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| **Job title:** | Behaviour Learning Mentor (BLM) |
| **Responsible to:** | Operational Behaviour Manager (OBM) |
| **Salary:** | From £23k depending on experience  |
| **Hours:** | 37 hours per week/ TTO |
| **Location:** | Midfield Campus |
| **Tenure:** | Maternity cover from Sept 25 – 6 to 12 months fixed term  |

**Job Summary**

To work as part of the whole staff team in managing and modifying the behaviour of children and young people and supporting them in their learning.

To pro-actively support the emotional and behavioural difficulties experienced by the pupil group 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 pupils 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 Trust whilst contributing to the overall vision of the organization.

**PRINCIPAL ACCOUNTABILITIES**

1. Working across 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 around the school building though 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.
3. Supporting pupils through personalized, 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 coordinated by the Head of School. This will include Teaching some PE lessons.
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. Provide 1:1 support for pupils who require additional adult engagement and deliver a programme of social stories and appropriate intervention support packages in conjunction with agreed school strategies.
8. 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.
9. 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.
10. Support staff in the use of Price techniques and take a lead with the Head of School in any debriefing sessions and analysis of incidents to inform future planning.
11. Record management information in relation to behaviour and achievement on agreed School systems.
12. Attend daily briefing and debriefing meetings as well as other staff meetings and team training as directed by the Headteacher/ Head of School.
13. Develop a stimulating and exciting learning environment for pupils with opportunities for broadening experiences and learning new skills.
14. Undertake supervisory duties during unstructured time in line with the team ethos of the school and any other reasonable duties as directed by the Alternative Provision.
15. Adhere to PRICE procedures to ensure the health and safety of all pupils and staff.
16. To engage with professional development and undertake tasks and responsibilities associated with the training completed\*.
17. To abide by the school's policies, including those relating to safeguarding, health and safety and equal opportunities.
18. To undertake other reasonable duties which are consistent with both the needs of the school and commensurate with the role of the post holder.

**PERSON SPECIFICATION**

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

This job description is provided to assist the post holder to know their principal duties. It may be amended from time to time in consultation with you without change to the level of responsibility appropriate to the grading of the post.