



Job Title: Behaviour Mentor

Grade: Grade 9

Responsible To: Head teacher

Key Relationships/ Liaison with: Teachers, Other classroom support staff, SENDCo

Job Purpose: The Behaviour Mentor will work under the supervision of the school's SENDCo, working alongside teaching and non-teaching staff to meet the needs of identified pupils/groups of pupils contributing to more effective learning through improved behaviour and social skills.

MAIN DUTIES AND RESPONSIBILITIES:

- Devise and implement behaviour and social skills interventions with individuals or small groups.
- Plan and organise programmes of provision to be delivered by support staff specifically for pupils experiencing behavioural difficulties.
- Under the direction of SLT, they will communicate with parents and outside agencies as part of intervention delivery and school behaviour improvement strategies.
- Maintain records and collect data relating to behaviour as directed.
- To provide a physical presence around the school during the school day.
- To respond to incidents of inappropriate and poor behaviour during the school day with the aim of re-engagement in class.

Support for Teaching and Learning

- Work with, guide and challenge identified pupils.
- Work with pupils on an individual and group basis to contribute to more effective learning through improved behaviour and social skills.
- Assist in the recording of behaviour incidents
- Under the supervision of the SENDCo audit existing support provided for targeted pupils/groups of pupils and communicate with appropriate agencies and services to facilitate the sharing of information between all agencies concerned and implementation of further support where appropriate.
- Monitor and report on the implementation of behaviour plans/ interventions with pupils and contribute to the review of these plans.
- Participate in training in order to keep up to date with possible sources of support and strategies for working with pupils.
- Comply and assist with policies and procedures relating to child protection and safeguarding, reporting concerns to an appropriate person.

Support for the School

- Be aware of and comply with policies and procedures relating to child protection, safeguarding, health and safety, security, confidentiality and data protection. Reporting to all concerns to the appropriate person.
- Attend and participate in meetings as required before and after the school day.
- Contribute to the overall ethos/work/aims of the school.
- Participate in training, other learning activities and performance development as required.
- Recognise own strengths and areas of expertise and use these to advise and support others.
- Any other duties commensurate with the duties/responsibilities/grade of the post.
- All staff in school will be expected to accept reasonable flexibility in working arrangements and the allocation of duties including duties normally allocated to posts at a lower responsibility level, in pursuance of raising pupil achievement and effective team working.

Parenting support and information

- Support parents by helping them to improve their parenting skills and providing appropriate information or referrals.
- Promote high quality at-home parenting such as:
 - Conversations between parents and their children
 - Supporting parental co-operation
 - Encouraging authoritative rather than authoritarian discipline
- Support parents of pupils with early signs of social emotional, health or behavioural issues
- Work with parents, school staff and other support agencies to prevent problems worsening and interfering with the pupil's ability to engage with school and learning.
- At the request of parents and the school, talk to pupils experiencing difficulties and convey the voice of the child to parents and the school staff.
- Work in collaboration with the school appointed attendance officer where appropriate.

SPECIAL FACTORS:

Subject to the duration of the need, the special conditions given below apply :

- (a) The postholder may be required to attend, from time to time, training courses, conferences, seminars or other meetings as required by his/her own training needs and the needs of the school.
- (b) This post is subject to a check being carried out at an Enhanced level by the Criminal Records Bureau regarding any previous criminal record.



This job description sets out the duties and responsibilities of the post at the time when it was drawn up. Such duties and responsibilities may vary from time to time without changing the general character of the duties or the level of responsibility entailed. Such variations are a common occurrence and cannot themselves justify a reconsideration of the grading of the post.

Discovery Schools Academies Trust is seeking to promote the employment of disabled people and will make any adjustments considered reasonable to the above duties under the terms of the Disability Discrimination Act 1995 to accommodate a suitable disabled candidate.

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	Essential	Desirable	How assessed
<p><u>Qualifications</u></p> <ul style="list-style-type: none"> NVQ Level 3 Equivalent with relevant Child and / or Education focus Good Literacy and Numeracy GCSE Maths and English or equivalent Evidence of further accreditations/ qualifications in the area of BESD, Social Skills, SEND. 			<p>App/Doc App/Doc</p> <p>App/Doc</p>
<p><u>Experience</u></p> <ul style="list-style-type: none"> A minimum of 2 years working experience as a level 3 Teaching Assistant in an educational setting. Effective working with Primary aged children/young people and their families Experience of supporting children with identified additional needs, including emotional, social and behavioural difficulties. Contributing to, implementing and reporting on Behaviour Plans, Individual Target Plans or IEP's 			<p>App/Int/ Ref</p> <p>App/Int/ Ref</p> <p>App/Int/ Ref</p> <p>App/Int/ Ref</p> <p>App/Int</p>
<p><u>Knowledge</u></p> <ul style="list-style-type: none"> Knowledge of child protection and health and safety procedures. To have knowledge of the SEND Code of practice and the graduated approach Knowledge of databases and the ability to extract information and present reports. 			<p>App/Int/ Ref</p> <p>App/Int/ Ref</p> <p>App/Int/ Ref</p>

	Essential	Desirable	How assessed
<p><u>Skills/Attributes</u></p> <ul style="list-style-type: none"> • Ability and willingness to undertake professional development. • Excellent communication skills, written and verbal. • Ability to work effectively with and command the confidence of teaching and non-teaching staff • Patience, resilience, and the ability to maintain a positive outlook to overcome barriers. • Ability to remain calm under pressure, and work positively with children, who have behavioural issues, without confrontation. • Flexibility and willingness to accept change, and work on one's own initiative. • A good sense of humour, energy and enthusiasm. • Empathy with children and young people, showing sensitivity to the needs of children/ families from all backgrounds. • Ability to work effectively as part of a team. • Confidence to read and implement a variety of plans. • Ability to maintain complete confidentiality and discretion at all times. 			<p>App/Int</p> <p>Int/Ref</p> <p>Int/Ref</p> <p>Int/Ref</p> <p>Int/Ref</p> <p>App/Int/ Ref</p> <p>App/Int/ Ref</p> <p>App/Int/ Ref</p> <p>App/Int/ Ref</p> <p>App/Int/ Ref</p> <p>App/Int/ Ref</p>

<p><u>General Circumstances</u></p> <ul style="list-style-type: none"> • Attendance - evidence of regular attendance at work and punctuality. 			App/Ref/ Med
<ul style="list-style-type: none"> • An understanding of, and commitment to, Equal Opportunities, and the ability to apply this to strategic work and day-to-day situations. • A willingness to undertake additional training, keep up to date with developments and changes in good practice. • Full driver's license and access to a car • Willingness and ability to travel between schools within the Trust when required. 			App/Int App/Int App/Int App/Int
<p><u>Factors not already covered</u></p> <p>Must be able to perform all duties and tasks with reasonable adjustment, where appropriate, in accordance with the provisions of the Disability Discrimination Act 1995.</p>			Med

App = Application Form

Test = Test

Int = Interview

Pre = Presentation

**Med = Medical Questionnaire Doc =
Documentary Evidence (E.g., Certificates)**