



Job Description and Person Specification

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| JOB TITLE | Positive Behaviour Mentor |
| RESPONSIBLE TO | Inclusion Manager |
| GRADE | Grade 5 |
| SALARY | £26,403 to £28,142 per annum (Actual salary £22,781 - £24,281 based on 39 weeks) |
| HOURS | Term time - 39 weeks, 37 hours each week, 8:21am – 4:15pm |

JOB DESCRIPTION

Overall purpose of the post:

To support positive behaviour in lessons by working with individuals or small groups of students under the direction of the classroom teacher, SENCo and Inclusion Manager

To plan and lead pastoral interventions for small groups or individuals as directed by the Inclusion Manager and SENCo

Manage a caseload of students ensuring they receive regular mentoring and ‘check-ins’, monitoring impact through analysis of attendance, behaviour and engagement data

Main Duties and Responsibilities:

- Support within the classroom and implementing planned learning activities/teaching programmes as agreed with the teacher, adjusting activities according to student response as appropriate
- Participate in planning and evaluation of learning activities with the teacher, providing feedback to the teacher on student progress and behaviour
- Support the teacher in monitoring, assessing and recording student progress/activities
- Provide feedback to students in relation to attainment and progress under the guidance of the teacher
- Support learning by arranging/providing resources for lessons/activities under the direction of the teacher
- Plan and lead pastoral interventions in small groups or 1:1 sessions, teaching students about perspectives, how to regulate emotions, problem solve and attend learning
- Support students in social and emotional well-being, reporting concerns to the teacher and Inclusion Manager as appropriate
- Calm and diffuse difficult situations involving students
- Share information about students with other staff, parents/carers, internal and external agencies, as appropriate
- Assist in the development of individual plans for students such as Personal Support Plans, One Page Profiles, EHCP, Provision mapping and case studies
- Support the work trainee teachers and other Teaching Assistants in the classroom



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- Assist in escorting and supervising students on educational visits and out of academy activities
- Attending meetings, briefings and CPD as required to secure effective team working relationships and the development of skills
- Undertake training to assist students' meeting their medical and/or care plan agreements, and to enable the students to have full access on school trips/visits
- Facilitate smooth transition between educational phases
- To represent the pastoral team at Open Evenings and other relevant events
- To become a trusted adult for students, plan and lead extra-curricular opportunities and after-school clubs
- Support the on call/RESET system as necessary
- Lead detentions and interventions after school
- Support duties at break and lunchtime
- Invigilate formal and mock examinations
- To support the most vulnerable of students by having a consistent presence, modelling and demonstrating strong attendance and punctuality

Safeguarding

- Demonstrate a strong commitment to keeping young people safe
- Report any disclosures following the child protection and safeguarding policy and procedures and record on CPOMS

Additional Responsibilities

- Deal with any immediate problems or emergencies according to the academy's policies and procedures
- Respect confidential issues linked to home/students/teacher/academy work following the Trust's Data Protection and Freedom of Information Policy
- Undertake Fire Marshall duties in the case of fire and/or emergency evacuation where applicable
- To comply with the academy policies and procedures at all times
- To cover various inclusion duties in the event of sickness or absence, under the direction of the Inclusion Manager, Deputy SENCo/SENCo, to enable a continuation of business need and statutory compliance on behalf of the student
- Undertake other reasonable duties (with competence and experience) as requested, in accordance with the changing needs of the organisation.

Personal Contacts:

External: Contractors, suppliers, parents, external agency professionals, other government and local authority staff, other staff from academies and schools.

Internal: Students, staff, Governors, parents and any other visitors to the academy.

This job description may be subject to change, following consultation between the post holder and the academy.



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PERSON SPECIFICATION

| Qualifications | Essential | Desirable |
|---|-----------|-----------|
| Level 2 Qualifications in English and Maths or equivalent | ✓ | |
| Willingness to undertake and complete training to assist students | ✓ | |
| Willingness to undertake and complete training to enhance qualifications and training and development in the post | ✓ | |
| Experience | | |
| Experience of working in a school environment or working with children/young people | ✓ | |
| Previous experience working with children with Special Needs and/or disabilities and/or challenging behaviours | ✓ | |
| Experience of working with students in small groups or 1:1 situation | ✓ | |
| Experience of trauma-informed practice | | ✓ |
| Skills | | |
| Ability to effectively communicate with a range of audiences | ✓ | |
| Ability to motivate and enthuse young people with SEND and SEMH need | ✓ | |
| Demonstrate emotional resilience in working with children with challenging behaviour and emotional need | ✓ | |
| Ability to respect and maintain confidentiality, including following general data protection regulation | ✓ | |
| Ability to use standard ICT packages including Microsoft Office | ✓ | |
| Excellent time management and organisation skills | ✓ | |
| Ability to relate to students in a pleasant and sympathetic manner and to recognise potential child safeguarding issues | ✓ | |
| Other | | |
| Excellent attendance and punctuality | ✓ | |
| Satisfactory DBS and recruitment checks | ✓ | |