

Job description

Job Title	Behaviour Mentor
School	Ilford County High School
Reports to	Pastoral AHT/DoSD/SLT
Salary	LBR 5 (12-15) £25,578-£26,985 FTE (pro rata) Point depending on experience
Hours	<ul style="list-style-type: none"> • 22.5 Hours (3 Days) • 39 Weeks per year • Hours 8.00 am-4.00 pm Days TBC (this includes a 30-minute unpaid lunch break taken outside for the pupils' lunch hour)
Responsible for	NA
Purpose of job	
Under an agreed system of supervision: To work directly with identified individual or groups of pupils to help overcome barriers to learning, improve behaviour and raise achievement. To liaise with parents, appropriate agencies and the wider school community to support all concerned.	
Main duties and responsibilities	
<p>Support for Pupils</p> <ul style="list-style-type: none"> • Help to provide support in managing and delivering pastoral support to pupils • Manage the supervision of pupils excluded from, or otherwise not working to, a normal timetable • Attend to pupils' personal needs and provide advice to assist in their social, health & hygiene development • Undertake comprehensive assessments of pupils to determine those in need of particular help • Assist the teacher with the development and implementation of Individual Education/Behaviour/Support/Mentoring plans • Take a role in the provision of support for pupils with special needs • Establish productive working relationships with pupils, acting as a role model • Arrange and develop 1:1 mentoring arrangements with pupils and provide support for distressed pupils • Deliver counselling to support the students by: <ul style="list-style-type: none"> • Evaluating the needs of referred students and determining the correct level of support that is required for each one in liaison with Directors of Student Development; • Managing a caseload of students who require confidential one to one counselling or therapeutic group work, ensuring that support is provided in a timely and time-bonded manner; • Identifying next steps for students for whom the school has worked and who require further support or referrals to external agencies, with consent from the student; • Maintaining an accurate and detailed records of work undertaken with each student and contribute to reports for external agencies as required; • Building positive relationships with the parents/ carers of students who are receiving support. • Take a lead role in managing the speedy/effective transfer of pupils across phases/integration of those who have been absent • Provide information and advice to enable pupils to make choices about their own learning/behaviour/attendance 	

- Challenge and motivate pupils, promote and reinforce self-esteem
- Provide feedback to pupils in relation to progress, achievement, behaviour, attendance etc

Support for Teachers

- Manage liaison with feeder schools and other relevant bodies to gather pupil information
- Support pupils' access to learning using appropriate strategies, resources etc.
- Work with other staff in planning, evaluating and adjusting learning activities as appropriate
- Monitor and evaluate pupils' responses and progress against action plans through observation and planned recording
- Provide objective and accurate feedback and reports as required, to other staff on pupils achievement, progress and other matters, ensuring the availability of appropriate evidence
- Manage record keeping systems and processes
- Take lead role in the development and implementation of appropriate behaviour management strategies
- Establish constructive relationships with parents/carers, exchanging information, facilitating their support for their child's attendance, access and learning and supporting home to school and community links
- Take lead role in the development, implementation and monitoring of systems relating to attendance and integration e.g. registration, truancy, pastoral systems etc.
- Administrative support e.g. dealing with correspondence, compilation/ analysis/reporting on Attendance, exclusions etc., making phone calls etc.

Support for the Curriculum

- Implement agreed learning activities/teaching programmes, adjusting activities according to pupil responses/needs
- Actively seek information regarding, and utilise, the range of activities, courses, organisations and individuals to provide support for pupils to broaden and enrich their learning
- Determine the need for, prepare and use specialist equipment, plans and resources to support pupils

SUPPORT FOR THE SCHOOL

- Comply with and assist with the development of policies and procedures relating to child protection, health, safety and security, confidentiality and data protection, reporting all concerns to an appropriate person
- Be aware of and support difference and ensure all pupils have equal access to opportunities to learn and develop
- Contribute to the overall ethos/work/aims of the school
- Establish constructive relationships and communicate with other agencies/professionals, in liaison with the teacher, to support achievement and progress of pupils
- Attend and participate in regular meetings
- Participate in training and other learning activities as required
- Recognise own strengths and areas of expertise and use these to advise and support others
- Be responsible for the provision of out of school learning activities within guidelines established by the school
- Contribute to the identification and execution of appropriate out of school learning activities which consolidate and extend work carried out in class

General

Attend and participate in relevant meetings, training and other learning activities and performance development as required.

Be aware of and comply with policies and procedures relating to child protection, health, safety and security, confidentiality and data protection, reporting all concerns to an appropriate person.

Be aware of and support difference and ensure all pupils have equal access to opportunities to learn and develop. To demonstrate an understanding of and a commitment to equal opportunities and diversity and to the standards of customer care.

Be responsible for own health and safety, as well as that of colleagues, pupils and the public. Employees should co-operate with management, follow established systems of work, use protective equipment where necessary and report defects and hazards to management.

Duties and responsibilities of the post may change over time as requirements and circumstances change.

All schools and services in Redbridge are committed to safeguarding and promoting the welfare of children and young people. Therefore, all workers and employees within Redbridge are expected to share this commitment.

The above mentioned duties are neither exclusive nor exhaustive and the post holder may be called upon to carry out such other duties as may be required by the Line Manager that are broadly within the grading level of the post and the competence of the post holder.

Person specification

Job Title	Behaviour Mentor	Grade	LBR 5
School	Ilford County High School		
<p>Education and Qualifications:</p> <ul style="list-style-type: none">• Evidence of relevant training or professional development.• A minimum of 4 GCSE's (or equivalent) grade A-C.• Higher Level Teaching Assistant standards or equivalent qualification or experience			

Experience/Knowledge/Skills:

- Experience of working with pupils with additional needs
- Experience in specific area in a learning environment.
- Full working knowledge of relevant policies/codes of practice and awareness of relevant legislation.
- Effective use of ICT and other specialist equipment/resources.
- Ability to relate well to children and adults.
- Ability to work independently and collaboratively to ensure the delivery of agreed workload.
- Full working knowledge of relevant policies/codes of practice/legislation
- Working knowledge of national curriculum and other relevant learning programmes
- Understanding of principles of child development and learning processes and in particular, barriers to learning
- Knowledge of GDPR
- Ability to plan effective actions for pupils at risk of underachieving
- Understand range of support services/providers
- Ability to self-evaluate learning needs and actively seek learning opportunities
- Ability to relate well to children and adults
- Work constructively as part of a team, understanding classroom roles and responsibilities and your own position within these
- Experience of working with or caring for pupils of relevant age.
- Have an awareness of health and safety issues within the school environment
- Commitment to and understanding of Equal Opportunities.
- Confidence in dealing with young people, maintaining discipline and motivation.
- Able to work constructively as part of a team, and responsibilities and your own position within these.
- Appropriate knowledge of first aid.
- Use of relevant equipment/resources
- Good keyboard skills
- Knowledge of relevant policies/codes of practice & awareness of relevant legislation
- Ability to relate well to children and adults
- Work constructively as part of a team, understanding school roles & responsibilities and your own position within these
- Ability to identify own training & development needs & cooperate with means to address these
- Ability to lead a team and work as part of a team
- Ability to prioritise work and deliver deadlines
- Attention to detail
- Ability to show initiative
- Ability to reflect
- Emotional resilience in working in a range of challenging situations
- Have a willingness to demonstrate commitment to the values and behaviours
- Ability to identify own training & development needs & cooperate with means to address these

Other job requirements:

- Enhanced DBS check.
- Flexible in approach and attitude
- Willing to undertake training