



Altwood
Church of England School

Behaviour Mentor

Person Specification: Behaviour Mentor

	Essential	Desirable	How to be tested
<p>Qualification criteria:</p> <ol style="list-style-type: none"> 5 good GCSEs including English and Maths at Grade C or above (or equivalent). Excellent Microsoft Office (including Word and Excel) or similar skills. Eligible to work in the UK. St John Ambulance First Aid or equivalent or prepared to undertake training. 	<p>√</p> <p>√</p>	<p>√</p> <p>√</p>	<p>Application form & evidence</p>
<p>Experience:</p> <ol style="list-style-type: none"> Providing high quality administrative support. Working with children or young people. Working under a pressurized environment with meeting deadlines. Working with Local Authority and other educational or young person's support agencies. 	<p>√</p> <p>√</p>	<p>√</p> <p>√</p>	<p>Application form</p>
<p>Vision and Strategy:</p> <ol style="list-style-type: none"> Vision aligned with Altwood Church of England School's high aspirations and high expectations of self, colleagues, students and others. Ideas for how to achieve "outstanding" behaviour outcomes. Understanding of how to, and commitment to, making regular contact with students, families and other agencies. Vision of what makes a successful team. Commitment to an inclusive ethos with regard to behaviour, interventions and progress Awareness of the importance of effective policy and consistent implementation, facilitated by high quality and efficient information sharing. Commitment to CPD and training in strategies and techniques to support student progress. 	<p>√</p> <p>√</p> <p>√</p> <p>√</p> <p>√</p> <p>√</p>	<p>√</p>	<p>Interview</p>
<p>Behaviours, Skills and Abilities:</p> <ol style="list-style-type: none"> The ability to enthuse & inspire others and have a 'can do' attitude. A commitment to every student making progress and achieving. Excellent listening and communication skills and high levels of emotional intelligence. Strong organisational, prioritisation and time-management skills and ability to work under pressure. Resilience and optimism to lead through day-to-day challenges in a busy school environment. The ability to take personal responsibility, a readiness to reflect and self-evaluate and the ability to change, improve and develop. The ability to work well under pressure and to be decisive. 	<p>√</p> <p>√</p> <p>√</p> <p>√</p> <p>√</p> <p>√</p> <p>√</p>	<p>√</p>	<p>Interview</p>

<p>23. Ability to use IT systems including databases and Microsoft Office products and produce system reports.</p> <p>24. Ability to pay attention to detail when completing administrative tasks.</p> <p>25. High levels of honesty and integrity, confidence & self- motivation.</p> <p>26. Ability to file accurately & maintain a filing system.</p> <p>27. Ability to record and convey accurate messages.</p> <p>28. Understanding and knowledge of confidentiality.</p>	<p>√</p> <p>√</p> <p>√</p> <p>√</p> <p>√</p> <p>√</p>		
<p>Other:</p> <p>29. The post holder must be committed to safeguarding the welfare of children. This post is subject to an enhanced DBS disclosure.</p>	<p>√</p>		<p>Interview</p>



Behaviour Mentor

Job Description: Behaviour Mentor

Line Manager:	Lead Behaviour Mentor
Posts directly supervised:	N/A
Main Purpose of Role:	Develop students' social and emotional skills. Work with students so that they are better enabled to meet expectations of the school. Provide support to Heads of House and other members of the Inclusion Team.
Conditions of Service:	Reference should be made to the TDA publication National Occupational Standards for Support Staff.
Grade and Salary	Actual Pay 37 hours per week Term Time only Scale 4 Point 7-11 £22,188 -£23,726

Main duties:

- Make a positive contribution to the work of the Behaviour Mentors Team.
- Undertake key tasks as directed by the Lead Behaviour Mentor.
- Apply the school's agreed intervention strategies and provide support for behaviour management for individual/groups of students.
- Positively influence the behaviour of students by reinforcing standards set by the school.
- Co-ordinate alternative education provision, including work placements, bespoke timetables etc.
- Liaise with out of school agencies to support students requiring additional help.
- Proactively support student personal development / action plan to meet individual needs.
- Attendance at reintegration meetings, PSPs, IBPs, TAFs, Annual Reviews etc.
- Home school liaison as required to provide support to students.
- Respond to issues which arise, and which disrupt the learning of others.
- Ensure effective communication is made to parents as appropriate.
- Co-ordinate collation, communication, and collection of work for students unable to access their full curriculum.
- Support the re-integration of students back into lessons following exclusion, isolation, or disengagement.
- Observe students in lessons to provide feedback to stakeholders
- Monitor data and produce reports / recommendations as appropriate.
- Meet with parents and outside agencies as appropriate.
- *Provide therapeutic support to students in the following areas: - self harm, bereavement, anger management, self-esteem, transition, family break up, eating disorders, bullying, mentoring, counselling, ELSA, peer mentoring, emotional abuse.*
- Commitment to developmental training to enable fulfilment of support cited above.
- Advertise counselling, AP and Inclusion services within school.
- Develop student and parenting groups.
- Keep accurate and up to date logs of meetings with students, isolations, interventions, and their impacts.
- Co-ordinate mentoring and counselling appointments within and outside of school.
- Provide information, advice, and guidance to staff, SLT and governors with regard to student needs, challenges, strategies and successes.

- Maintain an up to date record of appointments, including a waiting list of students requesting / in need of support.
- Support Heads of House and Inclusion Team with administrative tasks and production of reports as requested, e.g. MASH referrals, PSP and IBP paperwork.
- Work as part of the Safeguarding Team – under the direction of the DSL and the Lead Behaviour Mentor.

Other:

- To attend staff briefings and meetings as appropriate.
- To participate in INSET (Professional Development Days) as required.
- To participate in Staff Appraisals and absence management meetings in line with school policy

Specific areas of responsibility allocated will be rotated from time to time to provide ongoing professional development and in the light of the changing needs of the school. Any major change in the manner and scope of responsibilities mentioned above will be agreed in negotiation between the holder and the Headteacher.

I have read the Job Description and agree to all the terms and conditions set out. I also agree to comply with all School Policies, Child Protection and Health and Safety regulations. I understand that this Job Description is not an exhaustive list and I agree, when required, to undertake any reasonable request made by the Leadership Team.

Name:

Signature:

Date:
