



Job Description and Person Specification

BEHAVIOUR SUPPORT MENTOR

Location:	School-Based
Hours of Work:	Monday to Friday, 08:15 to 16:00 Term Time plus Staff Directive Days
Salary:	£23,600 (Actual)
Line Manager:	Behaviour Lead/School Leadership Team

First Steps Together Group is a growing and ambitious group of independent schools committed to transforming outcomes for children and young people through exceptional education, relational practice and high expectations.

Our schools provide highly supportive, inclusive and aspirational learning environments for pupils with a range of additional needs, including SEND, SEMH and complex presentations. We recognise that behaviour is a form of communication and are committed to creating calm, consistent environments where pupils are supported to overcome barriers, develop positive behaviours for learning and engage successfully in education.

We are seeking compassionate, resilient and committed Behaviour Support Mentor to work directly with children and young people across our schools. Working alongside teaching and pastoral colleagues, you will build positive relationships, provide consistent behaviour support and help pupils develop the regulation, confidence and strategies they need to remain engaged in learning.

This is an exciting opportunity for someone who can remain calm and consistent, establish clear boundaries and use positive, relational approaches to behaviour to help pupils re-engage with learning, experience success in school and achieve their potential.

Role Overview

The SEND Behaviour & Wellbeing Mentor is a pupil-facing role responsible for supporting positive behaviour for learning, engagement and inclusion for children and young people with SEND and additional needs.

Working one-to-one, in small groups and within lessons, the postholder will provide personalised, relational and trauma-informed support that helps pupils understand triggers, regulate their behaviour, make positive choices and access learning safely and successfully.

The successful candidate will work closely with teachers, behaviour and pastoral colleagues, therapists, families and external professionals to ensure support is consistent with each pupil's individual profile, EHCP outcomes, behaviour support plans and risk-reduction strategies.

Core Purpose of the Role

To promote positive behaviour for learning and inclusion by providing consistent, relationship-based support that removes barriers to education, improves engagement and helps pupils develop the skills and strategies needed to participate successfully in school.

The role will contribute to safe, calm and purposeful learning environments through proactive intervention, de-escalation, clear boundaries, accurate recording and close collaboration with colleagues and families.

Key Responsibilities

Understand Needs and Plan Support

- Contribute to holistic assessments of pupils' learning, communication, sensory, emotional and behavioural needs.
- Use assessment information, EHCP outcomes and professional guidance to plan personalised support and interventions.
- Identify triggers, strengths, protective factors and reasonable adjustments that help each pupil feel safe and

ready to learn.

- Contribute to the development and review of personalised support plans.

Deliver Direct Pupil Support

- Provide regular one-to-one mentoring and structured small-group interventions.
- Support pupils to develop emotional literacy, communication, social interaction, self-advocacy, resilience and positive decision-making.
- Build consistent, nurturing relationships with pupils who may be anxious, dysregulated, resistant to support or affected by trauma.
- Adapt interventions to each pupil's age, stage of development, communication style and individual needs.
- Encourage pupils to recognise their strengths and take an active role in their own progress.

Promote Positive Behaviour and Wellbeing

- Create, deliver and review behaviour and wellbeing support plans and risk-reduction strategies.
- Use restorative, relational, person-centred and trauma-informed approaches to support sustainable change.
- Recognise behaviour as communication and respond with curiosity, calmness, dignity and appropriate boundaries.
- Help pupils identify emotions, triggers and early signs of dysregulation.
- Teach and model appropriate regulation and coping strategies.
- Support reflection, recovery, relationship repair and successful reintegration following incidents.

Support Learning and Inclusion

- Work within lessons to help pupils regulate, communicate, remain engaged and access learning safely.
- Collaborate with teachers to adapt routines, language, environments and approaches to meet individual SEND needs.
- Provide appropriate scaffolding without creating unnecessary dependence.
- Model calm, consistent and inclusive practice for pupils and colleagues.
- Support transitions between activities, classes, placements and key stages.
- Encourage participation, achievement and a sense of belonging within the school community.

Respond Safely to Distress and Crisis

- Use proactive strategies and accredited de-escalation techniques to reduce risk and restore emotional safety.
- Respond calmly and consistently when pupils become distressed, overwhelmed or dysregulated.
- Follow individual support plans, risk assessments and organisational procedures.
- Use positive handling or restrictive physical intervention only when trained, authorised and necessary, and always in line with policy.
- Prioritise dignity, communication, recovery and learning during and after incidents.
- Seek appropriate support and report concerns promptly.

Monitor Progress and Maintain Records

- Track progress using observations, behaviour information, wellbeing measures, pupil voice and reflective practice.
- Maintain accurate behaviour logs, intervention records, incident reports and safeguarding notes.
- Record information clearly, objectively and within required timescales.
- Use evidence and professional reflection to adapt support and contribute to reviews.
- Share relevant information appropriately while maintaining confidentiality.
- Contribute to reports and progress updates when required.

Work with Families and Professionals

- Maintain respectful, solution-focused communication with parents and carers.
- Involve families appropriately in support strategies and progress discussions.
- Work collaboratively with teaching, therapeutic, pastoral and safeguarding teams.
- Contribute to EHCP reviews, multi-agency meetings, risk reviews and safeguarding discussions as required.
- Promote consistency between home, school and professional support plans.
- Maintain professional boundaries and communicate sensitive information appropriately.

Develop Independence and Preparation for Adulthood

- Help pupils develop communication, self-advocacy, emotional regulation, problem-solving and daily living skills.
- Encourage engagement with education, vocational pathways, community participation and future aspirations.
- Promote confidence, independence, personal responsibility and positive identity.
- Support pupils to make informed and safe choices.
- Help pupils understand their needs, strengths and strategies for managing challenges.
- Encourage age-appropriate independence while ensuring suitable support remains available.

Contribute to School Culture and Improvement

- Uphold a nurturing, inclusive, therapeutic and relational ethos in every interaction.
- Model respect, fairness, professional conduct and high expectations.
- Contribute to staff development, policy implementation and whole-school improvement.
- Participate fully in supervision, reflective practice, training and continuing professional development.
- Work flexibly and collaboratively in response to changing pupil and organisational needs.
- Promote a culture in which pupils, staff and families feel valued, respected and safe.

Success Criteria

A successful Behaviour Support Mentor will contribute to the following outcomes:

- Pupils feel safe, heard, respected and supported.
- Pupils demonstrate improved engagement, emotional regulation and participation in learning.
- Pupils develop greater confidence, resilience, communication and independence.
- Support plans are personalised, consistently implemented and regularly reviewed.
- Relationships with families and professionals are constructive and focused on pupil outcomes.
- Records are accurate, timely and used effectively to inform practice.
- Incidents are responded to safely, calmly and in line with agreed procedures.
- The mentor contributes positively to a calm, inclusive and reflective school culture.

Person Specification

Criteria	Essential	Desirable
Experience working with children or young people with SEND, additional needs or behavioural challenges	✓	
Experience building positive relationships with pupils who may be dysregulated, reluctant to engage or at risk of disengaging from learning	✓	
Experience using proactive behaviour support, de-escalation and regulation strategies	✓	
Understanding of positive behaviour support, relational practice and reasonable adjustments	✓	
Understanding that behaviour can be a form of communication and may reflect unmet need	✓	
Awareness of safeguarding, professional boundaries, confidentiality and safe working practices	✓	
Ability to remain calm, consistent and emotionally regulated under pressure	✓	
Strong communication, teamwork, organisation and written-recording skills	✓	
Ability to adapt support to individual communication, sensory, learning and behavioural needs	✓	
Relevant Level 3 or higher qualification in education, youth work, childcare, psychology, health or a related field		✓
Experience within specialist, alternative, therapeutic or independent education		✓
Experience delivering one-to-one or small-group interventions		✓
Experience contributing to support plans, risk assessments, EHCP reviews or multi-agency work		✓
Accredited de-escalation or positive-handling training		✓
Additional training in autism, ADHD, communication, restorative practice, nurture or trauma-informed approaches		✓

Personal Attributes

The successful candidate will demonstrate:

- A calm, resilient and consistent approach to behaviour and relationships
- High expectations for pupils and a strong belief in their capacity to succeed
- Empathy, patience and professional curiosity without lowering behavioural expectations
- Sound judgement and the ability to respond appropriately under pressure
- Reliability, flexibility and a strong sense of personal accountability
- A commitment to inclusion, dignity, safeguarding and positive outcomes for children and young people

What We Offer

- A rewarding pupil-facing role within a growing specialist education group
- Competitive salary and term-time working
- Comprehensive induction and ongoing support
- Training in SEND, safeguarding, first aid and behaviour support
- Opportunities to develop knowledge of autism, ADHD, communication, behaviour and trauma-informed practice
- Supportive leadership, reflective practice and a collaborative team culture
- Ongoing professional development and opportunities for career progression

- The opportunity to make a meaningful and lasting difference to children and young people

Safeguarding Commitment

First Steps Together Group is committed to safeguarding and promoting the welfare of children and young people. All appointments are subject to pre-employment checks including an Enhanced DBS, satisfactory references, online checks and overseas police checks (where required).

The successful candidate will be expected to demonstrate a strong commitment to safeguarding, inclusion and the wellbeing of children and young people at all times.