



JOB DESCRIPTION & PERSON SPECIFICATION

Behaviour Mentor

BOW SCHOOL

44 TWELVETREES CRESCENT,

BOW, LONDON, E3 2QW

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Person Specification

Experience and Education:

- Good level of English and Maths GCSE grade C and above or equivalent is desirable
- Background in youth work or schools is desirable

Skills and abilities:

- Establish and maintain effective working relationships with teachers, tutors, support staff, outside agencies and parents
- Excellent I.C.T. skills (Microsoft office, email, internet etc.) Willingness to learn new skills and acquire new areas of knowledge
- Excellent verbal and written communication skills; able to interact effectively with staff, parents, students and outside agencies
- Prioritise workload and be proactive in nature by using data to prevent recidivist behaviour
- Show initiative in meeting the needs of students with challenging behaviour
- Adhere to existing school working practices and procedures
- Work as part of a team
- Model good working relationships
- Record information

Knowledge & Understanding of:

- Inclusive practices in education
- The need for confidentiality
- Knowledge and understanding of equalities issues and policies how they work in an educational context

Other specific requirements:

- Commitment to the safeguarding of children and an understanding of policy and practice in this area
- A knowledge of working practice in the education sector and/or schools
- Good records of attendance and punctuality

THIS POST IS SUBJECT TO AN ENHANCED DISCLOSURE AND THE SUCCESSFUL APPLICANT WILL BE SUBJECT TO RELEVANT VETTING CHECKS BEFORE AN OFFER OF APPOINTMENT IS CONFIRMED AND WILL BE SUBJECT TO RECHECKING AS APPROPRIATE

JOB DESCRIPTION

Post Title:	Behaviour Mentor
Purpose:	<ul style="list-style-type: none"> • To assist with the provision of support for individual students with social emotional behaviour difficulties, helping them overcome barriers to learning inside and outside of school, in order to achieve their potential. The Behaviour Support Mentor will work with children on a one-to-one basis or in small or large groups • To ensure the well-being and safety of all students • To support in the implementation of systems and strategies for students exhibiting challenging behaviour. • To contribute to a reduction in internal and fixed term suspensions • Provide tailored support for students
Reporting to:	AHT/DHT in charge of Behaviour and Attitudes
Resources responsible for:	Creation and implementation of a student progress plan
Working Time:	Full Time, Term Time Only, 35 hours per week
Scale/Grade	Indicative Scale 5
<p>1. Student Guidance and Support and Working with School Staff?</p> <p>To assist with the mentoring of students in terms of their social emotional behaviour:</p> <ul style="list-style-type: none"> • Developing and using strategies to manage and support pupils with challenging behaviour. • To develop a 1:1/small group mentoring relationship with identified students. • To draw up agreed action plans with students outlining the aims of the mentoring. • Working alongside teachers, Heads of Year and support staff to promote the effective use of behaviour management strategies. • Working directly with individuals or groups to raise self-esteem and confidence of pupils with a view to improving their personal and social skills. • Monitoring progress in improving behaviour and maintaining improvements once made. • To act as a motivator, role model and advocate for young people. • To liaise with the SENCo and outside agencies as appropriate. • To support with the liaison with parents regarding behaviour incidents. • To offer support and assistance to the relevant senior leader. • To attend Parents' Evenings and Information Evenings as appropriate. 	

- To support with the supervision of students not in lessons
- To visit students in internal suspension and coordinate regular breaks
- Assist in the supervision of the internal exclusion facility as and when required.
- Assist in the circulation of the daily behaviour log/resume/report of the IER/RTL for the Senior Leadership Team (SLT), Heads of Year, Assistant Heads of Year & Form Tutors.
- Maintain a record of discussions with students, reporting to the relevant member of staff.
- To support students returning back to circulation.
- Visit students in lesson as a proactive approach.
- Report any safeguarding concerns as per school systems and policy.
- Log behaviour incidents on Arbor in line with whole school practice.
- Participate in training as relevant for the development of the facility and the continued improvement of behaviour within the school
- Be a first aider – training provided

Other Specific Duties

Employees will be expected to comply with any reasonable request from a manager to undertake work of a similar level that is not specified in this job description.

Employees are expected to be courteous to colleagues and provide a welcoming environment to visitors and telephone callers.

The school will endeavour to make any necessary reasonable adjustments to the job and the working environment to enable access to employment opportunities for disabled job applicants or continued employment for any employee who develops a disabling condition.

The post holder will be required to demonstrate a continual positive commitment to the school's policies including those relating to safeguarding children, health & safety, and equal opportunities.

This job description is current at the date shown, but in consultation with you, may be changed by the head teacher to reflect or anticipate changes to the job commensurate with the grade and job title.