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**Job Description**

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| **School: Rosslyn Park Primary and Nursery** |
| **Post Title: Behaviour Mentor** |
| **Grade/Pay Range: Grade E point 12-19** |
| **Hours/weeks: 37 hours term time only** |
| **Reporting to: Headteacher** |
| **Department/Team: Support** |

**Overall Purpose of Post**

To address the needs of identified children and young people who require support in overcoming barriers to learning and developing their potential, both inside and outside the classroom, effecting positive behavioural change through intervention.

**Main Duties and Responsibilities**

You will be required to carry out the following duties. The nature of the Academy year requires some of these tasks to be done regularly whilst others will be on an annual cycle. The post holder will be expected to use all Trust standard computer hardware and software packages where appropriate. Specific responsibilities include:

**To improve the behaviour and well-being of individual children, where this is an issue, by:**

* Developing and using strategies, including restrictive physical intervention, to manage and support pupils with SEBD
* working alongside teachers and support staff to promote the effective use of behaviour management strategies;

• working alongside parents in helping them to support the work of the school in improving individual children's behaviour and ensuring that there are effective lines of communication operating between school and home;

• working directly with individuals or groups to raise self-esteem and confidence of pupils with a view to improving their personal and social skills;

• monitoring progress in improving behaviour and maintaining improvements once made

• running break time intervention to support identified children, including lunchtimes and liaising with Mid-day Supervisors.

**To improve the process of transition within and beyond the school by**:

• Identifying those children where smooth transition would be improved by direct support to the child and/or the family;

• liaising with secondary learning mentors;

• monitoring support strategies that are put in place;

• supporting class teachers in ensuring that appropriate support is in place and working effectively in school

• liaising with all colleagues to support early intervention strategies for identified pupils.

**To support learning at school and encourage links between home and school by:**

• Developing and implementing programmes of support for example, soft starts to the day, targeted breakfast club, mentoring on a 1:1 basis and supporting work with small groups of pupils across the age range, monitoring this provision and assessing its impact.

• maintaining contact with pupils who are given fixed term exclusions and support their reintegration

**To support children who are experiencing barriers to learning by:**

• attending and contributing to school-based conferences (ie Team around the School) as required;

• helping school and parents/carers to agree strategies that are mutually supportive of the child's improvement;

• assist in two-way communication between home and school to ensure positive family support and involvement

• working alongside the Health Mentor and Safeguarding colleagues to review and monitor need, support and progress

**General**

* Work in a professional manner and with integrity and maintain confidentiality of records and information.
* Maintain up to date knowledge in line with national changes and legislation as appropriate to the role.
* Be aware of and comply with all Trust policies including in particular Health and Safety and Safeguarding.
* Participate in the Trust Appraisal process and undertake training and professional development as required.
* Adhere to all internal and external deadlines.
* Contribute to the overall aims and ethos of Transform Trust
* Establish constructive relationships with colleagues, other schools within the Trust and outside agencies.

These above mentioned duties are neither exclusive nor exhaustive, the post- holder maybe required to carry out other duties as required by the Trust. The responsibility level of any other duties should not exceed those outlined above.

Name of Post Holder

Signature

Date

**Person Specification**

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| **Areas of**  **responsibility** | **Requirements** | **Measurement** | | | | |
| **P** | **A** | **T** | **I** | **D** |
| **Knowledge** | Working with others, the ability to assess and review young people and family circumstances and plan appropriate responses.  Knowledge of, and ability to work effectively and network with, a wide range of supporting services in both the public and private sectors  Be up to date with current practice in schools.  Knowledge of the social and emotional factors that affect a child’s capacity to learn |  | \*  \*  \*  \* |  | \*  \*  \* |  |
| **Skills/Abilities** | The ability to engage constructively with, and relate empathetically to, a wide range of young people and families/carers with different ethnic and social backgrounds.  The ability to work effectively with, and command the confidence of, teaching staff and senior management within the school and own team.  Competence in the skills of networking, facilitating and developing others.  Ability to communicate effectively – face to face, telephone or by email  Ability to understand a child’s educational needs.  Ability to identify potential barriers to learning and jointly plan and review strategies to overcome these barriers.  Ability to see the mentoring role as an activity designed to achieve the goals in the learning action plan.  Ability to engage in joint goal setting with the individual child  Ability to prioritise workloads, maintain an effective recording system and work to deadlines  Ability to see the mentoring role as a long-term activity designed to achieve the goals in the learning action plan |  | \*  \*  \*  \* | \* | \*  \*  \*  \*  \* |  |
| **Experience** | Experience of working with CYP in school or other educational setting, counselling, youth work, careers, social service.  Experience of focusing on the needs of young people as individuals |  | \* |  | \* |  |
| **Other** | Commitment to inclusive education.  The desire to create a working culture which values creativity and openness and is sensitive to need.  Motivated to maximise equal opportunities.  Awareness, understanding and commitment to the pursuit of equality of opportunity, anti- racism and in terms of service delivery and employment practice.  Awareness of disability/discrimination procedure  A willingness and ability to learn and see potential benefits.  Learning Mentors will have access to training as identified in the team planning.  A full driving licence and access to a vehicle is required unless disability precludes this. |  | \*  \*  \*  \* |  | \*  \*  \*  \*  \*  \* | \* |
| **Work Related Circumstances** | Must be willing to undertake training as required  Must ensure confidentiality in respect of pupils and information.  Commitment to the highest standards of child pro-tection and safeguarding  Recognition of the importance of personal respon-sibility for health and safety  Commitment to the Trust’s ethos, aims and whole community. |  |  |  |  |  |

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| **P: Pre-application A: Application T: Test I: Interview D: Documentary evidence** |

**Transform Trust is committed to safeguarding and promoting the welfare of all our students and expects all employees and volunteers to share this commitment. All posts are subject to enhanced DBS checks**