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**JOB DESCRIPTION**

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| **Job Title** | Behaviour Mentor |
| **Grade** | Grade F |
| **Primary Purpose of the Job** | The Behaviour Mentor is part of the pastoral support team. The Behaviour Mentor will work on time limited programmes within school with individual children or small groups of children who are experiencing emotional or behavioural problems. They also contribute to the design planning and delivery of training programmes for parents, teachers and other professionals. They also offer advice and model approaches to teachers, parents and others to help children manage their emotions, behaviour and social skills more effectively. |
| **Responsible to** | Head Teacher |
| **Responsible for** | Under an agreed system of supervision, taking a lead role within the school to address the needs of pupils who need particular help to overcome barriers to learning. |
| **Principal Responsibilities** | Provide support for the pupil, teacher, curriculum, school and families. |

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| **MAIN DUTIES** | |
| 1. | **Support for Pupils**   * Take a lead role in managing and delivering pastoral support to pupils. * Manage the supervision of pupils excluded from, or otherwise not   working to, a normal timetable.   * Attend to pupils’ personal needs and provide advice to assist in their   social, health and hygiene development.   * Undertake comprehensive assessments of pupils to determine those in need of particular help. * Assist the teacher with the development and implementation of Individual Education/Behaviour/Support/Mentoring Plans. * Establish productive working relationships with pupils, acting as a role model.   **Support for Teachers**   * Support pupils’ access to learning using appropriate strategies, resources, etc. * Work with other staff in planning, evaluating and adjusting learning activities as appropriate. * Monitor and evaluate pupils’ responses and progress against action plans through observation and planned recording. * Provide objective and accurate feedback and reports as required to other staff on pupils’ achievement, progress and other matters, ensuring the availability of appropriate evidence. * Manage record keeping systems and processes and contribute to in-school tracking systems e.g. CPOMs. * Take a lead role in the development and implementation of appropriate behaviour management strategies. * Establish constructive relationships with parents/carers, exchanging information, facilitating their support for their child’s attendance, access and learning and supporting home-to-school and community links. * Administrative support, e.g. dealing with correspondence, compilation/analysis/ reporting on attendance, exclusions, etc., making phone calls, etc.   **Support for Curriculum**   * Implement agreed learning activities/teaching programmes, adjusting   activities according to pupil responses/needs.   * Actively seek information regarding, and utilise, the range of activities, courses, organisations and individuals to provide support for pupils to broaden and enrich their learning. * Develop intervention programmes and resources to support pupils needs.   **Support for School**   * Comply with and assist with the development of policies and procedures relating to child protection, health, safety and security, confidentiality and data protection, reporting all concerns to an appropriate person. * Be aware of and support difference and ensure all pupils have equal access to opportunities to learn and develop. * Attend and participate in regular meetings. * Contribute to the overall ethos/work/aims of the school. * Recognise own strengths and areas of expertise and use these to advise and support others. * Be responsible for the provision of out-of-school learning activities within guidelines established by the school. * Contribute to the identification and execution of appropriate out-of school learning activities which consolidate and extend work carried out in class. Establish constructive relationships and communicate with other agencies/ professionals, in liaison with the teacher, to support achievement and progress of pupils. * Arrange and develop one-to-one mentoring arrangements with pupils and provide support for distressed pupils. Take a lead role in managing the speedy/effective transfer of pupils across phases/integration of those who have been absent. * Provide information and advice to enable pupils to make choices about their own learning/behaviour/attendance. * Challenge and motivate pupils, promote and reinforce self-esteem. * Provide feedback to pupils in relation to progress, achievement,   behaviour, attendance, etc.   * Participate in training and other learning activities as required.   **Line Management Responsibilities Where Appropriate**   * Liaise between the Pastoral Support Team, teaching staff,SENDCO and teaching assistants. * Undertake recruitment/induction/appraisal/training/mentoring for other teaching assistants. * Attend regular team meetings with the Pastoral Support staff/ SEND Team. * Attend and contribute at a range of relevant meetings. |
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|  | **Develop oneself and others** - To make every effort to access development opportunities and ensure you spend time with your manager identifying your development needs through your personal development plan. To be ready to share learning with others  **Valuing Diversity** - To accept everyone has a right to their distinct identity. To treat everyone with dignity and respect and to ensure that what all our customers tell us is valued by reporting it back into the organisation. To be responsible for promoting and participating in the achievement of the departmental valuing diversity action plan |
| **The post holder may reasonably be expected to undertake other duties commensurate with the level of responsibility that may be allocated from time to time.** | |

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| **Date Job Description prepared/updated – March 2023** |  |
| **Job Description prepared by - Ms A Webster ( Headteacher)** |  |

**PERSON SPECIFICATION**

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| **Job Title** | Behaviour Mentor |
| **Grade** | F (Points 17-23) |

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| **MINIMUM ESSENTIAL REQUIREMENTS** | | **METHOD OF ASSESSMENT** |
| 1. **SKILLS AND KNOWLEDGE** | |  |
| 1.1 | Ability to plan, monitor, support delivery and deliver appropriate teaching and learning activities. | Interview/Application form |
| 1.2 | Ability to set and promote high standards of behaviour and handle potentially difficult situations | Interview |
| 1.3 | Ability to engage children and young people and increase participation in activities through appropriate differentiation, taking into account diverse and individual needs of learners | Interview/Application form |
| 1.4 | Ability to model and demonstrate positive attitudes and behaviours and to utilise a range of activities to practise and reinforce social and emotional skills | Interview |
| 1.5 | Ability to adapt communication styles to needs and situations, and to establish effective communication processes with teachers, colleagues, parents and carers. | Interview/Application form |
| 1.6 | Ability to engage parents and carers and maximise their involvement in meeting children’s needs in relation to attainment, well-being or personal development | Interview/Application form |
| 1.7 | Ability to work effectively as part of a team, supporting colleagues and professionals from external agencies | Interview/Application form |
| 1.8 | Ability to reflect on own performance, agree development needs and evaluate learning achieved, as well as plan and evaluate improvement of knowledge in area of expertise | Interview/Application form |
| 1.9 | Ability to reflect pupils’ age and developmental needs in selecting and supporting planning and the design of teaching strategies and materials and review materials according to progress | Interview/Application form |
| 1.10 | Ability to provide appropriate/graduated methods of support for children and young people with behavioural needs | Interview/Application form |

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| 1.11. | Ability to provide clear and constructive feedback | Interview/Application form |
| 1.12. | Ability to take action to ensure safe and proper use of resources and to intervene where necessary to ensure safe learning | Interview |
| 1. **ORGANISATIONAL COMPETENCIES** | | |
| 2.1 | **Valuing Diversity -** Listen, support and monitor the diverse contributions made to service development without prejudice. Challenge behaviours and processes which do not positively advance the diversity agenda whilst being prepared to accept feedback about own behaviour. Recognise people’s strengths, aspirations and abilities and helps to develop their potential. Understand how Valuing Diversity can improve our ability to deliver better services and reduce disadvantage. | Application Form/Interview |

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| 2.2 | **Customer Care** - Listen and respond to customer need, seek out innovative ways of consulting service users and engaging partners. Network with others to develop services for the benefit of the service users | Application Form/Interview |
| 2.3 | **Developing Self and Others -** Coach and mentor others. Be willing to share learning and encourage others to do the same. Listen to others and respond to their needs. Apply a range of development activities to develop and train staff. Endorse the principles of Investor in People. Strives for improvement and take responsibility for own development. Be self-confident and lead by example. | Application Form/Interview |

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| Note to Applicants**: Please try to show in your application form how best you meet these requirements** |

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| **Date Job Description/Person Specification prepared/updated** | March 2023 |
| **Job Description prepared by** | Ms A. Webster |