



Behaviour Support Mentor

Job Description and Person Specification

Contract Type:	Permanent, 44 weeks per year
Salary:	Band 7, S25 – S28 (£33,304 - £35,053 per annum, actual) Outer London
School:	Haberdashers' Crayford Academy
Location:	Iron Mill Lane, Dartford, Kent DA1 4RS
Hours per week:	40hrs per week
Accountable to:	Assistant Principal

Job Purpose

Behaviour Support Mentors are responsible for ensuring a calm and purposeful learning environment is able to take place. You will play a vital role in the school pastoral team, working under the Assistant Principal to support all pupils to access their learning.

The core purpose of this post is to support in the running of internal suspensions, supporting pupils to reintegrate effectively back into learning. You may also be required to deliver interventions and reflections with pupils, and will also play a role in contributing in towards the wider behaviour systems and structures, such as the on-call, restorative practice and detention process. You will also take a proactive role in the administration relating to behaviour, including liaison with families.

We are looking for someone who has excellent interpersonal skills, adopting a calm and professional approach at all times. You will be able to successfully communicate with young people in a way that seeks to understand, identifies barriers and adopts solutions that enable the young person to be successful at school, whilst establishing clear boundaries and parameters that enable expectations to be upheld.

Key Responsibilities of Role

Pastoral Care and Behaviour Management

- Coordinate and manage the internal suspension and Reflection Room (internal suspension room), in accordance with the wider behaviour for learning strategy;
- To work with key stakeholders to ensure curriculum continuity for pupils who are internally suspended;
- To embed and support the wider Pastoral teams to embed reflective and restorative approaches to address the root causes of behaviour and minimise repeat referrals to the Reflection Room.
- To promote strategies designed to reduce the number of fixed term suspensions and permanent exclusions;
- To ensure systems, procedures and protocols around behaviour management are upheld in accordance with the Academy policy;
- To develop strong relationships with pupils and their families and staff that enable behaviour management protocols to be upheld to the highest standards;

- To take a diligent and organised approach to the administration of behaviour – such as collating students reports, reflections and tracking documents. They will also log this information on the school systems so that they can work with the rest of the pastoral team to intervene as appropriate
- To work alongside the rest of the behaviour team on devising behaviour support plans for students – tracking implementation and impact of these plans

Management of internal suspensions

- To oversee and monitor the quality of provision in the Internal Suspension, ensuring students reflect on their behaviour choices and complete work before returning to mainstream lessons. This includes liaison with stakeholders to ensure curriculum continuity for pupils who are externally suspended.
- To deploy, model and evaluate effective practice and quality assure the work of the Inclusion provision and other intervention programmes
- To work closely with the wider pastoral and welfare Teams, supporting safeguarding practice.
- To engage in relevant training and support, as directed by your line manager.
- To facilitate student reflection on specific incidents to establish where errors have been made and offer guidance on how behaviour can be altered in future.
- To lead liaison with parents to keep them informed of students conduct and progress while working in the internal suspension room
- To manage record keeping systems that track student's behaviour for learning and effort while working in the internal reflection room
- To provide feedback to senior staff on students' readiness to return to normal lessons following a period of reflection

Behaviour Team (Wider responsibilities)

- To oversee and administer key behaviour procedures in accordance with the specified protocols – ensuring effective tracking and logging on the MIS.
- To seek to de-escalate situations with students and before escalating through the school behaviour policy
- To liaise with external partners as appropriate and participate in pupil reviews, as required – for example, in managing referrals to the pastoral team
- To remain informed of current developments and research in the area of behaviour mentoring, to participate in INSET and to initiate change where appropriate
- To lead interventions and reflections, as agreed with your line manager.
- To lead wider behaviour systems and processes -e.g. On Call, Detentions – under the direction of your line manager.

General

- To work within the school framework with regard to Health and Safety
- To promote equal opportunities in the school
- To promote the ethos of the Trust / school
- To promote the school's commitment to the continued professional development of all staff.
- To work within the school's framework with regards to Health and Safety.

- To be aware of and assume the appropriate level of responsibility for safeguarding and promoting the welfare of children.
- To report any Safeguarding concerns in accordance with Trust's Safeguarding Policy
- To undertake any duties as may reasonably be required by the Executive Principal or Leadership Team

Person Specification

	Essential Criteria	Desirable Criteria	Method of Assessment: Application (A) Interview (I) Assessment (AS) References (R)
Education & Qualifications	<ul style="list-style-type: none"> An Honours degree in relevant subject An Enhanced DBS (we will apply for this for you) 	<ul style="list-style-type: none"> QTS 	<p>A, I, AS, R</p> <p>A, I, AS, R</p>
Knowledge & Experience	<ul style="list-style-type: none"> Previous experience in a Pastoral/Behaviour management role Recent safeguarding experience and knowledge of contextual safeguarding issues Up to date knowledge of a range of Behaviour Management techniques Previous experience working with outside agencies such as CAMHS/LA Social Services/EWO's etc Experience of dealing with disruptive or disenfranchised students and delivering impactful interventions Proven success in raising achievement Good ICT skills 	<ul style="list-style-type: none"> An interest in working within a Multi-Academy Trust setting Experience of ARBOR MIS system Experience of working in a mentoring capacity 	<p>A, I, AS, R</p> <p>A, I, AS, R</p> <p>A, I, AS, R</p> <p>A, I, AS, R</p> <p>A, I, AS, R</p> <p>A, I, AS, R</p> <p>A, I, AS, R</p> <p>A, I, AS, R</p>
Personal Qualities	<ul style="list-style-type: none"> Clear commitment and understanding of the Trust ethos, vision and values and an ability to uphold them Belief in equality and opportunity for all, ensuring that all staff feel included and listened to Ability to establish and articulate a clear vision in an engaging way Determination and resilience High level of interpersonal and communication skills and the ability to build relationships and influence at all levels – engaging 		<p>A, I, AS, R</p> <p>A, I, AS, R</p> <p>A, I, AS, R</p> <p>A, I, AS, R</p> <p>A, I, AS, R</p>

	<p>with a range of stakeholders successfully</p> <ul style="list-style-type: none"> • Commitment to collaborative working • High expectations of achievement, conduct and behaviour and a willingness to address situations where these fall short • Commitment to safeguarding and promoting the welfare of children and young people 		<p>A, I, AS, R</p> <p>A, I, AS, R</p> <p>A, I, AS, R</p>
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Staff Development

We value our people. Professional learning is central to our success, and as a new employee, you will receive support from the Senior Directors of People and Professional Learning, alongside your line manager, to help you reach your full potential.

'Our People Strategy is key to our success and integral to this is our commitment to equity, equality, diversity, and inclusion . Bringing this to life is the responsibility of every member of staff. We take seriously any behaviour which undermines it. Anyone applying to work with us, should share this commitment.'