

Vacancy: Behaviour Mentor

Castlewood School

Date: June 2026



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Building Confidence and Self Belief

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Dear Applicant,

Thank you for your enquiry regarding the above position. The post is offered on a permanent contract term-time only plus inset days and 1 week, on the NJC Pay Spine.

The school is at an exciting phase in its development being sponsored by Manor Hall Academy Trust since September 2020. We are a small school where all pupils are well known and understood by our experienced staff and we are proud of our pastoral care which ensures our pupils are well supported. I hope that this job pack you will give you a clear sense of what makes our school distinctive in an ever-changing world.

If you would like more information, or if you would like a tour of the school, please get in touch. It is important for potential employees to fully understand our culture and ethos 'at work'. I hope you will be interested in taking your initial enquiries further and look forward to receiving your completed application form, equal opportunities statement and supporting statement via the link to mynewterm. Please ensure your supporting statement addresses the person specification along with your reasons for applying for the post.

Applications must be received by the closing date **19th June 2026 at midday**

Yours faithfully,

Jo Roberts

Head Teacher

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About Castlewood School



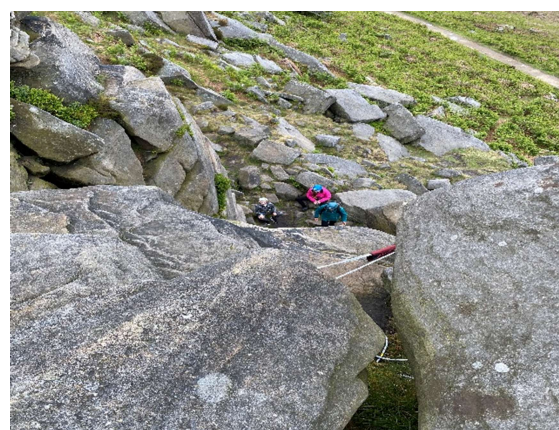
The school stands on the site of what was previously known as 'Oaklands School' in Castle Bromwich. The building was constructed in 2009 and boasts state-of-the-art facilities.

Castlewood School is a special day school for 96 pupils aged 4-16 with Social, Emotional and Mental Health difficulties (SEMH).

Many of our pupils also have additional needs, often due to the co-morbidity of related medical conditions. Additional needs presented include Autistic Spectrum Conditions (ASC) including Asperger's Syndrome, Moderate Learning Difficulties (MLD), Specific Learning Difficulties (SpLD) including dyslexia and dyspraxia and Speech, Language and Communication Needs (SLCN). Some pupils have medical conditions such as Attention Deficit Hyperactivity Disorder (ADHD) requiring medication or visual and hearing impairments.

All pupils at Castlewood School have an Education, Health and Care Plan (EHCP) and are admitted following close consultation with the referring Local Authorities.

Pupils are taught in groups of a maximum size of eight by an allocated Class Teacher and Teaching Assistant. Sometimes additional adults are allocated to a group or an individual for a short period of time to meet specific needs.



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Before attending our school, many pupils have experienced 'failure' in a conventional mainstream setting, often resulting in attainment below the national expectations and significant self-esteem and confidence issues. At Castlewood School we aim to nurture pupils by building trusting relationships, enabling pupils to feel valued and to develop self-worth, raising self-esteem and supporting them to engage with learning, leading to achievement and experiencing success.



Our main focus rests on supporting all pupils, regardless of their starting points to reach their academic, emotional and social potential – we want pupils to be the best they can be, enabling them to move on and become a functional member of society. This is achieved by challenging pupils and staff to take the next step for their personal development.



Many of our pupils arrive feeling that they are not successful learners and with significant self-esteem difficulties due to their prior experience of learning. It is also common for our pupils to arrive with limited and underdeveloped skills due to missed opportunities and challenging behaviour acting as a barrier to learning. Pupils are valued as individuals and time is taken to identify learning styles and to understand the needs of the child. This approach allows us to identify activities and learning opportunities to close the gap and to move children along their educational journey.

Our school is a successful and happy one, where pupils feel valued and learn to take responsibility for themselves and others. We are blessed with children of many different age groups. The consideration and patience shown by our older pupils towards their younger peers is only one of the many remarkable features of our school.

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All pupils benefit from;

- in-house catering
- a fully-equipped drama studio
- a multi-purpose sports hall, with space and equipment to host 5-a-side football, badminton, basketball and trampolining
- Lower School outside gym and play area
- a design technology suite
- a mechanics room
- a food technology room
- a science lab
- a music room
- an art room
- a library
- landscaped grounds
- spacious classrooms equipped with interactive screens and the
- Upper School pupils additionally enjoy their own outside area

We regularly feature pupils' work and successes on our website, (our new website is currently under construction) and seek to include all our children in school performances and off-site learning activities, experiences from which they may have been excluded in the past.

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Our pupils receive a broad and balanced curriculum, aiming to meet their individual special educational needs. The school is committed to equal opportunities and all our pupils are expected to leave school with accredited qualifications. At all times pupils and staff are expected to work and behave responsibly, showing respect and consideration for others.

We are developing a culture of aspiration, achievement and personal growth for all pupils and we are committed to broadening their experiences through our enrichment programme. Themed days, residential excursions and an active School Council combine to make this a busy school where everyone's talents are nurtured and stretched. I appreciate the hard work and dedication of the pupils, their teachers and support staff and I enjoy good communication with all our families. Our school motto is '**Building Confidence and Self Belief**' so you can see this is not merely a slogan but a guiding principle for whole school improvement.



Remuneration

The Actual salary for the post on GR 8 scale point 22-27 (pay award pending) is £27,839 – 29,806 (Pay Award pending)

Contractual Hours are **34.50 Hours**

A pension is also provided (LGPS).

The Application Process

The closing date for applications is **12:00 midday 19th June 2026**.

Interviews will take place on **week commencing 22nd June 026 time to be confirmed**

Please follow the link to Mynewterm and register with them to be able to complete an application form, to tell us what you can bring to the role and why you feel Castlewood School is a good match for you.

Applicants must provide a minimum of two references, one which must be their current employer (or most recent permanent employer if not in permanent work). The reference must be of someone of a senior nature (normally the Head Teacher in the case of someone working in a school presently)

The school will shortlist applications based on the Person Specification provided.

Successful shortlisted candidates will be called for interview. During the interview candidates will be required to bring with them a range of Identification, as required under Safer Recruitment and Right to Work. Proof of qualifications will also be required.



Safeguarding

Castlewood School is committed to safeguarding and promoting the welfare of children and young people/vulnerable adults and expects all staff and volunteers to share this commitment.

All applicants will be subject to a rigorous, Enhanced Disclosure and Barring Service (DBS) check and all references obtained will be checked for authenticity and accuracy.

We are an Equal Opportunities employer and welcome applications from all members of the community.

Information for Job Applicants - Safeguarding of Vulnerable Groups, including children

Please read this important information if the post for which you are applying is classed as Regulated Activity with regard to working or having contact with Vulnerable Groups, including Children.

1. Exemption Orders to the Rehabilitation of Offenders Act 1974 permit us to ask you to tell us about all convictions or cautions on your application form. You are obliged to tell us.
2. Under the Disclosure & Barring Service Scheme, we will need to check that you are not barred from working or having contact with Vulnerable Groups, including Children (according to the post).

Currently we will discover this from an application by you for an Enhanced DBS check for Regulated Activity, which we will arrange for you.

3. As we have children under the age of 8 on site, we will also check that you have not been barred from working with young children due to the 'disqualification by association' legislation which is set out in the DFE's 'Keeping children safe in education' guidance
4. If you are already barred from working with either Children or Vulnerable Groups, we cannot by law employ you for this post, and you will commit an offence by making an application.
5. If you are not barred, a criminal record will not automatically bar you from employment, but you may be required to attend a meeting with a Senior Officer to discuss the details of your record.
6. All information provided by you and the DBS Disclosure, will be kept secure and only made available to persons who need to view it for employment purposes. It will be destroyed after use. We will comply with the DBS Code of Conduct relating to storage and security of all Disclosure information



Job Profile

MANOR HALL ACADEMY TRUST		
Post Title	REF	Grade
Positive Behaviour Support Officer	MHJD035	Grade 8

Statement of Purpose:

- Working under the line management of the Head teacher or their delegated senior leader, the post holder will lead the, coordination and implementation of school wide and individual positive behaviour management strategies.
- Improve the behaviour and well-being of students by developing approaches based on existing good practice in managing and supporting students with SEMH.
- To ensure that behaviour tracking systems are up to date and accurate.
- To fully contribute to the implementation of systems/management strategies which aim to reduce numbers of incidents as identified through the data analysis

Support for Pupils:

- To provide pastoral and academic support to pupils, including individual and small group mentoring
- To establish constructive relationships with parents/carers. To exchange information and facilitate support for their child's access to learning on and off site. To support school home and community links.
- To liaise effectively with the appropriate staff to ensure coordinated approach is in operation with parents and carers
- To take a lead role in the comprehensive assessment of pupils
- To assess pupils as required, liaising with colleagues as necessary, in order to develop and implement plans which address identified behavioural needs
- To support provision for pupils with additional special needs
- To establish a productive working relationship with pupils, acting as a positive role model
- To provide information and advice to enable pupils to make choices about their learning/behaviour/attendance
- To challenge and motivate pupils, promote and reinforce self-esteem
- To provide feedback to pupils in relation to progress, achievement, self-regulation strategies, behaviour, etc.
- To support with pupil inductions.

Support for Teachers/Support staff:

- To support pupils' access to learning using appropriate strategies, resources etc.
- Act as a point of contact for staff members with behaviour management concerns



- To monitor and evaluate pupils' responses and progress against action plans through observation and planned recording
- To provide objective and accurate feedback and reports as required, to other staff on pupil's achievement, progress and other matters, in line with the schools monitoring and evaluation cycle ensuring the availability of appropriate evidence.
- To manage the updating of behavioural/ incident records as agreed with the Head Teacher, contributing to reviews, reports and analysis of data
- To take a lead role in the development and implementation of appropriate behaviour management strategies and the behaviour management policy
- Manage behavioural record keeping systems and processes
- To undertake clerical/admin support as required e.g. dealing with correspondence, making phone calls, compilation/analysis/reporting on behaviour, attendance, exclusions etc.
- To implement and run agreed learning activities/teaching programmes, adjusting activities according to pupil responses/needs
- To be aware of and make links with a range of organisations/individuals who can offer activities, courses, which provide support for pupils broadening and enriching their learning
- To determine the need for, and use, specialist equipment, plans and resources which offer greater access to learning

Support for the School:

- To support the whole school approach to behaviour management, provide training around this and hold staff to account. To use school data systems to analyse behaviour trends.
- To assist the senior leadership team in raising expectations of behaviour, supporting classroom practice and enhancing provision to improve outcomes.
- Demonstrate an ability to effectively manage challenging behaviour and fully engage children in learning.
- To take a lead role in the developing of policies and procedures relating behaviour management. To comply and assist with health and safety, security, confidentiality and data protection. To report all concerns to an appropriate person
- To ensure all pupils have equal access to opportunities to learn and develop
- Write and review risk assessments and other documentation relating to pupils needs
- To contribute to the overall ethos/work/aims of the school
- To establish constructive relationships and communicate effectively with all stakeholders to support achievement and progress of pupils
- To attend and participate in regular meetings and feedback behavioural issues
- To participate in training and other learning activities as required
- To assist in the supervision, training and development of all staff as required
- To identify, organise, lead and supervise pupils on visits, trips and out of school activities as required
- To work closely with the SLT to support/lead outreach activities and programmes if required



- Represent teaching assistants on behavioural issues at teaching/management and other appropriate meetings

Professional Accountabilities

(This list is not exhaustive and should reflect the ethos of the school)

The post holder is required to be aware of and comply with policies and procedures relating to child protection, health, safety and security, confidentiality and data protection, reporting all concerns to an appropriate person.

In addition, they are to contribute to the achievement of the school's objectives through:

Safeguarding

- Promote and safeguard the welfare of children and young persons you are responsible for or come into contact with.

People Management

- To comply and engage with people management policies and processes
- Contribute to the overall ethos/work/aims of the school.
- Establish constructive relationships and communicate with other agencies/professionals.
- Attend and participate in regular meetings.
- Participate in training and other learning activities and performance development as required.
- Recognise own strengths, areas of expertise and use these to advise and support others.

Equalities

- Ensure that all work is completed with a commitment to equality and anti-discriminatory practice, as a minimum to standards required by legislation.

Health and Safety

- Ensure a work environment that protects people's health and safety and that promotes welfare and which is in accordance with the County Council's Health and Safety policy.

Note 1:

The content of this job description will be reviewed with the post holder on an annual basis in line with the School's performance and development review policy. Any significant change in level of accountability that could result in a change to the grade must be discussed with the post holder and the relevant trade union before submitting for re-evaluation.



Person Specification - Positive Behaviour Manager	
Essential Criteria	Measured By
<p>Experience</p> <ul style="list-style-type: none"> • Experience of working with children of relevant age • Experience of working with pupils with SEMH or challenging behaviour • To have experience of behaviour tracking systems and understand the processes involved in their evaluation and review 	AF/I
<p>Qualifications/Training</p> <ul style="list-style-type: none"> • Very good numeracy/literacy skills equivalent to GCSE C/4 and above. • Higher Level Teaching Assistants status, degree or equivalent qualification (or be willing to train in) or experience • First aid training as appropriate (<i>desirable</i>) • To have (or be willing to train in) an accredited physical management strategy such as Team teach 	AF/I
<p>Knowledge/Skills</p> <ul style="list-style-type: none"> • To have good working knowledge and understanding of how to apply a range of behaviour management strategies to support both groups and individuals • Have an understanding of de-escalation techniques and calming strategies • Working knowledge of national curriculum and other relevant learning programmes • Can effectively use ICT to support learning • Good communication skills • Work constructively as part of a team • Full working knowledge of relevant policies/codes of practice and awareness of relevant legislation • Understanding of principles of child development and learning processes and in particular, barriers to learning and behaviour 	AF/I



Behavioural Attributes

- Customer focused.
- Has a friendly yet professional and respectful approach which demonstrates support and shows mutual respect.
- Open, honest and an active listener.
- Takes responsibility and accountability.
- Committed to the needs of the pupils, parents and other stakeholders and challenge barriers and blocks to providing an effective service.
- Demonstrates a “can do” attitude including suggesting solutions, participating, trusting and encouraging others and achieving expectations.
- Is committed to the provision and improvement of quality service provision.
- Is adaptable to change/embraces and welcomes change.
- Acts with pace and urgency being energetic, enthusiastic and decisive.
- Communicates effectively.
- Has the ability to learn from experiences and challenges.
- Is committed to the continuous development of self and others by keeping up to date and sharing knowledge, encouraging new ideas, seeking new opportunities and challenges, open to ideas and developing new skills.

AF/I

AF - Application form

I - Interview

Note 1:

In addition to the ability to perform the duties of the post, issues relating to safeguarding and promoting the welfare of children will need to be demonstrated these will include:

- ***Motivation to work with children and young people.***
- ***Ability to form and maintain appropriate relationships and personal boundaries with children and young people.***
- ***Emotional resilience in working with challenging behaviours and***
- ***Attitudes to use of authority and maintaining discipline.***