



## REDBRIDGE ALTERNATIVE PROVISION

### JOB DESCRIPTION

#### Behaviour Mentor

We are a school for pupils with Social, Emotional and /or Mental Health Difficulties. All of our pupils have an Education Health Care Plan. You will need to have had experience of working with pupils with SEMH challenges.

**Salary/Scale Point:** LBR 5 Scale Point 12-15 (£32,535 – £33,987 FTE)

**Contract type:** Permanent 36 hours per week, 44.46 weeks per year. (£27,742 - £28,980 pro-rata)

**Reporting to:** Senior Leadership Team

#### **Main purpose**

To provide targeted support, guidance and intervention for pupils with social, emotional and mental health needs, helping them to improve their behaviour, overcome barriers to learning and achieve better social and academic outcomes. The role holder will be accountable for demonstrating measurable improvements in pupil behaviour and wellbeing.

#### **Main accountabilities**

To be actively involved in the support and monitoring of students' behaviour and attitudes by:

- Work one-on-one and in small groups with pupils identified as needing support with their behaviour due to their SEMH needs, setting clear and measurable goals for each pupil.
- Develop, implement, and regularly evaluate strategies to help pupils manage their behaviour and emotions more effectively, reporting on their efficacy to the SLT
- Create, maintain, and regularly review individual action plans for targeted pupils, monitoring their progress against specific, time-bound targets and adjusting.
- Conduct mentoring sessions with identified pupils to build their confidence, self-esteem, and social skills, tracking and reporting on progress using standardised assessment tools.
- Liaise with teachers, SENCOs, and other staff to identify pupils requiring support and coordinate interventions, ensuring a cohesive approach across the school.
- Provide support during break times and lunchtimes to promote positive behaviour and ensure pupils have healthy, active, and engaging playtimes. Document and report any incidents or improvements observed.
- Maintain accurate, up-to-date records of interventions, pupil progress, and behavioural incidents using systems like CPOMS, Provision Map etc. ensuring all documentation complies with data protection regulations.
- Collaborate with families to encourage engagement and provide guidance on supporting their child's behavioural and emotional needs, documenting all communications and agreed actions.
- Contribute to safeguarding procedures and attend relevant meetings as directed by the Designated Safeguarding Lead, taking responsibility for following up on any actions assigned.
- Support the school's positive behaviour policy and serve as a role model for pupils, actively participating in policy reviews and suggesting improvements based on observed outcomes.
- Organise and participate in activities that promote positive mental health and well-being within the school, measuring and reporting on their impact.
- Conduct regular self-evaluations and participate in performance reviews, setting personal development goals aligned with school objectives.
- Produce reports on the progress of mentored pupils, including quantitative data on behavioural improvements and qualitative assessments of social-emotional development.

## Qualifications and Skills

- Experience working in care, youth work, coaching, or education sector, particularly with SEMH pupils
- Strong communication and interpersonal skills
- Patience, empathy, and the ability to build trusting relationships with challenging pupils
- Good understanding of child development and SEMH needs
- Ability to remain calm and professional in challenging situations
- Knowledge of safeguarding procedures and commitment to child protection
- Minimum of 4 GCSEs (or equivalent) including English and Maths
- Relevant qualifications in Behaviour Support or willingness to undertake training
- Enhanced DBS check required
- Proficiency in data analysis and report writing
- Ability to work independently and as part of a team, meeting deadlines and targets

## General

- To meet deadlines and manage workload effectively
- To participate in the performance and development review process, taking personal responsibility for identification of learning, development and training opportunities in discussion with line manager.
- To comply with individual responsibilities, in accordance with the role, for health & safety in the workplace
- Ensure that all duties and services provided are in accordance with the School's Equal Opportunities Policy.
- The Governing Body is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share in this commitment.
- The post holder must act in compliance with data protection principles in respecting the privacy of personal information held by the school.
- The post holder must comply with the principles of the Freedom of Information Act 2000 in relation to the management of school records and information.
- The post holder must carry out their duties with full regard to the Schools Code of Conduct, Child Protection Policy and all other Policies.

This job description is not exhaustive; it merely outlines the key tasks and responsibilities of the post. These key tasks and responsibilities are subject to change. Any changes will be made in consultation with the post-holder and the school.

This role requires an individual who is outgoing, engaging, and passionate about supporting young people with SEMH needs to reach their full potential. The successful candidate will be results-oriented, with a strong commitment to accountability and continuous improvement in pupil outcomes.

We are committed to safeguarding and promoting the welfare of children, young people and vulnerable adults and we expect all staff to share this commitment and undergo appropriate checks, therefore, all posts within the Trust are subject to an enhanced Disclosure and Barring Service check.

All adults employed by the school have a responsibility for data protection and have a duty to observe and follow the principles of the GDPR Regulations.

Redbridge Alternative Provision welcomes applications from all, irrespective of gender, marital status, disability, race, age or sexual orientation.

All applicants must be able to provide evidence of their Right to Work in the UK to be considered for this position.

## Person Specification – Behaviour Mentor

CRITERIA	QUALITIES
<p><b>Qualifications and training</b></p>	<p>Very good numeracy/literacy skills</p> <p>NVQ 3 for Teaching Assistants or equivalent qualification or experience</p> <p>Have completed training in the relevant strategies e.g. literacy and/or in particular curriculum or learning area.</p>
<p><b>Experience, knowledge &amp; skills</b></p>	<p>Recent experience of working in a school setting. SEMH/AP experience is necessary.</p> <p>Ability to relate well to children and adults</p> <p>Work constructively as part of a team, understanding classroom roles and responsibilities and your own position within these</p> <p>Computer literacy: ability to carry out a variety of general ICT tasks,</p> <p>Experience of working with pupils' families and professionals working with them</p> <p>Displays commitment to the protection and safeguarding of children and young people, and has an up-to-date knowledge of relevant legislation and guidance in relation to working with, and the protection of, children and young people.</p>
<p><b>Personal qualities</b></p>	<p>Ability to communicate clearly and concisely, orally and in writing with a wide range of people.</p> <p>Evidence of well-developed interpersonal skills. Ability to communicate both verbally and in writing demonstrating tact and professionalism to develop good relationships within and outside the school.</p> <p>Ability to demonstrate a flexible attitude and approach to tasks.</p> <p>Commitment to safeguarding and promoting the welfare of children and young people.</p> <p>Willingness to undergo appropriate checks, including enhanced DBS checks.</p> <p>Ability to form and maintain appropriate relationships and personal boundaries with pupils and parents.</p> <p>Ability to form and maintain good professional relationships with families, staff and other professionals.</p> <p>Emotional resilience when working with challenging behaviours and attitudes to use of authority and maintaining discipline.</p> <p>A willingness to demonstrate commitment to the values and ethos of Redbridge Alternative Provision</p>