**PROFESSIONAL STANDARDS & BEHAVIOUR IMPROVEMENT MENTOR**

**Start date: October 2024**

**Term time only plus 5 days**

**Full time 36 hours per week**

**Salary: Band F**- **NJC** **Points 12-19 (£26,421 - £29,777)**

**Actual salary £22,927 - £25,839**

The Governors of Stanley High School wish to appoint a Professional Standards & Behaviour Improvement Mentor to join our oversubscribed school for September 2024.

It is with great pleasure that I introduce you to Stanley High School, a high-achieving academy. I trust the information provided will enable you to make a decision about your suitability to join our journey and provide an exceptional education for all our students. As a school, we are determined to *challenge* our students inside and outside the classroom to *aspire* for individual excellence and *excel* to achievethe highest academic standards.

Would you like to join a well-established and successful team in a consistently high performing, oversubscribed, 11-16 school that focuses on each student as an individual whilst fostering a sense of belonging to a rich and diverse community? Stanley High School is commit­ted to supporting every student to develop to their full academic potential whilst experiencing a wide and exciting range of op­portunities to equip them with the skillset for a successful future as rounded, mature, and confident members of modern British society.

Students at Stanley High School consistently make very good progress reflected in the Progress 8 scores over the last three years. Attainment is significantly above national averages. You would be joining an innovative team at a variety of stages in their career who are motivated by highly effective leadership.

I am very proud of the school, its students, staff, and governors. Education at Stanley High provides much more than exam excellence. It aims to develop and nurture all students to take their place as caring and confident young people in the outside world. Our staff team will engage in high quality Continuous Professional Development and all staff have access to our supportive, well-being packages.

We would like to invest in the long-term career of an exceptional candidate and would welcome visits from prospective applicants. Please contact the school office on 01704 228940 or [enquiries@stanleyhigh.co.uk](mailto:enquiries@stanleyhigh.co.uk), to arrange a convenient time.

We look forward to receiving your application.

Kind regards

Nicki Gregg

Headteacher



**Job Description**

**Title:**  **PROFESSIONAL STANDARDS & BEHAVIOUR IMPROVEMENT MENTOR**

**Performance Managed by:** Assistant Headteacher

**Working time:** Full Time (36 hours per week), Term Time Only plus 5 days

To supervise, support and provide work for students sent to Reflection and Restore (R&R) for disrupting the learning of others. This will be for serious misbehaviour where the normal disciplinary procedures are not considered appropriate. Students who have reached Stage 4 on the ‘Behaviour for Learning’ system. To supervise. support and provide work for students sent to Reflection and internally isolated.

**Key Areas of Responsibility:**

IMPLEMENTATION

**Specific Responsibilities**

* Supervise students sent to R&R and co-ordinate appropriate work for students.
* Ensure the environment is purposeful and dedicated to appropriate restorations.
* To support students in reflecting on their choices and enabling them to return to lesson with a positive and constructive frame of mind.
* Devise and implement a system for storing learning resources for student use.
* Keep accurate records of students sent to R&R and provide data to Head of Years every week and Subject Leaders and the Leadership Team every term.
* Appropriate communication and liaising with parents/carers, Head of Year, Pastoral Leaders, and the Leadership team.
* Keep the area organised, equipped and generally tidy.
* To undertake other duties as may reasonably be required within the general terms of the job description. This may include from time to time, taking statements from students, 1:1 mentoring and inputting data.
* To escalate to SLT if expectations in Reflection are not met.
* Manage the daily running of the reflection base, organising resources, setting. expectations and liaising with teaching staff to provide work for students.
* Develop positive relationships with students to identify potential barriers to learning.
* Work with pastoral teams to support students with reflective and restorative practice.
* Co-ordinate appropriate intervention for students where necessary.
* Work in partnership with the Assistant Headteacher to support behaviour systems.

**General Responsibilities**

* Establish good working relationship with students, acting as a role model.
* Be aware of, and respond appropriately to, individual students need ensuring effective intervention.
* Promote the inclusion and acceptance of all students.
* Be aware of, and comply with, school policies and procedures, particularly in relation to Child Protection, Health and Safety, security, confidentiality, and Data Protection.
* Contribute to the school ethos, aims and improvement plan.
* Opportunities provided for professional development, with time allocated to work with various departments across school.

**Professional development:**

* To take responsibility for personal professional development.
* To take part, as appropriate, in the school’s professional development programme.
* To engage actively in the Performance Management Review process.
* To evaluate own personal performance through self-evaluation and learn from the effective practice of others and from evidence Professional Development.
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**Professional Values and Practice:**

* To support the school’s responsibility to provide and monitor opportunities for the personal and academic growth of students.
* To provide a role model through their personal and professional conduct.
* To work as a member of designated teams and contribute positively to effective working relations within the school.
* To be proficient in the application of literacy, numeracy.
* To safeguard the health and safety of all students both on the school’s premises and when engaged in authorised activities elsewhere.
* Contribute to the effective running of the school.

This job description will be reviewed annually and may be subject to amendment or modification at any time after consultation with the post holder. It is not a comprehensive statement of procedures and tasks but sets out the main expectations of the school in relation to the post holder’s professional responsibilities and duties.

The above responsibilities are subject to the general duties and responsibilities contained in the statement of conditions of employment.

This job description allocates duties and responsibilities but does not direct the amount of time to be spent on carrying them out and no part of it may be so construed. This job description is not necessarily a

comprehensive definition of the post. It will be reviewed at least once a year, and it may be subject to modification or amendment at any time after consultation with the holder of the post.

Employees are expected to be courteous to colleagues and provide a welcoming environment to visitors to the school.

**PROFESSIONAL STANDARDS & BEHAVIOUR IMPROVEMENT MENTOR – Person Specification**

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| Education and  qualifications | **Essential**   * A minimum of 5 GCSE at A\*-C (9 to 4) including Maths and English (or equivalent) * A Level or post 16 qualifications at a Pass Level * Qualified to Degree level |
| Skills, Knowledge, and Experience | **Essential**   * Ability to work effectively both independently and within a team environment. * demonstrate or have a willingness to acquire knowledge of classroom roles and responsibilities. * Ability to build effective working relationships with all students and colleagues. * Ability to promote a positive ethos and role model positive attributes. * Good personal numeracy and literacy skills. * Knowledge and Understanding * General understanding or willingness to acquire knowledge of national curriculum and other basic learning programmes/techniques (within specified age range/subject area). * General awareness of inclusion, especially within a school setting. * Effective use of ICT to support learning. * Understanding of basic technology – computer, photocopier, interactive board |

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| --- | --- |
|  | * Experience of working with and/or caring for children within specified age range/subject area or NVQ II or equivalent in teaching assistance * Willingness to participate in relevant training and development opportunities. * High expectations of all students; respect for their social, cultural, linguistic, religious, and ethnic backgrounds; and commitment to raising their educational achievements. * Ability to build and maintain successful relationships with students, treat them. * consistently, with respect and consideration, and demonstrate concern for their development as learners. * To have good understanding of the progress measures relevant to your role. * To be able to acquire further knowledge to contribute effectively and with confidence to the individuals and groups which you support. |
| **Profession Values and Practice must be able to demonstrate the following:** | * Demonstrate and promote the positive values, attitudes, and behaviour they expect from the students with whom they work. * Ability to work collaboratively with colleagues, and carry out role effectively, knowing when to seek help and advice. * Able to liaise sensitively and effectively with parents and carers, recognising role in students’ learning. * Able to improve their own practice through observations, evaluation, and discussion with colleagues. * To understand the aims, content, teaching strategies and intended outcomes for the lessons in which you are responsible. * To know the key factors that can affect the way learners behave and learn. * To be able to relate and communicate with learners and other adults clearly and effectively. * To be able to work effectively as part of a team comprising parents/cares and professionals from outside agencies. * To know how to use ICT to advance learners’ learning and be able to use common ICT tools for your own and learners’ benefit. * To manage working time effectively, prioritising from a number of competing demands and with the ability to incorporate the unexpected into a schedule of work. |
|  | **Attributes**  **Essential**   * A passion for working with, inspiring, and engaging young people. * A commitment to improve outcomes for all students, particularly the most disadvantaged, and improve social mobility. * Can build positive and supportive relationships with students, staff, and parents. * High personal and professional standards * Can work effectively as part of a team. * Resilient and calm under pressure * Commitment and loyalty to the school, Senior Leadership Team, and the Trust * Has a strong presence * Humility, hardworking and honest |

**Application & Interview Process**

Potential candidates are asked to email completed application forms to [recruitment@stanleyhigh.co.uk](mailto:recruitment@stanleyhigh.co.uk) The application form should be downloaded and submitted electronically by **9.00am on Friday 25th October 2024.**

**Interviews to be held on: TBC**

***Stanley High School is committed to safeguarding and promoting the welfare of children and young people and expects all staff to share this commitment. All successful applicants will be requested to undertake an Enhanced Disclosure and Barring Service check. At least one member of our recruitment team for this post is Safer Recruitment trained and we adhere to Southport Learning Trust’s Recruitment and Selection Policy for Employees and Volunteers.***

***We are proud to have an organisational culture where employees with varying perspectives, skills, life experiences and backgrounds – the best and brightest minds – can work together to achieve excellence and realise individual and organisational potential.***