

**School: Endeavour Academy Woodside Road Bexleyheath DA7 6LB**

**Post: Behaviour Learning Mentor**

**Responsible to: Operational Behaviour Manager**

**Grade: H24**

**Hours: 8.30am to 4pm - Term Time Only**

**MAIN PURPOSE OF THE JOB:**

To support pupils with an Educational Healthcare Plan within a secondary school to access their education.

To build positive relationships, taking into account the SEN needs of pupils

**KEY RESPONSIBILITIES OF THE JOB HOLDER:**

**Major Duties and Responsibilities:**

1. Working within the school to support pupils who are struggling to engage in learning, encouraging participation and promoting the highest expectations of behaviour.
2. Maintaining order and promoting a calm learning environment and a constant staff presence.
3. Supporting pupils through personalised, time limited intervention programmes to address and remove the barriers to learning and engagement.
4. Work 1:1 and with small groups of pupils as part of an agreed intervention timetable.
5. 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.
6. Developing strategies to support pupils in building their own resilience in tackling problems and overcoming personal difficulties.
7. 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.
8. 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.
9. Support staff in the use of Team Teach techniques and take part in any debriefing sessions and analysis of incidents to inform future planning.
10. Record management information in relation to behaviour and achievement on agreed systems.
11. Attend daily briefing and debriefing meetings as well as other staff meetings and team training as directed by the Head Teacher.
12. Develop a stimulating and exciting learning environment for students with opportunities for broadening experiences and learning new skills.
13. Undertake supervisory duties during unstructured time in line with the team ethos of the school and any other reasonable duties as directed by the Head Teacher.
14. Adhere to Team Teach procedures to ensure the health and safety of all pupils and staff.
15. To engage with professional development and undertake tasks and responsibilities associated with the training completed\*.
16. To abide by the school's policies, including those relating to safeguarding, health and safety and equal opportunities.
17. 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 Team Teach 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.*

Person Specification:

Experience of working effectively with disaffected students 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.

1. Recognised ability to engage pupils positively whilst maintaining consistent boundaries.
2. High level of skill in developing positive, professional relationships with young people which enable escalating situations to be diffused.
3. Confidence in managing highly challenging behaviour and ability to resolve issues independently, showing initiative in personalising approaches within a framework of agreed strategies which then impact on the behaviour of individual pupils over time.
4. Excellent written and verbal communication skills and an ability to work effectively with schools, parents, young people and other agencies.
5. Confidence in advising and supporting colleagues in managing behaviour.
6. Evidence of being able to re-engage disaffected pupils in lessons and reduce out of class incidents through personal engagement strategies.
7. 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.
8. Proactive approach to situations and ability to develop individual intervention strategies.
9. Confidence in being able to manage small groups of pupils and deliver programmes independently.
10. Understanding of restorative justice practices/approaches used in a classroom setting or willingness to undertake training in order to adopt this approach.
11. Experience of effective team working.
12. Willingness to be flexible and responsive to individual pupils' needs but able to work within the framework of consistent, agreed approaches.
13. Strong personal boundaries in relation to self-management and interaction with others.
14. Willingness to undertake training in behaviour management including Team Teach and confidence in supporting / coaching colleagues.
15. Ability to demonstrate confidence, resilience and perseverance.
16. Ability to be flexible and cope with changing priorities and demands.
17. Basic IT skills and willingness to engage in further training and support to be able to use management information systems.
18. A firm grasp of the importance of confidentiality and the duties of education professionals in relation to safeguarding concerns.
19. Recent experience of working effectively with other professionals within a classroom setting.

**General:**

This job description is provided to assist the post holder to know their principal duties.