

POSITIVE BEHAVIOUR MENTOR - JOB DESCRIPTION

Job Title: Positive Behaviour Mentor	Salary: Grade 5/6
Section: Pastoral Support	Reports to: Lead Skills Coach/AHP

1. Purpose
<ul style="list-style-type: none"> To play an active role in managing the behaviour and emotions of SEMH and ASC students on a day-to-day basis. To work under the direction of the Lead and Deputy to implement ongoing behavioural and emotional interventions and ensure effective communication is maintained throughout the school. To work closely with the Multi-Agency and Therapies Coordinator, to ensure the delivery of interventions for students, who may require additional support with the development of their personal skills and enable them to emotionally regulate and fully participate in learning. To provide pastoral support to a designated group of students.

2. Main Duties and Responsibilities
<ul style="list-style-type: none"> Keep written records of individual students, log communication and update risk assessments as appropriate. Manage a caseload of students, ensuring each student receives 1:1 mentoring and emotional regulation sessions to discuss their emotional and social behaviour progress. Track the emotional regulation and behavioural progress of students using the available data and monitor the impact of interventions, sharing this with the MATCo/ SENDCo and/or other relevant professionals. Work with teachers, support staff, families, and external agencies to develop a solution focused approach to meeting ASC and SEMH needs, enabling learners to regulate their emotions and make good progress. Establish therapeutic relationships with students and interact with them according to individual needs. Providing 1:1 support via reflective and restorative practice. Assist with the development, implementation and review of Individual Behaviour Plans and Risk Assessments for a designated group of students. Promote the inclusion and acceptance of all students. Set challenging and demanding expectations and promote self-esteem and independence. Support students to develop resilience, independence, and emotional regulation, both learning in lessons and forming positive relationships with peers and staff. Sustain an active engagement with families of designated students to help them explore issues and make changes in areas that may be affecting their child’s learning and emotional/ behavioural development. This may involve home visits. Promote good student behaviour, dealing promptly with conflict and incidents in line with established policy and encourage students to take responsibility for their own behaviour. Support induction of new students into the school.

Support for the school

- Be aware of and comply with policies and procedures relating to child protection, health, safety and security, confidentiality, and data protection, reporting all concerns to an appropriate person.
- Recognise and challenge any incidents of racism, bullying, harassment, victimisation, and any form of abuse of equal opportunities, ensuring compliance with relevant school policies and procedures and making sure the individual/s involved understand it is unacceptable.
- Contribute to the Academy's life and overall vision, ethos, values, aims and guiding principles of The PRIDE Academy and Trust
- Appreciate and support the role of other professionals.
- Assist in maintaining positive behaviours of students throughout the school
- Attend and participate in relevant meetings as required.
- Assist with the supervision of students out of lesson times, including before and after school and at lunchtime when required.
- Provide support and assistance for students' pastoral and physical needs, for example, support with dressing, caring whilst sick, injured or emotionally distressed and maintaining personal equipment used by the students
- Assist in the supervision of GCSEs, yearly examinations and tests/ assessments as directed and act as reader/scribe and/ or invigilator as required.
- Accompany other staff and students on visits, trips and out of school activities as required.
- Foster and maintain professional constructive and supportive relationships with parents/carers, exchanging appropriate information, facilitating their support for their child's attendance, access and behaviour for learning, and supporting home to school and community links.

Professional learning and development

- Develop and enhance expertise in supporting students with complex social, emotional and mental health and communication needs by attending training and working alongside relevant internal and external professionals such as psychologists and therapists.
- Participate in training and other learning activities and performance development as required.
- Be a reflective practitioner, evaluating and improving own practice in order to take teaching and learning forward.
- Contribute to both school's developments by sharing professional learning, expertise and skills with others, and participating in collaborative learning opportunities.
- Take full advantage of any relevant training and development available and undertake any necessary professional development as identified in the School Development Plan and the performance management process.
- Take responsibility for personal professional development to inform and extend professional practice to secure improvements in teaching and learning.

3. Main Duties and Responsibilities - Other

- Support the Senior Leadership Team in all health and safety matters and take reasonable care for the health and safety of yourself and other persons who may be affected by your acts or omissions at work.
- Support the marketing of courses both inside and outside the OHC&AT including attendance at open events. This will involve flexible working (i.e. occasional evenings).
- Undertake all duties and responsibilities in accordance with OHC&AT policies and relevant legislation, inclusive of Equal Opportunities, Health & Safety, Data Protection, Child and Vulnerable Adult Protection, Financial regulations and Quality frameworks. To report any concerns to the appropriate person.
- Undertake any other duties consistent with the objectives and level of responsibility of the post as may be required by the Senior Leadership Team and/or OHC&AT.

Note: This JD is not a comprehensive statement of procedures and tasks but sets out the main expectations of The Pride Academy in relation to the post holder's professional responsibilities and duties. The duties of this post may vary from time to time, as required by the Principal, without changing their general character or the level of responsibility entailed. This job description is to be reviewed annually. The responsibilities listed above are the basic essentials of the post; it is always open to the post-holder to propose ways of extending these responsibilities.

The Pride Academy is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment. This post is classed as having a high degree of contact with children or vulnerable adults and is exempt from the Rehabilitation of Offenders Act 1974. An enhanced disclosure will be sought through the Data and Barring Service (DBS) as part Orchard Hill College & Academy Trust's pre-employment checks

Person Specification

This person specification will be used for recruitment to the PBM role. It will form the basis of the application form, and candidates will also be assessed against aspects of this person specification at interview.

Criteria	Essential	Desirable	Assessment
GCSE grade C or Level 2 equivalent functional skills in English and Maths	√		Application form and certificates
Foundation degree or Level 5 relevant qualification/skills		√	Application form and certificates
Experience of working with young people with Social, Emotional and Mental Health difficulties and/or challenging behaviour		√	Application form/interview question
Experience of working with students with a range of Special Educational Needs such as ADHD and ASD.		√	Application form/interview question
Understanding of alternative and therapeutic interventions for student progression.		√	Application form/interview question
Excellent classroom and behaviour management skills.	√		Interview task
An ability to understand the principles of learning processes and in particular barriers to learning.	√		Application form/interview question
The ability to work effectively as part of a team, but also to use initiative within the guidelines set by teaching staff with tact and diplomacy		√	Application form/interview question
The ability to recognise and be sensitive to the individual needs of students	√		Interview question
Evidence of proficient Information Technology skills and the confidence and willingness to use and develop them		√	Application form/interview question
Effective and professional communication skills with the ability to engage young people.	√		Application form/interview question
A willingness to increase own knowledge and understanding of teaching and learning.		√	Interview question
Highly adaptable and flexible.	√		Interview question
Ability to work in a way that promotes the safety and wellbeing of students.	√		Application form/interview question
Current driving licence and own transport.		√	Application form/interview question