



Star

STAR ACADEMIES

Nurturing Today's Young People, Inspiring Tomorrow's Leaders

BEHAVIOUR SUPPORT LEARNING MENTOR

JOB DESCRIPTION

JOB PURPOSE:

To contribute to the development of a strong, effective school with an emphasis on promoting a culture of educational excellence, within a caring and secure Islamic environment enriched with the values of discipline, mutual care and respect which extends beyond the school into the wider community.

JOB SUMMARY:

1. Provide a complementary service to teachers and other staff, addressing the needs of pupils who require assistance in overcoming barriers to learning to achieve their full potential, or in accessing the curriculum.
2. Work with pupils on a one-to-one basis or in groups, acting as a listener, role model, encourager, and motivator.
3. Ensure that all pupils are supported to maintain a positive learning environment.
4. Work with pupils whose behaviour and disaffection has a significant impact upon the attainment of themselves and others.
5. Support the improvement of pupil punctuality, attendance and behaviour and assist the school in reducing disruption and raising pupil achievement and progress by helping to minimise barriers to learning and maximise pupil participation.
6. Develop links with community partnerships that positively impact pupils learning and achievement, including volunteers, mentors and special projects that support local initiatives.

KEY RESPONSIBILITIES

1. Support for Students

- 1.1 Actively support pupils in maintaining and upholding school expectations.
- 1.2 Work with pupils to develop positive behavioural outcomes.
- 1.3 Work with individuals and groups both within and outside the classroom setting.
- 1.4 Organise lunchtime activities to support pupils who have difficulties at break time.
- 1.5 Help pupils to manage and resolve conflict by using and teaching them a variety of strategies.
- 1.6 Help plan the reintegration of pupils after fixed term exclusion.
- 1.7 Monitor pupils progress before, during and after intervention to measure the impact of the intervention strategy on progress.
- 1.8 Regularly monitor and reward the achievement of pupils in line with school policy.
- 1.9 Work collaboratively with parents/guardians to support pupils' social, emotional and behavioural

development, ensuring consistent approaches between home and school.

2. Support for Teachers

- 2.1 Act as a role model for good pupils' behaviour and promote positive values and attitude.
- 2.2 Anticipate and manage behaviour constructively, promoting self-control, discipline and a purposeful learning environment.
- 2.3 Work with teaching and pastoral staff in devising and implementing individual learning plans to promote pupils academic, social, emotional, and behavioural development.
- 2.4 Plan and draw up approaches to use and to support pupils both individually and within a group.
- 2.5 Work effectively and collaboratively with teachers, support staff and external support as required to ensure effective support provision for all pupils.
- 2.6 Liaise sensitively and effectively with parents and carers.
- 2.7 Facilitate regular communication between school and parents/guardians to share progress, discuss strategies, and provide guidance on supporting positive behaviour at home.
- 2.8 Contribute to reports for multi-disciplinary meetings contributing to the sharing of information and/or planning in relation to specific pupils.
- 2.9 Provide regular updates to the Senior Leadership Team on progress.

3. Support for the School

- 3.1 Support the Impact Centre and Catch-up Centre provisions.
- 3.2 Plan and support provision in unstructured times.
- 3.3 Run extracurricular activities during lunch and out of school.
- 3.4 Secure learning opportunities to promote community cohesion.
- 3.5 Arrange and promote activities e.g. identify links to charities and co-ordinate fund-raising activities.
- 3.6 Work with parents/guardians to promote engagement in school life, encouraging participation in school events, workshops and community initiatives.
- 3.7 Participate as required in relevant training, identified by the members of the Senior Leadership Team.
- 3.8 Ensure confidentiality is always maintained.

4. Other Responsibilities

- 4.1 Promote the Trust's vision of 'nurturing today's young people, inspiring tomorrow's leaders'.
- 4.2 Champion the Trust's values of 'Service', 'Teamwork', 'Ambition' and 'Respect'.
- 4.3 Contribute to the wider life of the Trust and the Star community.
- 4.4 Carry out any such duties as may be reasonably required by the Trust.
- 4.5 Provide first aid as necessary (training will be given).
- 4.6 Any other duties relevant to the work of the post holder as requested by the Principal.

5. Records Management and Administration

- 5.1 Maintain accurate, up-to-date and confidential records of pupils' behaviour, interventions and progress, in line with school policies and data protection requirements.

- 5.2 Record and analyse data on behaviour incidents and interventions to inform future planning and support strategies.
- 5.3 Provide timely reports and summaries for senior leaders, pastoral teams, and external agencies as required.
- 5.4 Ensure that all records, reports and documentation are stored securely and shared appropriately in accordance with safeguarding and GDPR guidelines.
- 5.5 Contribute to the ongoing review and development of record-keeping systems to ensure consistency, efficiency and compliance with school procedures.
- 5.6 All staff who create, receive, and use records in the course of their job are responsible for ensuring that records are managed appropriately. It is therefore likely that this post-holder will have responsibility for record-keeping as part of the role. Employees are required to be conversant with the Trust's policies and procedures on records management.

This appointment is with Star Academies. The job description forms part of the contract of employment of the person appointed to this post. It reflects the position at the present time only and may be reviewed in negotiation with the employee in the future. The appointment is subject to the terms and conditions outlined in the 'Star Academies Contract'.



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PERSON SPECIFICATION

			Assessed by:	
No	CATEGORIES	Essential/ Desirable	App Form	Interview/ Task
QUALIFICATIONS				
1.	5 GCSEs including English and Maths at grade 9-4/A*- C.	E	✓	
2.	Evidence of Continued Professional Development in behaviour management training.	D	✓	✓
EXPERIENCE				
3.	Proven track record of securing a successful and positive culture.	E	✓	✓
4.	Experience of leading behaviour.	E	✓	✓
5.	Able to demonstrate substantial and successful experience of inclusive practice.	E	✓	✓
6.	Proven experience of effective collaborative working and stakeholder engagement.	E	✓	✓
ABILITIES, SKILLS AND KNOWLEDGE				
7.	Good literacy, numeracy, and organisational skills.	E	✓	✓
8.	Experience of carrying out a range of extra-curricular activities e.g. art, sports activities, outdoor education.	D	✓	✓
9.	Knowledge and understanding of key partnerships and processes that meet the needs of children and young people.	D	✓	✓
10.	Understanding of safeguarding and issues affecting children.	E	✓	✓
11.	Ability to address sensitive matters with a caring approach and appropriate confidentiality.	E	✓	✓
12.	A profound understanding of the elements which comprise effective behaviour management.	E	✓	✓
13.	Excellent interpersonal skills and an ability to relate and communicate effectively with children, staff and parents.	E	✓	✓

			Assessed by:	
No	CATEGORIES	Essential/ Desirable	App Form	Interview/ Task
14.	Well-developed coaching and mentoring skills.	D	✓	✓
15.	The ability to embrace, adopt and put into practice the Trust's approach to behaviour management.	E	✓	✓
16.	The ability to develop, maintain and nurture positive professional relationships and work effectively with staff of varying experience.	E	✓	✓
17.	Ability to use ICT confidently to communicate, review data and present information to others.	E	✓	✓
PERSONAL QUALITIES				
18.	Commitment to working flexibly before and after school hours as required to promote the welfare of learners	E	✓	✓
19.	An inspiring leader with personal drive and tenacity to motivate, empower and support individuals.	E	✓	✓
20.	Confident and willing to challenge traditional assumptions.	E	✓	✓
21.	Energetic, enthusiastic and resilient, along with being action and solution focused.	E	✓	✓
22.	Highly organised, literate and articulate.	E	✓	✓
23.	Politically sensitive in the complex environment of safeguarding.	E	✓	✓
24.	Committed to self-development and the development of others.	E	✓	✓
25.	Highly resilient and determined in the face of challenges.	E	✓	✓
26.	A passionate belief in the school's mission statement.	E	✓	✓
27.	A strong commitment to the Trust's values of 'Service, Teamwork, Ambition and Respect'.	E	✓	✓
28.	A strong commitment to supporting and promoting safeguarding, equality and diversity.	E	✓	✓
29.	A strong commitment to the Trust value of 'Service'.	E	✓	✓
30.	A strong commitment to the Trust value of 'Teamwork'.	E	✓	✓
31.	A strong commitment to the Trust value of 'Ambition'.	E	✓	✓
32.	A strong commitment to the Trust value of 'Respect'.	E	✓	✓
33.	Sympathetic to and supportive of the Mixed Multi-Academy Trust Model and ethos of the Establishment.	E	✓	✓