JOB DESCRIPTION

Post: Senior Behaviour Learning Support Mentor

Main Job Purpose
We are seeking a calm, resilient and highly organised individual to support the school in maintaining exceptional standards of conduct and a positive climate for learning through the effective day-to-day management of our inclusion room provision. This is a well-managed and highly disciplined, yet relational-based classroom that forms a key part of our disruption-free learning strategy.

The successful candidate will supervise and actively work with students who are removed from mainstream lessons, ensuring they remain focused, engaged and productive throughout parts of the school day while asked to complete work in a calm and purposeful environment. The successful candidate will work closely with pastoral teams, teaching staff and senior leaders, and the postholder will uphold high expectations, promote positive behaviour choices and support students in reflecting on and improving their conduct, as well as supporting them with their work whilst in their care.

Experience of working with young people in a school or similar setting would be advantageous. You will be actively supporting their learning daily under the support of the AAHT (non-teaching.)

Main Responsibilities and Duties:

- Supervise and actively work with students who are removed from lessons through our centralised behaviour system
- Contribute to a purposeful working environment, supporting learning.
- To act as a positive role model for all students, contributing to students feeling like they belong and can thrive, even when removed from lessons.
- Liaise with teachers to establish the right level of work for students
- Monitor the completion/quality of work whilst students are under your care, and ensure completed work is returned to the teaching staff/Heads of Dept.
- Establish positive and productive working relationships with students, acting as a role model, providing support, encouragement, guidance and assistance in the learning process
- Support students with the co-regulation process, supporting them in the process of reflection
- Undertake administration duties that supports the school's centralised Behaviour System
- Recognise own strengths and areas of expertise and use these to lead, advise and support others, (other teachers and students)

Other duties

- To have due regard for safeguarding and to follow child protection policies and procedures adopted by SAST.
- Understand the importance of inclusion, equality and diversity and to promote equal opportunities for all.
- Uphold and promote the values and ethos of the academy.
- Take a proactive approach to health and safety to minimise and mitigate potential hazards and actively contribute to the security of the school.
- Participate in workplace learning and development opportunities and work to continually improve own and team performance. To undertake duties as directed by the SLT of the school

Skills and Training

- To have excellent interpersonal and communication skills
- To be adaptable and flexible

- To have strong behaviour management skills
- To have the ability to work in a busy school environment
- The ability to work within a high-pressure environment and to keep calm when under pressure
- The ability to work individually, as well as part of a team
- The ability to deal confidently, calmly and consistently with demanding situations
- The ability to use your initiative
- To be a person of integrity
- To be confident and professional
- The ability to maintain confidentiality
- The ability to remain impartial
- To be sympathetic to the needs of others, respectful and demonstrate a relational manner.
- A willingness to attend appropriate training and development where required

The key responsibilities and duties set out the area of work in which duties will generally be focused, and gives an example of the type of duties that the post holder could be asked to carry out.

PLEASE NOTE that this is for guidance only. Post holders are expected to be flexible and may be required to operate in different areas of work/carry out different duties as may be reasonably assigned by the Headteacher.

PERSON SPECIFICATION

	Essential	**Desirable**
Education	• GCSEs (or equivalent)	• GCSE grade C/4 in Englsih and Maths • Post 16 education preferably to degree level.
Qualifications and Training	• Have experience of working with students of secondary school age.	• Level 3 qualifications and above.
Experience	• Experience of having worked in an environment in which you have taken a lead. • Experience of working with individuals who exhibit challenging behaviour and need additional support.	• Experience of behaviour management within a secondary school, with a particular understanding of students who exhibit challenging behaviour on a regular basis. • Effective oral communicating with external stakeholders, such a parents, carers or external agencies

Knowledge	• Working knowledge of Microsoft Word, Excel, Outlook / other software packages necessary to carry out the key tasks described. • Knowledge and understanding of researched factors that can contribute towards student's behaviours, their learning and their development	• Knowledge of the schools MIS – Arbor • Therapeutic / relational practice.
Skills and Abilities	• Excellent communication skills • The ability to work in a busy and demanding school environment • To keep calm when under pressure. • Work individually as well as part of a team • Use your initiative. • Be a person with integrity. • Be confident and professional • The ability to remain impartial. • To be empathetic to the needs of others. • The ability to motivate staff teams and young people	
Personal Qualities	• A willingness to attend appropriate training and development where required. A • flexible approach to working hours. • Have a good sense of humour and resilience when facing difficult situations • Be organised, well-planned and be able to prioritise • Be flexible and able to adapt	