Behaviour Mentor

Job Description

Waltham Forest College

INTRODUCTION

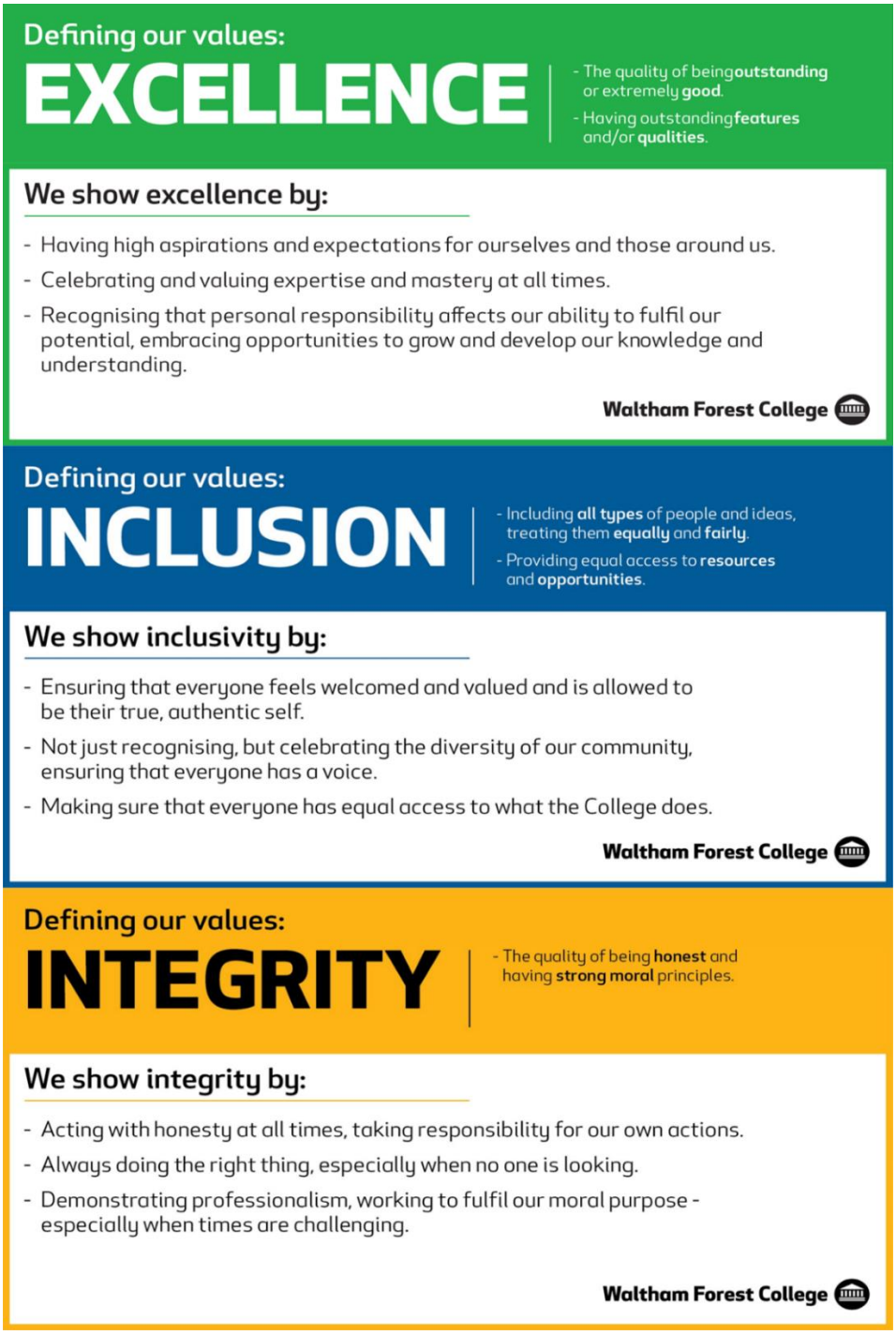
OUR VISION

Careers focussed education inspiring learners to create their future.

OUR MISSION

To deliver outstanding technical and professional learning, which raises aspirations, develops skills and creates futures

OUR VALUES



JOB DESCRIPTION

This Job Description sets out the organisational position, reporting lines, key accountabilities and relationships.

Post	Behaviour Mentor
Department	Pathways to Success
Pay Spine	Scale 5
Post Reports To	Head of Industry Pathways and Placements

POST OUTLINE:

To provide specialist behavioural and inclusion support to students across the College, working closely with the Pathway to Success, ALS & Inclusion, BeSafe, Wellbeing, and curriculum teams. The role involves assessing student needs, implementing evidence-based support strategies, coordinating interventions, and maintaining accurate records to ensure positive learning outcomes.

The postholder will promote student wellbeing, safeguarding, inclusion, and engagement, while delivering high-quality, confidential support and contributing to a safe and supportive learning environment for all students.

MAIN TASKS:

- To work closely with the Pathway to Success, ALS & Inclusion Management Team in a cross-college capacity in developing evidence based strategies and interventions for students with behavioural needs.

- To have liaison responsibilities with the BeSafe and Wellbeing teams, as well as relevant curriculum areas; to share students support plans, targets and strategies and to ensure that these are monitored and reviewed periodically to make sure that their learning outcomes are met.

- To assess the needs of students and to be personally active in delivering and/or co-ordinate timely and appropriate support, providing a professional and confidential support service to students seeking support with their learning both in class, on a 1:1 or small group basis.

- To ensure all information about students support awaiting assessments, students' support and support outcomes is clear and up to date on all IT systems and any associated tracking documentation used by the Pathway to Success department.

- To promote the highest possible standards in customer care, equal opportunities, and health and safety practices for the benefit of students and the wider community served by the College.

- To safeguard and promote the welfare of children, young people and vulnerable adults served by the College.

- To be an active member of the BeSafe team, working closely with them to ensure all students are appropriately supported through any disclosures.

JOB ACTIVITIES:

- To work in a cross-college capacity, in conjunction with the teachers, LSPs and other support staff to ensure the highest quality of provision that facilitates student involvement in all aspects of the learning process, including target setting, support records and reviews.

- To provide support in one to one/small group sessions to students who have Social, Emotional and Mental Health needs that may be displayed through negative behaviours, to enable them to access the curriculum and achieve their potential as well as respond to and assess students in crisis situations.

- To work with the students, LSPs and teachers to develop an initial support plan and set individual targets for students, taking into account any relevant information that may be included in their Educational Health and Care Plan (if applicable) or other clinical documentation (if available). Then to ensure all parties are informed of the support where appropriate and to regularly review the support.

- To ensure that where additional support needs are identified, support is negotiated and set up, and that appropriate resources are made available, including the adaptation of learning materials, provision of assistive equipment and software and/or deployment of support staff including in-class group interventions.

- To maintain confidentiality and security of all documentation and other information pertaining to students and staff in line with current GDPR.

- To carry out risk assessments in line with safeguarding procedures for prospective and current students in relation to their behavioural needs.

- Establish and maintain close links with local youth engagement services, Speech and Language and educational psychologists and make timely and appropriate referrals.

- To undertake the role of Fire Marshal and assist in the safe evacuation of students, staff and members of the public from college buildings.

- To lead front-line college interventions during enrolment for students with SEND/SEMH/behavioural needs, and work collaboratively with lecturers to ensure that effective initiatives are in place to highlight any students with additional needs during open days, enrolment and induction period.

- To work with student services, HOD, SSPs, teaching staff and LSPs at enrolment to ensure that students with potential support needs are appropriately identified and that any reasonable adjustments or modifications are made before the interview, including the appropriate briefing of interviewing staff. Ultimately, to ensure that any student with additional needs (e.g. mobility needs, learning difficulty) gains access to our courses in line with Disability Discrimination Act and Equal Opportunities legislation.

- To assist and cover for colleagues as necessary, taking on additional projects as required.

- To build links with local providers and collate a timetable of activities throughout half terms and holidays to best support students
  with SEND/SEMH/behavioural needs when college is in recess.

- To plan personal holiday in advance, considering that all staff must be on site from the start of enrolment till the October half term inclusive.

- To help plan with community action projects and take lead on external trips

Waltham Forest College commitments

Waltham Forest College aspires to be an outstanding College and in recognition of the crucial role that members of staff play, individually and collectively, in achieving and maintaining high standards all employees are required to:

Be a positive ambassador for the College at all times.

To adhere to the College's policies, procedures and practices regarding the safeguarding of learners, including attendance at training and updating sessions as required and responding appropriately and supportively to any issues associated with safeguarding.

Adhere-to the College policies, codes, procedures and frameworks.

Undertake continuing personal and work related professional and skills development.

Work collaboratively with colleagues across the College as a whole so as to support the achievement of the College goals.

Be a positive role model in terms of supporting and promoting equality & diversity.

Understand and actively support the College's approach to health and safety and, in particular, to take into account the duty of care for others and oneself in all day to day actions.

Challenge unacceptable behaviour (such as, for example, discriminatory language, not wearing College ID, shouting or playing loud music in corridors, spitting or swearing) whilst not putting one's personal safety at undue risk.

Make an active and positive contribution to team meetings, one to one sessions with line managers and the appraisal process

In recognition of the ever-changing environment in which the College operates, the contents of this job description will be the subject of regular review in consultation with the post holder

Person specification

Essential/Desirable criteria will be identified at*	AF	I	A
EDUCATION AND TRAINING			
• Level 2 (or above) English qualification	E		
• Level 2 maths qualification	E		
• Appropriate professional training/qualification in Youth Engagement/Youth Violence/Mental Health/SEN/SEMH/ADHD/ODD etc or willingness to undertake Learning Mentor Apprenticeship	D		
• Positive Behaviour, Team Teach, CALM or other behaviour support training or willingness to undertake	D		
EXPERIENCE			
• Experience of supporting people with Special Educational Needs, Disabilities, or Social Emotional and Mental Health Needs	E		
• Relevant experience of supporting people with behavioural difficulties	E		
• Experience of working in an educational setting	E		
• Experience of supporting young people/ adults with significant barriers to learning		D	
• Experience of assessing the needs of people with SEMH/Behavioural difficulties including; ADHD, ODD, Conduct Disorders		D	
• Experience of conducting needs assessments and Risk Assessments for people with SEMH		D	
• Experience of working effectively in a team	E		
• Knowledge and understanding of the Mental Health Act, Deprivation of Liberty Safeguards, Physical Intervention Laws	E		
• Experience of setting targets and supporting the achievement of targets		E	
• Experience of using a wide range of strategies to support learners to develop their independence and to achieve their goals			D
• Experience of promoting awareness of SEND and good practice	E		
SPECIAL ABILITIES AND APTUTUDE			
• Demonstrable understanding of assistive technology and it's benefits when used to increase independence		D	
• Ability to plan and deliver support in one-to-one or small group sessions to students with SEMH	E		E
• The ability to develop positive working relationships with individuals at all levels	E		
• Sound administrative and IT skills	E		
• Ability to work with parents/carers, outside agencies and other professionals	E	E	
• The ability to establish and maintain close links with voluntary and statutory disability and youth engagement services and make appropriate and timely referrals	E	E	

• The ability to communicate effectively orally and in writing.	E	E	
• Flexible approach to your work with a Creative and problem-solving approach to situations	E	E	
OTHER REQUIRMENTS			
• Commitment to safeguarding and promoting the welfare of children, young people and vulnerable adults	E	E	
• Commitment to working with diversity and a range of ability levels	E	E	
• Commitment to the highest possible levels of health and safety for students, staff and others	E	E	
• Flexible approach to hours and duties		E	
• Ability and willingness to undertake continuous professional development	E	E	
• To have strong sense of purpose and the drive to achieve agreed goals		E	

* **Key:** AF = Application Form, I = Interview, A = Assessment