



## JOB DESCRIPTION

<b>JOB TITLE:</b>	Behaviour & Inclusion Mentor
<b>GRADE/SALARY:</b>	4ES pts 20-24 £32,597 - £35,412 FTE £27,084 - £29,423 Gross Actual pa
<b>HOURS OF WORK:</b>	35 hours per week, term time and training/CPD days
<b>REPORTS TO:</b>	Behaviour team/SLT

### **Role Purpose:**

The purpose of the Behaviour and Inclusion Mentor is to provide specialist support that enables pupils with complex learning, sensory, communication, and social-emotional needs to engage successfully in school life. The role focuses on building positive, trusting relationships with pupils and helping them develop the skills needed for emotional regulation, communication, independence, and positive behaviour.

### **MAIN DUTIES AND RESPONSIBILITIES: Behaviour & Inclusion Mentor**

#### **Direct Pupil Support**

- Deliver 1:1 and small group interventions to pupils with identified behaviour, social, or emotional needs.
- Prepare learning activities and make resources that will support pupils' behaviour and communication.
- Use specialist approaches tailored to individual needs (e.g., TEACCH, PECS, Intensive Interaction, Zones of Regulation, sensory integration strategies).
- Offer calm-down or reflective support when pupils experience emotional difficulties, working collaboratively with class teams.
- Always model positive behaviour and language.
- Work proactively with pupils and support the reintegration of pupils following incidents or time out of class.
- Contribute to personalised learning programmes, Positive Behaviour Support (PBS) plans, and sensory diets.
- Contribute to pupils' EHCPs as appropriate, and record progress towards targets.

#### **Behaviour & Inclusion**

- Support the implementation of the school's behaviour policy and wider school policies.
- Help to maintain a safe and purposeful school environment.
- Maintain records on IRIS and contribute to monitoring procedures.
- Promote inclusive practice across the school setting to ensure all pupils feel valued.
- Be a PRICE trainer and implement the ethos and principles of PRICE.
- Contribute to staff training and briefings when required.

#### **Working With Staff, Families & External Agencies**

- Work collaboratively with the Behaviour Team, attending and contributing to regular meetings.



- Devise, implement, and monitor Positive Behaviour Support (PBS) Plans in conjunction with the Behaviour Team, including providing feedback on pupil behaviour patterns, and intervention outcomes.
- Provide professional behavioural support to staff teams, utilising analysed data from IRIS.
- Meet new staff during their induction to provide training on IRIS and behaviour recording procedures.
- Deliver behaviour training to stakeholders (including but not limited) to parents and staff.
- Collaborate with teachers support staff, parents and external agencies to plan and implement strategies for individual pupils.
- Build positive relationships with parents/carers to support pupils' wellbeing and engagement.
- Communicate progress, concerns, and successes with appropriate groups/individuals.
- Liaise with external professionals (e.g., educational psychologists, behaviour services) as directed by SLT.

### **Safeguarding & Welfare**

- Follow school safeguarding procedures and report concerns promptly.
- Maintain accurate and confidential records of interventions and pupil interactions.
- Contribute to multi-agency meetings when required including Child In Need and Team around the Family.

### **General Duties**

- Supervise pupils during unstructured times as needed (e.g., break/lunchtime).
- Support with transition times, start/end of day routines, and movement around school.
- Participate in CPD and whole-school training.
- Undertake any additional duties reasonably assigned by SLT.

The job description is not prescriptive, nor necessarily a comprehensive definition of the post. As such, it may be subject to amendment, after discussion, to meet the changing needs of the school and/or the wider Trust.

BILTT is committed to Safeguarding, Prevent, the welfare of pupils and ensuring equality of opportunity for all pupils, staff, parents and carers; irrespective of age, disability, gender reassignment, marriage & civil partnership, pregnancy & maternity, race, belief, sex or sexual orientation and expects staff to share that commitment. The post is subject to satisfactory references, social media/on-line checks, enhanced DBS, probationary period & health clearance.

It is an offence to apply for a role if you are barred from engaging in regulated activity relevant to children. This post is exempt from the Rehabilitation of Offenders Act 1974 and therefore applicants are required to declare any convictions, cautions, reprimands and final warnings that are not protected (i.e. that are not filtered out) as defined by the Rehabilitation of Offenders Act 1974 (Exceptions) Order 1975 (as amended in 2013)



## Personnel Specification – Behaviour Mentor

		<b>Essential Attributes</b>	<b>Preferred Attributes</b>
1	<b>Qualifications</b>	<ul style="list-style-type: none"><li>• Completion of Secondary School to CSE/GCSE standard</li><li>• Accredited qualifications in English and Maths e.g. GCSE English and maths grade A* - C, grade 4 – 9 or equivalent</li></ul>	<ul style="list-style-type: none"><li>• Relevant practical qualifications. training in behaviour support and/or trauma informed approaches</li><li>• Training in PRICE/Positive Behaviour Support</li><li>• Relevant vocational qualifications, for example Health &amp; Social care, Child Development, Childhood studies</li></ul>
2	<b>Work Related Experience, Knowledge and Skills</b>	<p>Proven record of:</p> <ul style="list-style-type: none"><li>• A commitment to safeguarding and promoting the welfare of pupils</li><li>• An understanding of behaviour management and inclusion strategies</li><li>• Experience of working with children with SEND (SLD, PMLD, ASD, complex needs or physical/sensory needs)</li><li>• Ability or willingness to learn specialist communication methods e.g. BSL, PECS AAC</li><li>• Carrying out behaviour management programmes to individual pupils or small groups</li><li>• Assessment and Monitoring of learning</li><li>• Planning and evaluating specialist learning activities . Writing reports and record keeping</li><li>• Confident use of alternative systems of communication</li><li>• Experience of supervising staff and delegating duties</li><li>• Effective family liaison</li></ul>	<ul style="list-style-type: none"><li>• Confident sign language communicator</li><li>• Experience of mentoring and providing key worker provision</li><li>• Experience of making resources and putting up displays</li><li>• Experience of contributing to the EHCP process and multi-agency working</li><li>• Experience of working in a special school or specialist provision</li></ul>



3	<b>Personal Skills and attitudes</b>	<ul style="list-style-type: none"><li>Ability to communicate effectively both orally and in writing</li><li>Ability to remain calm, patient and solution focused when under pressure.</li><li>Ability to work flexibly as part of a team</li><li>Teamwork ethos and ability to adapt to highly individualised approaches</li><li>Interacts and communicates well with children and colleagues</li><li>Positive attitude and flexible approach</li><li>Ability to follow directions and complete tasks to a high standard</li><li>Ability to use own initiative and work independently</li><li>Keenness to learn</li></ul>	<ul style="list-style-type: none"><li>Willingness to drive a minibus</li><li>Willingness to take part in extracurricular activities and school community events</li><li>Values staff development and take responsibility for own professional improvement</li><li>Ability to support pupils using local amenities and community facilities</li></ul>	
4	<b>Other</b>	This is a customer facing post and the post holder must have the ability to fulfil all spoken aspects of the role with confidence through the medium of English		