



CANDIDATE PACK

Behaviour Mentor



Start date:
ASAP

Location:
Avalon Road,
Orpington BR6 9BD



About Us

Bromley Beacon Academy (BBA) is a member of London South East Academies Trust, a MAT consisting of schools which are a mix of special, alternative and main stream provisions. BBA converted to academy status in February 2016 and is designated as a Social Emotional Mental Health (SEMH) school, located on three sites in the London Borough of Bromley, namely, Midfield (BTAM -KS1), Orpington (BBAO - KS2&3) and Bromley (BBAB - KS4&5) of Bexley.

At the Orpington campus (BBAO) we cater specifically for 7-13-year olds (Key Stages 2 & 3) with a hub at Bromley Trust Academy, Midfield for our Key Stage 1 pupils. The focus is on developing core skills of literacy and numeracy, whilst offering a broad range of other curriculum areas to provide real interest for our pupils.

**BROMLEY
BEACON
ACADEMY**





About the Trust

Our school is part of London South East Academies Trust - a multi academy trust sponsored by London South East Colleges. In 2024 the Trust was formally recognised and awarded as the TES Small Trust of the Year.

Our vision is to create a future where every child, in every school, can flourish every day.

- Give all children an inspirational school offer
- Ensure the educational achievement of every child and young person entrusted to us.
- Have a relentless focus on accelerating learning
- Reward ambition and high aspirations through all of our schools

Read more on the trust website:
LSEAT.co.uk



Bromley Beacon Academy strives to develop pupils who are responsible and respectful with a strong moral purpose. SMSC supports this development so that our pupils become life-long learners, who play constructive roles as citizens in our diverse and multi-cultural society.

Our Values

Learning

Independence

Friendship

Emotions

Job Description

Job title: Behaviour Mentor

Salary: LSEAT Harmonised pay scale H20

Contractual Hours: 36 hours per week

Contractual Weeks: 39 weeks (term time only)

Position Status: 12 month maternity cover

About our vacancy

We are looking for an inspired behaviour mentor to support in the behaviour team. You should have a passion for supporting pupils with behavioural and emotional difficulties, be highly motivated, work well as part of a team and be committed to engaging with pupils in a positive, calm and caring way.

We can offer you the opportunity to make life-changing differences to children and work with supportive, caring, dedicated staff and governing body.

We offer a comprehensive and bespoke CPD programme throughout the year and have a good record of upskilling staff at all levels. As all children have an EHCP and are working significantly below age-related expectations, the role is more likely to suit those who are trained/experienced within Early Years, Primary or Special settings. ECTs and those with SEN/autism experience are also welcome to apply. We operate an EYFS/Primary model of teaching up to and including Year 13 with some specialist teaching in Y10-13.

These are opportunities for teachers who actively collaborate in an ambitious team. We are particularly keen to hear from you if you have experience of delivering tailored and personalised learning programmes for children with SEND.



Job Description

Job Summary

- To work as part of the whole staff team in managing and modifying the behaviour of pupils supporting them in their learning.
- To pro-actively support the emotional and behavioural difficulties experienced by the pupils through providing direct interventions for out of class behaviours and non-engagement in learning, developing personalized, time limited mentoring programmes to help young people remove the barriers to learning.
- Modelling appropriate social skills and supporting students in making the right choices, taking a lead in resolving conflict and encouraging young people to develop thinking skills.
- Working with colleagues to promote good learning habits in pupils whilst promoting the highest expectations of behaviour.
- Supervising pupils and engaging positively with them in both structured and unstructured times.
- Maintaining professional boundaries at all times and observing / upholding the values and ethos of the Federation whilst contributing to the overall vision of the organization.



Main Purpose

To support pupils who are facing difficulties in school because of issues related to social, emotional, personal, behavioural problems or other factors. To help these pupils overcome their barriers to learning and fully engage with lessons to become more effective learners, and to improve academic and pastoral progress.

- Working across the school to support students who are struggling to engage in learning, encouraging participation and promoting the highest expectations of behaviour.
- Maintaining order and promoting a calm learning environment around the school building through establishing a constant staff presence in the corridor areas as well as being available to support with behaviour both in and out of the classrooms.
- Supporting students through personalized, time limited intervention programmes to address and remove the barriers to learning and engagement.
- Work collaboratively with teaching staff and other colleagues in managing behaviour and encouraging pupils to make the right choices within the framework of the Behaviour Policy.
- Developing strategies to support pupils in building their own resilience in tackling problems and overcoming personal difficulties.

- Contribute to the whole school ethos of restorative practices and solution-focused work to support children and young people in making the right decisions and developing improved personal strategies for managing and modifying their own behaviour.
- Monitor the quality of the environment in relation to damage and graffiti – using restorative practices to address issues and work with site staff in ensuring the building is maintained in a timely manner.
- Support staff in the use of PRICE techniques and take a lead with the Operational Behaviour Manager in any debriefing sessions and analysis of incidents to inform future planning.
- Record management information in relation to behaviour and achievement on agreed Federation systems.
- Attend daily briefing and debriefing meetings as well as other staff meetings and team training as directed by the Headteacher.
- Develop a stimulating and exciting learning environment for students with opportunities for broadening experiences and learning new skills.
- Undertake supervisory duties during unstructured time in line with the team ethos of the school and any other reasonable duties as directed by Senior Leadership Team.
- Adhere to PRICE procedures to ensure the health and safety of all pupils and staff.
- To engage with professional development and undertake tasks and responsibilities associated with the training completed*.
- To abide by the school's policies, including those relating to safeguarding, health and safety and equal opportunities
- To undertake other reasonable duties which are consistent with both the needs of the school and commensurate with the role of the post holder.
- **Staff who undertake PRICE Instructor Training or First Aid training will be expected to fulfil the duties associated with these roles following completion of training and must undertake refreshers annually or bi-annually as required.*

Professional development

- Take part in the school's appraisal procedures
- Take part in further training and development in order to improve own teaching
- Take part in the appraisal and professional development of others, where appropriate

Personal and professional conduct

- Uphold public trust in the profession and maintain high standards of ethics and behaviour, within and outside school
- Have proper and professional regard for the ethos, policies and practices of the school, and maintain high standards of attendance and punctuality
- Understand and act within the statutory frameworks setting out their professional duties and responsibilities

Health, safety and discipline

- Promote the safety and wellbeing of pupils
- Maintain good order and discipline among pupils, managing behaviour effectively to ensure a good and safe learning environment

Safeguarding

- Work in line with statutory safeguarding guidance (e.g. Keeping Children Safe in Education, Prevent) and our safeguarding and child protection policies
- Work with the designated safeguarding lead (DSL) to promote the best interests of pupils, including sharing concerns where necessary
- Promote the safeguarding of all pupils in the school

General Requirements:

Safeguarding: Demonstrate a clear commitment to safeguarding and promoting the welfare of children and young people, adhering to all policies and statutory guidance, and reporting concerns promptly in line with our procedures.

Equity, Diversity and Inclusion: Promote an inclusive culture that values diversity, ensures equality of opportunity, and challenges discrimination in all its forms.

Health and Safety: Take reasonable care for your own health and safety and that of others, complying with all relevant policies, procedures and risk assessments.

STARS Values: Consistently model and promote the our STARS values, contributing positively to our culture and reputation.

Sustainability: Support our commitment to environmental sustainability through responsible use of resources and sustainable working practices.

This job description may be amended at any time following discussion between the Head Teacher, Senior Leader and member of staff, and will be reviewed annually.

The scope of this profile reflects the needs of the academy at the present time; it is not intended to be a fully inclusive or exhaustive list. The post holder may therefore be expected to work flexibly and perform such other duties other than those given in the job description.

The particular duties and responsibilities attached to the post may vary from time to time without changing the general character of the duties or the level of responsibility entailed. The profile will be subject to continuous review as the needs and requirements of the academy change over time.

What we offer

- Friendly, enthusiastic, delightful pupils and students who teach us something new every day
- A committed and caring staff team who support and develop each other
- A proactive and supportive SLT who are actively mindful of workload
- A collaborative approach to planning and problem-solving
- A comprehensive induction and an ongoing extensive CPD programme
- Opportunities to develop your skills and talents
- Small class sizes with high staff/pupil ratio
- Free parking on site
- Advantages of belonging to a multi-academy trust, e.g. discounts on gym and wellbeing services, access to free and confidential Occupational Health and Employee Assistance Programmes
- Excellent Pension Schemes - Including employer contributions to the Teachers' Pension Scheme, Local Government Pension Scheme, or Nest.
- Professional Development - Access to high-quality training, leadership development, and career progression opportunities
- Employee Assistance Programme - Providing free, confidential support.
- Travel Support - annual season ticket loan and cycle-to-work scheme.
- Well-being and Lifestyle Benefits - including access to gym discounts, discounts in our in-house college restaurant, and reduced-price hair and beauty treatments.
- Free Onsite Parking - available at our schools.
- Free mortgage and financial advice - Get 15% off wills with Radnew and Mortgages.

Person Specification

Criteria	Qualities
Experience	<ul style="list-style-type: none"> • Experience of working effectively with disaffected pupils who display emotional and behavioural difficulties and/or on the autistic spectrum and to evidence progress and outcomes for those pupils in relation to academic and behavioural progress
Knowledge and Skills	<ul style="list-style-type: none"> • Recognised ability to engage pupils positively whilst maintaining consistent boundaries • High level of skill in developing positive, professional relationships with young people which enable escalating situations to be diffused • Confidence in managing highly challenging behaviour and ability to resolve issues independently, showing initiative in personalizing approaches within a framework of agreed strategies which then impact on the behaviour of individual pupils over time • Excellent written and verbal communication skills and an ability to work effectively with schools, parents, young people and other agencies • Confidence in advising and supporting colleagues in managing behaviour • Knowledge of a range of additional educational needs that may affect the emotional welfare and behaviour of young people and evidence of strategies to overcome these and support inclusion • Evidence of being able to re-engage disaffected pupils in lessons and reduce out of class incidents through personal engagement strategies • Knowledge of a range of additional educational needs that may affect the emotional welfare and behaviour of young people and evidence of strategies to overcome these and support inclusion.



How to apply

If you wish to discover more about this exciting opportunity, request a copy of this candidate pack or an application form, please view our vacancies page [here](#).

