

Job Description	
Role	Behaviour Mentor
Contract	Fixed until 31 August 2024 in the first instance
Hours	8:15am to 4:30pm daily, 37 hour week (excluding lunch)
Salary	Scale 5, Spine Point 12 £29,364, pro rata to £25,510.40 Term time Only
Reporting to	Director of Conduct and Inclusion

Purpose of Role

- To lead the day-to-day running of the Ready, Respectful, Safe (RRS) room or Study Centre, including supporting and supervising students who have temporarily been removed from lessons;
- Supporting with the behaviour and emotional needs of students
- To manage the administration of the Academy Community Service system
- To maintain a caseload of students who need mentoring and behavioural support
- To provide cover for planned and unplanned absence to the patrol system and duty system (including recess and lunches) for the academy leadership team and teachers within the agreed system of supervision.

Main duties:

- Maintenance of a calm and appropriate atmosphere for students to work in the RRS or Study Centre room (including sourcing appropriate academic and pastoral materials);
- Maintain a register of students in the Study Centre or RRS, and maintain parent contact regarding students in the Study Centre/RRS;
- Oversee the restorative process of students returning to classrooms (liaising with Level Leads and Faculty Leads);
- Development of low level therapeutic interventions to support students in the Study Centre or RRS;
- Register and record student attendance and instruct students regarding the work left by their teacher. The jobholder will not engage in "active" teaching;
- Provide students with the necessary resources for their learning, returning appropriate work to their designated teacher;
- Liaising with Faculty Leads to ensure Faculty based ACS systems are linked to the Whole School ACS system;
- Overseeing the SLT and Whole School ACS escalation process (including publishing weekly lists, arranging for students to be collected and appropriate follow up);
- Providing a structured and positive mentoring program for students who need support with their behaviour/emotional support;
- Participate in active duty support across lessons as well as other duties required such as gate, playground, break/lunch duties;
- To ensure the number of students sent out of lesson or excluded is minimised;
- To assist in running Academy detentions as directed by SLT;
- To liaise with relevant staff including Director of Conduct and Inclusion and Senior Leaders regarding student progress;

- Work collaboratively with the other Behaviour Mentors;
- To attend training as directed and to develop and deliver support programmes as appropriate.

Other responsibilities:

- Provide cover and supervise whole classes during the short-term absence of a teacher when requested on occasion. The Senior Leader's judgement will determine the deployment of a cover supervisor;
- Deal with any immediate problems or emergencies according to the school's policies and procedures;
- Support in enabling orderly entrance and exit of classrooms, creating a calm and purposeful environment in which students can complete work set by the teacher and engender high expectations;
- Follow the Academy's systems and procedures on behaviour management. Report back as appropriate using the Academy's procedures on the behaviour of students during the class and any issues arising;
- Be aware of and comply with policies and procedures relating to inclusion, child protection, discipline, health, safety and security, equal opportunities and SEN, confidentiality and data protection, reporting all concerns to an appropriate person;
- Establish purposeful relationships and communicate with relevant outside agencies/professionals, in liaison with teachers and SLT;
- Invigilate internal and external tests and examinations under formal conditions when requested to do so;
- Supervise students on visits, trips and out-of-Academy activities when requested;
- This job description sets out the duties and responsibilities of the post at the time when it was drawn up. Such duties and responsibilities may vary from time to time without changing the general character of the duties or the level of responsibility entailed. Such variations are a common occurrence and cannot themselves justify a reconsideration of the grading of the post.

General - The post holder will be required to:

- Maintain high professional standards of attendance, punctuality, appearance, conduct and positive, courteous relations with students, parents and colleagues.
- Adhere to the Academy's Equal Opportunities policy in all activities, and to actively promote equality of opportunity wherever possible
- Be responsible for your own health and safety and that of your colleagues, in accordance with the Health and Safety at Work Act (1974) and relevant EC directives.
- Work in accordance with the Data Protection Act and GDPR statutory guidance.
- Uphold the Academy's policy in respect of safeguarding and child protection matters.
- Provide a healthy and comfortable working environment, smoking is strictly prohibited.
- This Job Description is not necessarily a comprehensive definition of the post and duties may be varied to meet the changing demands of the Academy. It will be reviewed at intervals and it may be subject to modification or amendment at any time after consultation with the holder of the post.
- All permanent staff (who have successfully completed a probationary period) are required to participate in the performance management process and engage in continuous professional development to ensure that professional skills and knowledge are up to date.
- The job purpose and key statements remain indicative and by no means exclusive – given the evolving needs of the Academy, flexibility among staff is very important.
- All employees are under the reasonable direction of the Principal.

Signed _____

Date _____

Job Specification Inclusion Coordinator		
	Essential	Desirable
Qualifications	<ul style="list-style-type: none"> • Good standard of general education including English and Maths and IT skills. • NVQ Level 3 or equivalent. 	<ul style="list-style-type: none"> • Educated to Degree Level • HLTA qualified
Experience	<ul style="list-style-type: none"> • At least 6 months' experience of working as a cover supervisor with students of the relevant age. • Experience of working in a learning environment or other similar situation • Experience of the establishment and maintenance of record systems. • Experience of successful classroom behaviour management. 	<ul style="list-style-type: none"> • Understanding of the curricular requirements of the Academy, these to include statutory requirements. • SIMS experience and willing to develop knowledge and skills further.
Knowledge / skills	<ul style="list-style-type: none"> • A knowledge and understanding of the procedures and practices related to Cover Supervision. • Knowledge of, and ability to use a range of strategies to deal with classroom behaviour as a whole and also individual behavioural needs • Ability to work under pressure and remain calm in a crisis. • Ability to use own initiative to work flexibly and respond positively to a range of situations • Competent in the use of ICT applications for administration of cover and to support teaching and learning. Experienced in using Microsoft office applications and willing to extend IT skills • Able to input, interpret and summarise data accurately. • Excellent communication skills both orally and in writing and good presentation skills. • Ability to manage students in a classroom/ superstudio setting. • Effective time management and organisational skills and an ability to produce work to meet tight deadlines with minimal supervision. • Ability to deal with a large volume of enquiries from staff, students and parents. • Knowledge of relevant policies/codes of practice and awareness of relevant legislation. • Accurate with an eye for detail. • Understand and respect the principles of Confidentiality 	<ul style="list-style-type: none"> • First Aid qualification

Personal Qualities	<ul style="list-style-type: none"> • Proactive and flexible, particularly in relation to the hours worked during peak times. • Ability to remain calm in challenging and pressured situations. • Exercise a high degree of integrity and confidentiality. • Commitment to support the Academy's ethos • A commitment to the protection and safeguarding of children and young people • The ability to demonstrate a caring attitude to students and colleagues 	
	<ul style="list-style-type: none"> • A willingness to pursue professional and personal development. 	
	A satisfactory enhanced DBS Disclosure.	