Job Description	
Post:	Behaviour Mentor
Pay Scale:	Grade 6 SCP 19-24
Main Location:	School-based

Purpose of the role

To lead and coordinate behaviour support and intervention strategies that enable all pupils to access learning successfully and achieve positive outcomes.

The postholder will work closely with senior leaders, safeguarding colleagues, SEND staff, pastoral teams, parents and external agencies to promote a positive culture for learning, reduce behaviour incidents, improve pupil engagement and support vulnerable pupils whose behaviour presents barriers to achievement.

The Behaviour Mentor will have responsibility for managing behaviour intervention systems, coordinating targeted support for pupils at risk of suspension or exclusion, and contributing to whole-school strategies that promote high standards of behaviour, attendance and inclusion.

Main Duties

Behaviour Support & Intervention:

Lead the school's behaviour intervention processes for identified pupils.
Coordinate early intervention strategies to prevent escalation of behavioural concerns.
Support pupils experiencing behavioural, emotional, social or pastoral difficulties.
Develop, implement and review individual behaviour support plans.
Identify pupils requiring targeted intervention and coordinate appropriate support.
Promote restorative approaches to conflict resolution and relationship repair.
Support reintegration following suspension, managed moves or alternative provision placements.
Facilitate restorative meetings involving pupils, parents and staff.
Deliver targeted interventions that improve self-regulation, behaviour and engagement.

Behaviour Management:
Manage daily operation of behaviour and referral systems.
Coordinate on-call and behaviour response systems.
Investgate behaviouralincidents and recommend appropriate outcomes.
Support school leaders in implementing the school's behaviour policy.
Ensure consistent application of behaviour procedures across the school.
Monitor pupils receiving sanctions and identify patterns of concern.
Support pupils in reflection, regulation and resoration processes.

Data, monitoring and reporting:

Maintain accurate behaviour records using relevant school systems.
Analyse behaviour, supspension and exclusion data.
Produce reports identifying trends, patterns and vulnerable groups.

Monitor the impact of interventions and behaviour support programmes.
Provide behaviour data to senior leaders to support decision making.
Contribute to pupil progress and safeguarding reviews where behaviour is a relevant factor.

Safegurading, SEND and Inclusion:

Work closely with Designated Safeguarding Leads regarding vulnerable pupils.
Liaise with SENDCOs and pastoral teams to ensure behaviour support is aligned with SEND plans and safeguarding arrangements.
Participate in multi-agency meetings as required.
Contribute to Early Help processes and support plans.
Maintain a strong understanding of trauma-informed practice and the impact of adverse childhood experiences on behaviour.

Alternaive provision & inclusion:

Support the management and monitoring of pupils accessing alternative provision.
Contribute to strategies aimed at reducing suspensions and permanent exclusions.
Support managed moves and reintegration programmes.
Work with families to improve engagement and support positive outcomes.
Coordinate interventions for pupils at risk of becoming disengaged from education.

Staff support & development:

Provide advice and guidance to colleagues regarding behviour management strategies.
Support the inclusion and development of staff in relation to behviour expectations and restorative approaches.
Contribute to behviour related staff training and briefings.
Promote consistent practice across the school.

Partnership working:

Build effective relationships with pupils, families and external professionals.
Work collaboratively with children's Services, Early Help Teams, Youth Justice Services, Alternative Providers, Educational Psychology Services, School Health Teams, Attendnace Services, Police and Community Safety Partners.

Professional standards and development

- Take responsibility for and participating in continuing professional development.
- Be a role model to students through appropriate personal presentation and professional conduct.
- Support all the School's policies and ethos.
- Establish effective working relationships with professional colleagues both in school and as part of the school's learning community and network.
- Responsible for the health, safety and welfare of self and colleagues in accordance. with the School's Health and Safety policies and procedures and current legislation.

- Reflect on own professional practice.
- Take responsibility for and participating in continuing professional development.

Continuing professional development and formation

- Undertake any necessary professional development as identified, taking full advantage of any relevant training and development available.
- Maintain a professional portfolio of evidence to support the Performance. Management/Appraisal process – evaluating and improving your own practice.

General Responsibilities

- Attend and participate in staff meetings, training, and briefings as appropriate.
- Be aware of, and comply with all Trust policies and procedures, particularly those relating to child protection, health, safety and security, financial management, confidentiality, and data protection.
- Contribute to the overall ethos, work, and aims of the Trust.
- Commitment to the principle of working collaboratively with other schools within the St Teresa of Calcutta Catholic Academy Trust.

These duties are neither exclusive nor exhaustive, and the postholder will be required to undertake other duties and responsibilities, which the Trust may determine. Please note that the successful applicant will be required to comply with all Trust Policies.

The Trust is committed to the safeguarding and promotion of the welfare of all children and young people in our care. Applicants must be willing to undergo an enhanced Disclosure and Barring Service check and overseas police checks (where applicable). Please see STOC's Safeguarding and Recruitment Policies for further details. All staff have a key role and responsibility in this area and will be subject to an Enhanced Disclosure check. An online search will be performed on all shortlisted applicants in accordance with the Trust's safeguarding procedures and Keeping Children Safe in Education statutory guidance.

It is the practice of this Trust to periodically examine employees' job descriptions and to update them to ensure that they relate to jobs as they are being performed, or to incorporate whatever changes are being proposed. It is the Trust's aim to reach agreement on any alterations.

The Trust is committed to welcoming individuals regardless of age, disability, ethnicity, faith, gender identity, sexual orientation, marital status or socio-economic background or whether you are pregnant or on maternity, adoption, parental or other family leave. We welcome applicants from all communities and from people that identify with those characteristics.

Person Specification

Key E Essential, **R** References, **I** Interview, **C** Certificate, **D** Desirable, **A** Application		
	Essential / desirable	**Evidence**
Qualifications		
GCSE English and Mathematics at Grade A*- C, or GCSE Level 4 - 9, or a Level 2 qualification in Literacy and Numeracy or CSE Grade 1 in English and Mathematics or equivalent	Essential	A/I/C
To possess or be willing to work towards a Level 3 qualification in a relevant discipline	Essential	A/I/C
To possess or be willing to work towards a degree level qualification in a relevant discipline	Desirable	A/I/C
Evidence of Continuing Professional Development	Desirable	A/I/C
Knowledge & Experience		
Experience supporting children or young people with challenging behviour	Essential	A/I
Experience of working in a secondary school setting	Desirable	A/I
Experience implementing behaviour support strategies	Essential	A/I
Experience of restorative approaches	Essential	A/I
Experience working with parents and families	Essential	A/I
Experience working alongside safeguarding and SEND teams	Essential	A/I
Experience maintaining pupil records and behaiovur data	Essential	A/I
Experience of alterative provision, managed moves or reintegration programmes	Desirable	A/I
Experience of multi-agency working	Desirable	A/I
Experience leading behaviour improvement initiatives	Desirable	A/I
Technical Skills & Abilities		
Excellent ICT skills, including MS Word, Excel, Outlook	Essential	A/I
Special Working Conditions		

Willingness to drive or work off-site, as required, e.g. visiting Trust Head Office, home visits	Essential	A/I
Flexibility in working hours e.g. available to attend out-of-hours meetings	Essential	A/I
Good attendance record	Essential	A/I
Personal characteristics		
Excellent organisation skills with the ability to meet deadlines	Essential	A/I
Excellent verbal and written communication skills	Essential	A/I
Ability to build positive relationships with pupils, staff and other stakeholders	Essential	A/I
Ability to work well under pressure	Essential	A/I
Excellent team player and ability to work independently	Essential	A/I
Professional, reliable and adaptable	Essential	A/I
Emotional intelligence	Essential	A/I/R
Flexible and dedicated approach to work	Essential	A/I/R
Commitment to Safeguarding and protecting the welfare of children and young people	Essential	A/I/R
Commitment to equality and diversity	Essential	A/I
Commitment to good attendance at work	Essential	A/I/R
Commitment to continuing professional development	Essential	A/I/R