

East Sussex Academy (ESA)

Post:	Behaviour Mentor
Responsible to:	Deputy Headteacher
Salary Scale:	LSEAT Harmonised scale 19 to 22
Salary:	From £25,194 pa actual
Hours:	35 hours/ 39 week's term time only

MAIN PURPOSE OF THE JOB:

- To give each young learner a feeling of increased self-esteem and self-worth at East Sussex Academy.
- To monitor the progress of the young learner across the curriculum and to ensure consistent and acceptable standards of work and behaviour.
- To evaluate the impact of the curriculum on the young learner and feedback this information to parents/carers, teachers and other professionals.
- To identify obstacles to personal progress and attempt to overcome them.
- To develop good relationships with young learners and their parents/carers.
- To work in partnership with teaching and support staff across all sites.

KEY RESPONSIBILITIES OF THE JOB HOLDER:

Behaviour Mentors provide appropriate support and guidance for each young learner in their care. This will be based on personal knowledge of their circumstances, learning needs, achievements and aspirations.

Behaviour Mentors will work with a specific caseload of children. They will be expected to cover for other Behaviour Mentors as directed, take classes or small groups of learners and work in assessment and transition centres at our other sites (if required).

1. Engage fully with learners in classrooms and by leading small groups, acting as a role model to lead to academic progress and social development.
2. Work one to one with pupils to improve progress and achievement.
3. Contribute to the development of policy and good practice in specific related areas.

4. Act as lead specialist on practices which promote effective learning, e.g. Speech and Language, Enrichment, Inclusion.
5. Ensure that the role contributes to raising standards and is a complementary role that enhances and extends existing provision in order to support learning, participation and encourage social inclusion.
6. Provide advice to staff, parents, and other agencies on issues related to behaviour, social, mental health and emotional barriers to learning. As part of this role, to be prepared to visit homes to support attendance and inclusion.
7. Establish productive working relationships with pupils, acting as role model and setting high expectations.
8. Promote the inclusion and acceptance of all pupils within the classroom.
9. Encourage pupils to interact and work cooperatively with others and engage all pupils with activities.
10. Provide feedback to pupils in relation to progress and achievement.
11. Support restorative practice strategies to improve pupil behaviour.
12. Act as a pupil mentor to provide pastoral support.
13. Record instances of interventions to improve behaviour and achievement.
14. Liaise with Senior Leadership Team, Inclusion Managers and Teachers, SENCo, and other relevant staff regarding pupils who are of concern.
15. To undertake any other reasonable duties, as requested by the Senior Leadership Team.
16. Be physically fit and prepared to undertake positive handling training with all staff as required by the SLT.
17. Be prepared to use, and support other staff, using positive handling techniques as a last resort in conflict management.

General:

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.

PERSON SPECIFICATION: Behaviour Mentor

Qualifications:	Essential	Desirable
Good level of education to Level 2 or equivalent (including English & maths)		√
Specialist qualification in youth work or related field		√
Positive Handling qualification, or be willing to undergo training	√	

Knowledge and Experience:	Essential	Desirable
Experience in working with diverse groups, preferably in an educational setting	√	
Experience of offering support, guidance and information to a diverse customer group	√	
Knowledge and understanding of the issues affecting students	√	
Experience of data inputting and data reporting	√	
Knowledge of the internal and external services typically used by students and an awareness of any appropriate referral procedures	√	
Experience of using a student tracking system	√	

Skills and Competencies:	Essential	Desirable
Excellent front line customer service skills – patience, tact, sensitivity and good humour	√	
Proven initiative and creative problem solving skills	√	
An ability to relate to, and empathise with, students and backgrounds	√	
Ability to communicate with a wide range of individuals including students, staff at all levels and external organisations, both verbally and in writing	√	
A working knowledge of Microsoft Office packages, including Word, Excel and Outlook.	√	
The ability to summarise information and highlight key features	√	
Be able to deal with people in a calm and courteous manner	√	
The ability to work under pressure and to deadlines both independently and as part of a team	√	
The ability to work with discretion and maintain confidentiality	√	
The ability and skills to be able to drive and make home visits	√	

Other Qualities:	Essential	Desirable
Well-organised and able to work autonomously	√	
Proven ability to motivate and inspire others	√	
Strong problem solving capabilities	√	
Effective presentation skills	√	
Professional and approachable	√	
Demonstrable teamwork	√	
Tactful and diplomatic	√	
Ability to work on own initiative and under pressure	√	
Flexibility in approaching work situations	√	
Personal integrity and honesty	√	
Ability to work confidentially	√	
A commitment to continuous professional development at both personal and team levels	√	

An understanding of, and commitment to, the academy's Equality and Diversity policies	√	
An understanding of, and commitment to, the academy's Health and Safety Policies	√	
The school is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment	√	