

## Job Description

**Job Title: Behaviour Support Mentor-Early intervention**

**Salary: Scale 5**

**Hours: Full time, term time only**

**Responsible to: Safeguarding and Pastoral Manager**

**Responsible For: No other staff**

Hours: 36 hours

Job descriptions are subject to review and amendment.

### Job Purpose

To support the aims and objectives of the school by working proactively and holistically with pupils showing signs of behavioural concerns at Wave 1 or 2 of the Behaviour Pyramid in order to help them modify their behaviour and make greater progress in school both academically and socially. In the most part referrals to the Behaviour Support Mentor will be identified by pupils reaching trigger points such as a number of referrals to Reflection Room as outlined in the School Behaviour Policy. The Behaviour Support Mentor will be line managed by the Pastoral Manager. The Behaviour Support Mentor will support pupils by providing both 1:1 and group mentoring sessions, observation and in-class support, home/school liaison and signposting pupils to Lead Inclusion/SENCO.

### Main Responsibilities

As directed by the Safeguarding Pastoral Manager/Inclusion head, to support pupils with wave 1 or 2 BESD needs in overcoming behavioural issues that are disrupting their learning and preventing progress.

Responsibilities include:

1. To organise the collection of available behaviour data to validate any referrals made, e.g. maintenance of reflection logs, etc. as well as undertaking daily reflection duties.
2. To support the Inclusion Team by contributing to the development of behaviour support plans and referrals to outside agencies.
2. To organise and attend meetings to facilitate support for the pupils referred.
3. To maintain records of interventions and monitor the impact. This includes using SIMs, getting staff feedback, pupil voice as well as contact with parents/carers.
4. To liaise with teaching staff to ensure subject specific input and support.
5. To observe pupils in classes to get a fuller picture of the issues relating to teaching and learning.
6. To support pupils in class and help them improve behaviour for learning.
7. To signpost pupils to other activities or interventions that may support the work of the school. To adjust and modify mentoring as appropriate.
8. To provide one to one mentoring and group support to address the needs of the pupils referred.

9. To develop group programmes with Safeguarding and Pastoral Manager/Inclusion Lead to address common issues that are affecting behaviour across the school. To inform all relevant parties of the nature of the intervention and the reasons for the referral. To deliver these programmes.
10. To attend relevant meetings within school to report on the progress of pupils.
11. To act as a key worker for allocated pupils, monitoring their progress and day to day issues.
12. To be responsible for the schools peer mentoring programme/peer mediators/play leaders.
13. To monitor, keep statistics, record, report and evaluate the implementation of all mentoring and interventions using the agreed policies, procedures and processes of the school.
14. To attend all relevant events for pupils and their parents/carers.
15. To support the Transfer Process and meet pupils and parents in advance where appropriate to support transition.
16. To occasionally organise and co-ordinate activities and events for parents/carers in liaison with the Safeguarding and Pastoral Manager/Inclusion Lead.
17. Follow the school Safeguarding Procedures with regards to pupils or parents/carers causing concern.
18. Participate in any relevant professional networks, share and develop best practise and attend local and national training
19. Take part in the school performance management system, evaluating one's own performance and planning and carrying out personal professional development.
20. Support with behaviour CPD when necessary.
21. To play a lead role in arranging termly reward trips adhering to school policies and procedures.

## PERSON SPECIFICATION

These qualities will be assessed from the application form submitted and responses made at interview

### JOB TITLE: Behaviour Support Learning Mentor

CRITERIA	ESSENTIAL	Desirable
<b>QUALIFICATIONS/ TRAINING</b>		<ul style="list-style-type: none"> <li>• Childcare/child development course</li> <li>• Current first aid certificate</li> <li>• 4GCSEs(Grade A-C) or equivalent including Maths and English</li> </ul>
<b>SKILLS</b>	<ul style="list-style-type: none"> <li>• Good interpersonal skills and an ability to relate and communicate effectively with children, staff and parents.</li> <li>• Good literacy and numeracy skills</li> <li>• Good organisational skills</li> <li>• Ability to maintain confidentiality</li> <li>• Ability to book training for other staff</li> <li>• Ability to work in a 1:1 relationship &amp; in groups.</li> <li>• Ability to keep neat and accurate records.</li> <li>• Ability to work flexibly as part of a team</li> <li>• Ability to show initiative when appropriate.</li> <li>• Clear legible handwriting</li> </ul>	<ul style="list-style-type: none"> <li>• Basic practical skills e.g. art and craft, needlework.</li> <li>• Computer keyboard skills</li> <li>• Ability to speak, read and write a language other than English</li> </ul>
<b>KNOWLEDGE</b>	<ul style="list-style-type: none"> <li>• Good standard of spoken and written English.</li> <li>• Good English comprehension</li> <li>• Understanding of the developmental needs of children.</li> <li>• Understanding of the importance of play</li> <li>• Knowledge of a range of behaviour management strategies &amp; techniques</li> </ul>	<ul style="list-style-type: none"> <li>• An understanding of potential hazards to children both inside and outside the classroom and an ability to avoid hazardous situations whenever possible.</li> <li>• An understanding of issues affecting children (e.g. bullying, abuse).</li> </ul>
<b>EXPERIENCE</b>	<ul style="list-style-type: none"> <li>• Experience of working with primary age children with special educational needs.</li> </ul>	<ul style="list-style-type: none"> <li>• Experience of working as a learning mentor/behaviour support assistant to support children with challenging behaviour</li> </ul>
<b>PERSONAL QUALITIES</b>	<ul style="list-style-type: none"> <li>• Caring, approachable, firm, understanding, consistent, assertive and calm.</li> <li>• Understanding of children's needs.</li> <li>• Understanding and respecting the need for absolute confidentiality</li> <li>• Adaptability and willingness to assist with other aspects of school life.</li> <li>• Willingness to continue to learn and develop and train.</li> </ul>	