



Bramley St Peter's C of E (VA) Primary School Behaviour Mentor Job Description

Job Title:	Behaviour Mentor
Pay Band:	C1 (SCP 12-17)
Responsible to:	the Headteacher, SENDCO, members of the Senior Leadership Team (SLT) and the Governing Board.

Role:

To take a lead role in promoting positive behaviour across school and supporting children in order for them to access their academic learning more effectively.

To support class based staff in ensuring effective teaching and learning can take place for all pupils, leading to raised standards.

To plan, organise, and deliver personal, social, learning support and guidance to pupils, liaising with families where necessary.

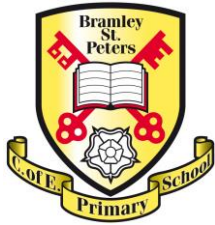
Main Duties:

1. Liaising with the SENDCO, pastoral team and teaching staff to provide particular support to targeted pupils to improve engagement, attitude, attendance, readiness to learn, which in turn will improve progress and attainment and provide support to enable them to overcome barriers to learning.
2. Work as a team with behaviour team, class teachers, teaching assistants, senior leaders and other members of school staff in order to assess individual needs of each targeted pupil.
3. To plan to work face-to-face with children for at least 50% of the time.
4. Support identification of those pupils who need extra support in managing emotions and behaviour and overcome barriers to learning inside and outside school.
5. Receive and supervise pupils who a) have taken a time out of class, b) have been given an time out of class, in line with the school's behaviour policy and c) otherwise are not working to a standard timetable.
6. Writing individual action plans for children and families that have clear objectives and supports the development for targeted pupils who need particular support.
7. Assist the SENDCO/teacher with the development and implementation of individual Education/ Behavioural/ Support/ Mentoring plans and behaviour management strategies.
8. To provide small group or 1-1 support that addresses identified objectives for identified children for a time limited intervention (a minimum of 6 weeks at a time) using knowledge of the range of in – school activities and programmes for group and 1-1 sessions.
9. To develop a positive relationship with pupils, especially those requiring particular support around their behaviour, with the aim of addressing points defined in their plan and engaging them with activities and opportunities.

10. Monitor the implementation of all plans, review objectives and provide feedback to the pupils of progress and achievement.
11. Share timetable of interventions/planned support with SENDCO/Deputy Head and results of their impact.
12. Organise and deliver support activities, such as clubs and themed initiatives, (outside of school hours where appropriate) and promote in and out of school courses, clubs and opportunities available to pupils that can be utilised to provide extra support for pupils and their families.
13. Undertake home – school liaison activities, including meetings with parents and home visits, in order to keep parents / carers informed and involved which ensures secure positive family support.
14. Be a front-line person for the promotion of good behaviour and well-being through assemblies and whole class sessions.
15. Maintain accurate records and prepare contributions for written reports and evaluations for Headteacher, SLT and Governors.
16. Liaison with external agencies, such as Cluster, BARCA, health professionals and police to support pupils.
17. To be aware of and comply with policies and procedures relating to health, safety and security, equal opportunities, confidentiality and data protection, reporting all concerns to an appropriate person.
18. To act in accordance with statutory Safeguarding/ Child Protection procedures and to refer any disclosures to the school's designated team.
19. To attend appropriate training courses including guidance around information sharing protocols, Early Help and safeguarding/child protection.
20. To contribute to the overall ethos/work/aims of the school.
21. To accompany teaching staff and pupils on visits, trips and out of school activities as required.
22. To undertake other duties as may reasonably be required by the Headteacher or SENDCO.

Any Special Conditions of Service:

- There is a requirement to submit to an enhanced Disclosure and Barring Service background check.
- Term time working.
- There may be a need to occasionally work outside of school hours and off school premises, as required by the school.
- No smoking policy.



**BRAMLEY ST PETER'S C OF E (VA) PRIMARY SCHOOL
BEHAVIOUR MENTOR PERSON SPECIFICATION**

Job Title: Behaviour Mentor

Pay Range: C1

EMPLOYEE SPECIFICATION:

Detailed below are the types of skills, experience and knowledge that are required of applicants applying for the post. The 'Essential Requirements' indicate the minimum requirements, and applicants lacking these attributes will not be considered for the post. The points detailed under 'Desirable Requirements' are additional attributes to enable the applicant to perform the position more effectively or with little or no training. They are not essential but may be used to distinguish between acceptable candidates.

SKILLS	Ess	Des	MOA
Relate to young people and adults in an empathetic manner.	*		A
Deal with difficult situations and / or individuals in a calm, fair but effective and confidential manner.	*		A
An ability to remain calm in times of stress and raised anxieties.			A
Influence others, managing discussions effectively to ensure desired actions are achieved.	*		A
Understand and respond to the range of factors that create stress for children and families.	*		A I
Excellent listening skills in order to ascertain the needs of children and their families.			A
Be a positive role model to children and families.	*		A
Support learning by giving constructive feedback and coaching.	*		A I
Communicate effectively – face to face or by telephone with children, parents/carers, school staff, social workers etc.	*		A I
Write reports and letters relevant to issues.	*		A
Prioritise workloads and work to deadlines.	*		A
Work as part of a team but take initiative and work independently when needed.	*		A I
Work flexibly and manage own time to best effect.	*		A
Report and account to line manager as appropriate.	*		A
Demonstrate awareness of and commitment to upholding equal opportunities policies.	*		A I
Use information and data to make decisions.	*		A
Take responsibility for the quality of work acknowledging mistakes, find solutions and learning from the experience.	*		A I
Have a current driving licence and access to transport for work purposes		*	A

KNOWLEDGE/QUALIFICATIONS	Ess	Des	MOA
Good general education minimum NVQ Level 3/ degree level or an appropriate equivalent standard e.g. <ul style="list-style-type: none"> • NVQ Level 3 in Childcare, Health, Education, Social Care or Learning Support or • CACHE Diploma in Childcare and Education or • BTEC National Diploma in Childhood Studies or • Certificate in Education or • DIP HE in Youth and Community Work, Social work qualification, health qualification or 	*		A I C
Commitment to Continuing Professional Development	*		A
Training relating to multi-cultural / equal opportunities issues		*	A
Training to deliver parenting courses e.g. Webster Stratton, STEPS, play therapy, domestic violence, anger management, bereavement, transition work, FCT 0-6, 5-15 parenting courses, Speakeasy		*	A I

A proven knowledge and understanding of those issues which create pressures for families.	*		A
Be knowledgeable about and ensure adherence to school and cluster policies relating to family support work, including equal opportunities and child protection.	*		A
Have a working knowledge of Children Leeds strategies and policies such as Child Protection, Equal Opportunities and Health and Safety	*		A I
Confidentiality and information sharing protocols.	*		A
Knowledge on key issues of family development and need e.g., relationships, health, child development, housing, employment and finances.	*		A
An awareness of key influences and factors that impede family development e.g., family history, poverty and traumatic events.	*		A I
An awareness of a range of local and national statutory and voluntary agencies that families can access, be signposted or referred to.	*		A I
Knowledge and understanding of behaviour provision at school, cluster, wedge and city level.	*		A I
An understanding of the rationale behind regular Supervision meetings for staff.	*		A

EXPERIENCE	Ess	Des	MOA
Experience of working effectively with children, young people and families in challenging circumstances.	*		A I
Demonstrable experience of delivering evidence based family support/parenting courses in working in partnerships with other agencies		*	A I

BEHAVIOURAL AND OTHER RELATED CHARACTERISTICS	Ess	Des	MOA
Willing to abide by the Council's Equal Opportunities Policy in the duties of the post, and as an employee of the Council.	*		I
Willing to carry out all duties having regard to an employee's responsibility under the Council's Health and Safety Policies	*		I
To display a responsible and co-operative attitude to working towards the achievement of the service area aims and objectives	*		I
An ability to respect sensitive and confidential work.	*		I
Commitment to own personal development and learning.	*		I
Commitment to uphold the Christian character of the school	*		A I

METHOD OF ASSESSMENT(MOA)	A = Application Form
	T = Test
	I = Interview
	C = Certificate