

JOB DESCRIPTION AND PERSON SPECIFICATION

Job Title:	Behaviour Mentor (Support role or Unqualified Teacher role)
JD Reference:	STD ED 5
School/Academy:	
Weeks:	39 Weeks
Hours of work:	37 Hours
Salary:	Grade 7
Responsible to:	Vice Principal Leading Behaviour

Role:	To support the teaching of students within the Appropriate Provision
Purpose of job:	Working under guidance, provide support in addressing the needs of students who need particular help to overcome barriers to learning.

Responsibilities and Accountabilities:

Support for Students:

- Under the direction of the Line Manager, provide specialist learning support to individuals, small groups, or children with additional needs who would benefit from a different learning approach.
 - Encourage and promote the inclusion and acceptance of all students.
 - Assist with the development and implementation of APDRs.
 - Support staff with specialist services on behalf of individual students, e.g. educational psychologists, speech therapists, by agreement with the Class Teacher.
 - Provide feedback to students in relation to progress and achievement.
- Assess the needs of pupils and identify those most in need of help to overcome barriers to learning, making sure these pupils have individual behaviour plans
 - Plan, deliver and evaluate the impact of activities to use directly with pupils with challenging behaviour in a variety of settings, including one-to-one, small group and/or whole-class support. Coach staff to participate in delivering these activities
 - Identify education and training providers who offer appropriate opportunities for pupils who have challenging behaviour and/or are disaffected
 - Support the reintegration of disaffected pupils and those who have been absent due to suspension



- Supervise not working to a normal timetable and working on an alternative curriculum.
- Coach, mentor and empower pupils to be able to make informed choices about their own learning, behaviour and attendance, and to understand the links between these
- Build and maintain productive relationships with all pupils, acting as a role model and mentor

Support for Teachers:

- Work with the Class Teachers in lesson planning, evaluating and adjusting lessons/work plans as appropriate.
- Support monitor and evaluate students' responses to learning activities through observation and planned recording of achievement against pre-determined learning objectives.
- Provide detailed and regular feedback to families, students and staff on student achievement, progress and other matters, e.g. APDRs.
- Contribute to behaviour management within the school and take charge of situations to allow all students to be able to access their learning when in lessons.
- Undertake support activities for the Teacher as required.
- Coach and support staff to implement behaviour interventions and appropriate strategies in class, and work with staff to adapt interventions to their classroom environment.
- Support staff with the use of individual behaviour plans, APDR's, Risk reductions and student passports and any reviews of these plans.
- Work close with Vice the Line Manager to monitor pupil progress
- Work with the designated safeguarding lead (DSL) to support staff to understand behaviour that suggests pupils may be experiencing a mental health problem or be at risk of developing one, and behaviours linked to specific safeguarding issues such as drug use and alcohol abuse

Support for the Curriculum:

- Implement agreed learning activities/teaching programmes, adjusting activities according to student responses/needs.
- Implement local and national learning strategies e.g. literacy, numeracy, KS3, KS4 and make effective use of opportunities provided by other learning activities to support the development of relevant skills.
- Provide additional tuition for children who need extra support with ICT.
- Help students to access learning activities through specialist support.

Support for the School:



- Be aware of, and comply with, policies and procedures, e.g. child protection, health, safety and security, confidentiality and data protection, reporting all concerns to an appropriate person.
- Supervise students on visits, trips and out-of-school activities as required.
- Develop and maintain effective relationships with staff, parents, carers or relevant external agencies.
- Attend and participate in regular meetings as required.
- Recognise own strengths and areas of expertise and use them to advise and support others.
 - Deliver, monitor and evaluate the impact of behaviour interventions, including any support that is provided to pupils through external agencies
 - Promote strategies to encourage positive attitudes and behaviour across the school
 - Facilitate any school improvement priorities related to behaviour,
 - Support staff in recording behaviour incidents in line with school procedures
 - Report on behaviour incidents termly for allocated students and draw up action plans where needed to address any areas for improvement
- Liaise with the Line Manager to support preparing reports on behaviour and interventions for SLT and the AC required.

Support for School/Academy/Place of work:

- Participation in staff events by arrangement.
- Attend Staff Meetings.
- Contribute and participate in Trust events and activities where possible.
- Develop and maintain effective working relationships with other staff and parents/carers.
- Adhere to the Trust values.
- Follow school policies, practices and procedures.

Data security:

- Act in accordance with legal provisions regulating confidentiality and security of data and information in accordance with GDPR regulations.

Health and Safety:

- Be aware of the responsibility for personal Health, Safety and Welfare and that of others who may be affected by your actions or inactions.
- Co-operate with the Trust on all issues to do with Health, Safety & Welfare.
- To work/operate all equipment within Health and Safety and other legal regulations, including risk assessments.
- Contribute to the maintenance of a safe and healthy environment.

Continuing Professional Development:



- In conjunction with the line manager, take responsibility for personal professional development, keeping up to date with research and developments related to school/academy/place of work efficiency, which may lead to improvements in the day-to-day running of the Trust.
- Undertake any necessary and identified professional development taking full advantage of any relevant training and development available, particularly when related to the use of ICT, for data management and record keeping.
- Maintain a professional portfolio of evidence to support the Performance Management process – evaluating and improving own practice.

Child Protection and Safeguarding

- The post holder will have a shared responsibility for the safeguarding of all children and young people. The post holder also has an implicit duty to promote the welfare of all children and young people.
- To inform the Child Protection Officer of any issues relating to the safety and well-being of students.

The post holder will undertake any other duties commensurate with the grade of the post, in consultation with line manager.

This job description is subject to review and may be changed following consultation with the post holder. It is not a comprehensive statement of procedures and tasks but sets out the main expectations of the Trust in relation to the post holder's professional responsibilities and duties.

The Trust is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share in this commitment.

All staff will be subject to an enhanced check with the Disclosure & Barring Service.

Updated: June 2022



Person Specification – Behaviour Mentor	Assessment Key: A = Application Form I = Interview
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Education and Qualification		Essential	Desirable	Assessment
1	Good educational background including GCSE or equivalent in English and Maths.	✓		A
2	Degree		✓	A
Experience		Essential	Desirable	Assessment
3	Experience of supporting children or young adults in an educational setting.	✓		A/I
4	Experience of working with young adults in other settings.		✓	A/I
5	Experience of working with external agencies		✓	A/I
6	Experience of working closely with parents in successful home-school partnerships that support students' needs		✓	A/I
Knowledge and understanding		Essential	Desirable	Assessment
7	Understanding of the education system	✓		A/I
8	Understanding of how children learn	✓		A/I
9	A sound grasp of the concept of inclusive practice	✓		I
10	Knowledge of the concept of confidentiality	✓		I
11	Awareness of child protection issues	✓		I
12	First aid certificate		✓	A
Skills and abilities		Essential	Desirable	Assessment
13	Skilled at making and sustaining positive relationships with young adults	✓		I



14	Ability to use language and other communication skills that parents, and pupils and staff members can understand and relate to	✓		I
15	Able to work closely with young adults, offering them practical advice and strategies that assist them to overcome problems	✓		I
16	Excellent written and oral communication skills.	✓		I
17	Ability to contribute to team meetings and contribute ideas	✓		I
Personal Qualities		Essential	Desirable	Assessment
18	Willingness to undergo further training and development	✓		I
19	Positive and enthusiastic approach towards work	✓		I
20	Ability to act on own initiative	✓		I
21	Kindness and empathy towards students and colleagues.	✓		I
22	Ability to work as part of a team effectively	✓		I
Child Protection		Essential	Desirable	Assessment
23	Support the Academy policies on safeguarding and child protection.	✓		A/I
Other		Essential	Desirable	Assessment
24	Flexibility of working hours	✓		A/I

