responsible to:	DHT (Behaviour and Attitudes)

Main Purpose of the Role:

To work with and supervise individuals and groups of children with pastoral, emotional and behavioural difficulties. To supervise and develop good social skills with children at lunch and playtimes following the school's agreed policies. To support class teachers and teaching assistants with the creation and implementation of plans and strategies for the development and education of children, including those with emotional, social, behavioural and special educational needs. To deal with conflict issues around the school.

Key Tasks

1. To operate systems to identify and support those children with pastoral and behavioural needs including the use of behaviour data and assessments to identify the needs of children and creation of appropriate Individual Behaviour Plans and risk assessments.
2. Provide specific support to pupils dependent upon their individual needs ensuring their safety whilst supporting access to learning activities.
3. To support and advise teachers and teaching assistants on intervention strategies to be used to manage the behaviour of pupils with behavioural, emotional and social difficulties.
4. To monitor pupils' learning and behaviour and including feedback to the teacher, SENCO and DHT on the effectiveness of the behaviour strategies adopted.
5. To provide innovative support strategies appropriate to individuals and their families and to regularly review the impact of these strategies.
6. Help pupils refocus on class rules, personal targets and responsibilities in school and the wider community following flashpoints where his/ her self- control has been lost, use of reward charts, weekly records, targets, home school liaison, books and time out cards
7. To know and apply positive handling techniques and to follow county guidelines.
8. To support pupils in developing social skills both in and out of the classroom by providing pastoral support and promote self-esteem and independence.
9. To coach and mentor pupils in order to support them to improve the standard of their behaviour and their engagement with their education.
10. To establish supportive relationships with the pupils concerned by giving positive encouragement, feedback and praise to reinforce and sustain the pupil(s) efforts and develop self-reliance and self-esteem.

11. To establish supportive relationships with parents/carers by fostering links between home and school as and when needed.
 12. To provide bespoke therapeutic sessions using the Thrive Approach on a 1:1 basis or in small groups. Note - this does not imply or confer Thrive Licensed Practitioner status.
 13. Encourage pupils to resolve minor conflicts amicably and safely.
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This job description sets out the duties of the post at the time when it was drawn up. Such duties may vary from time to time without changing the general character of the duties or the level of responsibility entailed. Such variations are a common occurrence and cannot of themselves justify a reconsideration of the grading of the post.



Person specification

Key skills and abilities

- Ability to deal with students who may be challenging, and reluctant to engage
- Good communications skills: the ability to use language and other communication skills that children can understand and relate to
- Able to converse at ease and provide advice in accurate spoken English
- Ability to help children express themselves appropriately
- Ability to undertake observations of individual pupils and complete assessments under the direction of the teacher and/or Inclusions
- Ability to work as part of team
- Good organisational and time management skills
- Ability to liaise and communicate with parents/carers
- Ability to demonstrate active listening skills
- Ability to offer constructive feedback to pupils to reinforce self esteem

Education and Qualifications

- GCSE or equivalent in English Language and Maths

Knowledge

- Knowledge of the National Curriculum and an understanding of the entitlement for all children
- Knowledge and understanding of the SEN Code of Practice
- An understanding of the principles of child development and learning processes and, in particular, barriers to learning
- Knowledge of strategies to recognise and reward efforts and achievements towards self-reliance that are appropriate to the age and development stage of the pupils
- Awareness of the organisational requirements for maintaining the health, safety and security of yourself and others in the learning environment

Experience

- Experience of establishing positive relationships with children
- Experience of working with, and supporting, pupils with learning, social, emotional and behaviour needs
- Experience of adapting/preparing appropriate resources for children with individual needs
- Experience of working with children with language communication difficulties
- Experience of using information technology
- To support pupils in the classroom and Head of Year with administration

Personal Attributes

- Patient and calm manner
- A positive role model for children

How to apply

To apply for this position, please access the application form via [Vacancies - Ocklynge Junior School](#) or for those using the TES or Gov.UK platforms to apply, you may also use the forms available there.

Once completed, send the form to Lorraine Barrow, Trust Executive Assistant, at lbarrow@ratton.co.uk before the specified closing date.

Please be aware that we do not accept CVs; therefore, kindly follow the specified application routes. Additionally, all applicants must have the Right to Work in the UK to be eligible for the role. If you submit your application via CV or if you do not possess the Right to Work in the UK, your application will not be considered.

Early application is encouraged as we reserve the right to consider applications on receipt and to appoint before the deadline.

Terms of employment	
Grade	Single Status Grade 4 points 9-10 (£23,114 - £23,500 pro rata, pay award pending)
Actual Salary	£17,541.05 gross
Hours	Term time only for 32.5 hours per week (8.30am-3.30pm Monday to Friday, including a 30-minute unpaid break daily)
Contract	Fixed term until August 2025
Closing Date:	Midday on Friday 26 July
Interviews:	TBC

Application Procedure

Your application is pivotal, as the information you provide will influence whether you are shortlisted for an interview. The following guidance is designed to assist you in completing it effectively. This is part of our commitment to ensuring equal opportunities for job applicants. SDLT wholeheartedly supports the principles of equality and diversity in employment and service delivery. We aim to encourage, value, and manage diversity, recognising that talent and potential are distributed across the population. Promoting equality of opportunity has moral and social reasons, and it is also in the best interest of this organisation to recruit and develop the best people for our jobs from as broad and diverse a pool of talent as possible.

Personal Specification

The person specification is the list of criteria or requirements needed for the post. To be shortlisted, you have to fulfil each of the essential points, demonstrating your abilities by

giving examples. The strongest applications will detail how candidates meet all of the criteria with examples, including drawing on previous experiences and transferable skills. Remember that voluntary work or work at home can be as valuable as paid employment.

Appointment Process

- 1) Suitable applicants will be shortlisted for an interview. Shortlisted applicants should note that online searches may be done as part of due diligence checks.
- 2) If you are successful, you will receive an email inviting you to attend an interview. It is therefore important that you give us your email address.

Pre- Employment Checks

The successful applicant will be required to:

1. Provide details of two referees who know you in a professional capacity, one of whom must be your current or most recent employer (for teaching staff, this includes the Headteacher or mentor at your placement if you are still training). It is our usual policy to take up references before the interview where possible. Employment is conditional on these references being deemed satisfactory.
2. Provide proof of all relevant qualifications (GCSEs and A levels or equivalent), degree and teaching qualifications.
3. Provide proof of eligibility to work in the UK.
4. Undertake an Enhanced Disclosure and Barring Service check and receive clearance. Please note that an enhanced check will reveal all criminal convictions on record, including those that might be considered 'spent'.
5. Complete a Health Declaration form

Conditions of Service

Employment is subject to a number of pre-employment checking procedures – these are given above. For teaching staff, this post is also subject to the School Teacher's Pay and Conditions Document and the Condition of Service for School Teachers in England and Wales known as the Burgundy Book. The professional standards for teachers will also apply.

The job description may not necessarily be a comprehensive definition of the post and may be subject to modification or amendment at any time after consultation with the post holder.

Salary

Teachers, whether full or part time, will automatically be a member of the Teachers' Pension Scheme unless they elect to opt out.

Visa Sponsorship

We do not hold a sponsor licence, so we are unable to employ applicants who do not have the right to work in the UK.

Policy on Equal Opportunities

SDLT is an Equal Opportunities employer and appointments are based on the applicant's ability to meet the requirements of the position. Our trust schools oppose any form of discrimination against any individual or group and welcome the inclusion of a diversity of individuals from many races and cultures. Discriminatory behaviour based on race, colour, culture, nationality, gender, sexual orientation, disability, or religion will not be tolerated.

Safeguarding Notice

South Downs Learning Trust and all our academies adhere to all the national and local policies and guidance regarding Safeguarding Children and Young People. We are committed to ensuring the highest levels of safeguarding and promoting the welfare of children and young people. We expect all our staff and volunteers to share this commitment. All offers of employment are subject to an enhanced Disclosure and Barring Service (DBS) check, references, an online search, and where applicable, a prohibition from teaching check.

