



Pastoral Intervention Mentor

Salary / grade range	Support Level 4 SCP 18-25 (37 hours per week, Term Time plus 5 days)
Location	Co-op Academy Southfield
Reports to	Pastoral Welfare Leader

Purpose of role:

To complement the professional work of teachers by taking responsibility for behaviour support activities under an agreed system of supervision. This will involve:

- Monitoring the effectiveness of behaviour support activities and intervention strategies,
- Planning the deployment of support staff for a range of behaviour support activities with identified pupils,
- Supervising and mentoring, monitoring and evaluating their effectiveness in these roles, and identifying where additional organisational support is required,
- Supporting and leading specific training for all staff, within the post holders' level of additional qualification or accreditation
- Planning, preparing and delivering learning activities for individuals/groups or short term for whole classes and monitoring pupils and assessing, recording and reporting on pupils achievement, progress and development.

The postholder will be a Team-Teach Trainer.

Key accountabilities (and specific duties / responsibilities):

Supervisory/managerial responsibilities:

Responsible for the management and development of behaviour support within the school and line management, training and appraisal of other support staff, students on work experience, trainees and voluntary helpers with whom the post holder is working. Will be a Team-Teach Trainer and lead or assist training for all staff.

Supervision and guidance:

Responsible to the Pastoral Welfare Leader, but it is expected to seek guidance from appropriate sources. This will include the Bradford Special Schools Team-Teach Tutors network.



Range of decision making:

To make decisions using own initiative where appropriate within established working practices and procedures.

The post holder will be expected to use good common sense and initiative in all matters relating to:

- the conduct and behaviour of individual, groups of pupils and whole classes
- the correct use and care of materials by individual and small groups of pupils
- the safety, mobility and hygiene and wellbeing of the pupils.

Responsibility for assets, materials etc

To maintain the confidential nature of information relating to the school, its pupils, parents and carers.

To be responsible for the care of all equipment and materials, within the classroom/designated area of the school in conjunction with other members of staff.

The provision, use and storage of equipment and materials prepared by the post holder and used by the children with whom the post holder is working.

Contacts

Internal at all levels, Parents / Carers, Governors, Community Groups, Health, Social Services, Police, Local Education Authority, education Bradford, Contractors, External Agencies.

Range of duties:

Support for pupils

- Use specialist (curricular/learning) skills/training/experience to support pupils
- Effectively support pupils before, during and after behavioural crisis
- Assess the needs of pupils and use detailed knowledge and specialist skills to support pupils' learning and behavioural development
- Analyse a range of data analysis techniques to formulate and lead the implementation of effective behaviour management and modification plans and programmes
- Establish productive working relationships with pupils, acting as a role model and setting high expectations
- Promote the inclusion and acceptance of all pupils within the classroom
- Encourage pupils to interact and work cooperatively with others and engage all pupils in activities
- Promote independence and employ strategies to recognise and reward achievement of self-reliance
- Challenge and motivate pupils, promote and reinforce self-esteem
- Provide feedback to pupils in relation to progress and achievement



- Provide information and advice to enable pupils to make choices about their own learning/behaviour/attendance.
- Develop and implement IEPs and Behaviour Management Plans
- Assist with the development and implementation of Personal Care Programmes (including meeting personal care, hygiene needs, and therapy and medical interventions needs, of the pupils)
- Support pupils consistently whilst recognising and responding to their individual needs

Support for the teacher

- Work in collaboration with class teachers to plan and implement effective behaviour management and modification strategies and structures, providing appropriate resources as necessary.
- Deliver effective class-team meetings to support the collaboration of all team members in behaviour management and modification.
- Organise and manage appropriate learning environment and resources
- Create and maintain a purposeful, orderly and productive working environment.
- Provide objective and accurate feedback and reports as required on pupil achievement, progress and other matters, ensuring the availability of appropriate evidence
- Record progress and achievement in lessons/activities systematically and providing evidence of range and level of progress and attainment
- Work within an established discipline policy to anticipate and manage behaviour constructively, promoting self-control and independence
- Supporting the role of parents in pupils' learning and contributing to/leading meetings with parents to provide constructive feedback on pupil progress/achievement etc.
- Monitor and evaluate pupil responses to learning activities through a range of assessment and monitoring strategies against predetermined learning objectives
- Within an agreed system of supervision, plan and support effective delivery of challenging behaviour management and modification objectives to plans as appropriate
- Promote and ensure the health and safety of pupils at all times

Support for the curriculum

- Deliver learning activities to pupils within agreed system of supervision, adjusting activities according to pupil responses/needs
- Use ICT effectively to support learning activities and develop pupils' competence and independence in its use
- Help pupils to access learning activities through agreed specialist support
- Advise on appropriate deployment and use of specialist aid/resources/equipment
- Select and prepare resources necessary to lead learning activities, taking account of pupils' interests and language and cultural backgrounds
- Manage and maintain equipment for agreed specialist support, checking for quality/safety, undertaking repairs within own capabilities and arrange for other repairs/modifications to be carried out by others

Support for the school



- Plan and deliver effective activities and interventions at break and playtimes, ensuring inclusion of all pupils across the school
- Comply with and assist with the development of policies and procedures relating to behaviour, child protection, health, safety and security, confidentiality and data protection, reporting concerns to an appropriate person
- Be aware of and support difference and ensure all pupils have equal access to opportunities to learn and develop
- Support the safe and effective arrival and departure of school transport.
- Contribute to the overall ethos/work/aims of the school
- Establish constructive relationships and communicate with other agencies/professionals, in liaison with the teacher, to support achievement and progress of pupils
- Attend, lead and participate in regular meetings
- Participate in training and other learning activities as required
- Contribute to the identification and execution of appropriate out of school learning activities which consolidate and extend work carried out in class.
- Deliver out of school learning activities within guidelines established by the school
- Recognise own strengths and areas of specialist expertise and use these to lead, advise and support others
- Take the initiative as appropriate to develop appropriate multi-agency approaches to supporting pupils
- May be required to undertake other duties commensurate with the grade and level of responsibilities as defined in this job description.
- May be required to work with pupils of any age within the age-range of the school.

Line management responsibilities

- Manage other teaching assistants
- Liaise between managers / teaching staff and teaching assistants
- Hold regular team meetings with managed staff
- Represent teaching assistants at teaching staff/management/other appropriate meetings
- Undertake recruitment/induction/appraisal/training/mentoring for other teaching assistants.
- To Adopt and model the Co-op Ways of Being

Personal attributes required (based on job description):

Attributes	All attributes are essential, unless indicated below as 'desirable'	How measured, e.g. application form (A), interview (I) test (T)



<p>Qualifications</p> <ul style="list-style-type: none"> • Level 3 qualification • Meet Higher Level Teaching Assistant standards or equivalent qualification or experience (e.g. NHS qualification). • GCSE English and Mathematics (Grade C) or equivalent. • ICT qualifications relating to post e.g. Excel. • Level 4 Mentoring accreditation • Team Teach tutor accreditation 	<p>Desirable</p> <p>Desirable Desirable</p>	
<p>Experience</p> <ul style="list-style-type: none"> • Recent experience of working within a school setting. • Demonstrable experience of supporting the management and modification of behaviour. • Experience of working as part of a team. • Experience of working with children and young people with SEND, including complex learning difficulties and disabilities 		
<p>Skills, Ability, Knowledge</p> <ul style="list-style-type: none"> • A working understanding of child behaviour and that this is a form of communication. • Working knowledge of a range of short and longer term behaviour management and modification strategies. • Knowledge of issues and needs that affect behaviour. 		
<p>Personal Qualities</p> <ul style="list-style-type: none"> • Excellent written and oral communication, networking and interpersonal skills with a friendly disposition and ability to apply sensitivity • Have the ability to communicate effectively with children and adults at all levels • High levels of resilience, integrity and honesty and credibility which will inspire confidence and trust from both internal and external stakeholders • Demonstrate an understanding of the importance of confidentiality, GDPR and the needs and wishes of individuals families and carers as appropriate • Highly motivated, confident and self-starter • Forward thinker with a solution based approach to problems 		



Academies Trust

Co-op Academies Trust as an aware employer is committed to safeguarding and protecting the welfare of children and vulnerable adults as its number one priority. This commitment to robust recruitment, selection and induction procedures extends to organisations and services linked to the Trust on its behalf. This post is subject to an enhanced DBS check.

All our colleagues are expected to demonstrate a commitment to co-operative values and principles, and the Ways of Being Co-op.

Co-op Academies Trust is committed to equality of opportunity for all staff and applications from individuals are encouraged regardless of age, disability, sex, gender reassignment, sexual orientation, pregnancy and maternity, race, religion or belief and marriage or civil partnerships.