



Behaviour Mentor

Job Pack

Job Description

Job Title:	Behaviour Mentor
Reports to:	Assistant Principal
Salary Scale:	NJC Scale 5, Spine Point 12-15
Duration:	Permanent
Working Pattern:	35 hours per week, Term Time Only

Job Purpose

To provide targeted support for students experiencing behavioural, social, emotional and mental health (SEMH) difficulties and other complex needs.

To work proactively with students, families and staff to improve behaviour, engagement, attendance and wellbeing.

To help create a safe, calm and inclusive environment that enables all students to succeed.

To support the implementation of the school's behaviour systems and interventions under the direction of the Assistant Principal responsible for Behaviour.

To act as a trusted adult for identified students, promoting positive relationships, resilience, self-regulation and personal development.

Key Accountabilities, Duties and Responsibilities

Student Support

- Manage a caseload of identified students presenting with behavioural, SEMH and complex needs.
- Build positive and professional relationships with vulnerable students to improve engagement, behaviour and outcomes.
- Deliver targeted mentoring, coaching and restorative conversations with students.
- Develop and implement individual behaviour support plans and intervention strategies.
- Support students in recognising triggers, developing self-regulation strategies and making positive choices.
- Monitor student attendance, punctuality, behaviour and engagement, intervening promptly where concerns arise.
- Undertake regular check-ins with identified students and maintain accurate records of interventions and impact.
- Support reintegration following suspensions, periods of absence or alternative provision placements.
- Provide supervision and support during unstructured times including break, lunchtime, transitions and after-school interventions.

Behaviour and Inclusion

- Support staff in implementing consistent behaviour expectations and restorative approaches.
- Respond to behaviour incidents and assist with de-escalation using trauma-informed and relational practices.
- Work with students who require short-term intervention following behavioural incidents.
- Contribute to behaviour reviews, risk assessments and pastoral support plans.
- Support the operation of the school's internal intervention and reflection systems.
- Promote positive conduct, attendance, punctuality and readiness to learn across the school.

SEMH and Complex Needs Support

- Work closely with students experiencing SEMH needs, adverse childhood experiences, anxiety, attachment difficulties and other vulnerabilities.
- Help students access appropriate support services and interventions.
- Liaise with SEND, safeguarding and pastoral teams to ensure coordinated support for students.
- Identify emerging concerns and escalate appropriately in line with safeguarding procedures.
- Support students in developing social skills, emotional literacy and resilience.

Partnership Working

- Develop effective relationships with parents and carers, supporting positive home-school communication.
- Attend meetings with parents, external agencies and professionals as required.
- Work collaboratively with Heads of Year, Directors of Learning, SEND staff, safeguarding staff and senior leaders.
- Contribute to multi-agency planning and review meetings where appropriate.

Record Keeping and Monitoring

- Maintain accurate records of interventions, meetings and outcomes.
- Monitor and evaluate the impact of behaviour and SEMH interventions.
- Provide reports and updates to the Assistant Principal and other relevant staff.
- Use school systems effectively to record behaviour, attendance and safeguarding information.

General Responsibilities

- Support the Academy's aims, values and ethos.
- Promote equality, diversity and inclusion in all aspects of work.
- Maintain confidentiality and professionalism at all times.
- Participate fully in training, professional development and performance management processes.
- Undertake supervision duties and accompany students on educational visits where required.
- Undertake any other duties commensurate with the grade of the post as reasonably directed by the line manager.

Other Duties - The duties and responsibilities in this job description are not exhaustive. The postholder may be required to undertake other duties that may be required from time to time within the general scope of the post. Any such duties should not substantially change the general character of the post. Duties and responsibilities outside of the general scope of this grade of post will be with the consent of the postholder.

Safeguarding

- The post-holder will have due regard for safeguarding and promoting the welfare of children and young people and will follow the child protection and safeguarding procedures adopted by Mulberry Schools Trust. Any safeguarding and child protection issues will be acted upon immediately by informing a Designated Child Protection Lead.
- The Trust as an employer is committed to safeguarding and promoting the welfare of children and young people as its number one priority. This commitment to robust Recruitment, Selection and Induction procedures extends to organisations and services linked to the Trust on its behalf.

Health and Safety

The Health and Safety at Work Act (1974) places duties on all employees:

- To take reasonable care for their own Health and Safety and that of other persons who may be affected by the individual's acts or omissions at work.
- To co-operate with management to enable them to carry out their duties and comply with all relevant Health and Safety legislation.
- Not intentionally nor recklessly to interfere with or misuse anything provided in the interests of health, safety or welfare.

Data Protection

- All staff within the Trust have a responsibility to ensure that data they are responsible for is accurate and appropriate to the needs of the organisation, and that they are responsible for ensuring any personal data processed for any purpose or purposes in connection with their role in the Trust shall not be kept for longer than is necessary for that purpose or those purposes, in accordance with the Data Protection Act 2018.

Equality, Diversity and Inclusion

- Adhere to the Trust's policies and ensure anti-discriminatory practice in all aspects of the role.
- Responsibility for ensuring compliance with equality legislation in all aspects of the role.

The duties and responsibilities in this job description are not exhaustive. The postholder may be required to undertake other duties that may be required from time to time within the general scope of the post.

This job description is correct at the date of publication and may alter over time as the needs of the School/Trust changes.

Declaration

I acknowledge that I have read, understood and received a copy of the job description.

Signed _____ Date _____ (Postholder)

Signed _____ Date _____ (Principal)

Person Specification

Qualifications and experience

Essential

- Experience working with children or young people with behavioural, SEMH or additional needs.
- Experience supporting vulnerable or disadvantaged young people.
- Experience working as part of a multidisciplinary team.

Desirable

- Experience in a secondary school setting.
- Relevant qualifications in youth work, mentoring, education, counselling, safeguarding or SEMH support.
- Experience working with students displaying challenging behaviour.

Knowledge and skills

Essential

- Understanding of SEMH needs and the barriers they can create for learning and engagement.
- Understanding of behaviour management, relational practice and restorative approaches.
- Awareness of safeguarding responsibilities and child protection procedures.
- Understanding of adolescent development and factors affecting behaviour.
- Excellent interpersonal skills and ability to build positive relationships with young people.
- Strong behaviour management and de-escalation skills.
- Ability to remain calm and professional in challenging situations.
- Ability to motivate, encourage and inspire students.
- Strong organisational skills and attention to detail.
- Ability to maintain accurate records and produce reports.
- Ability to work independently and use initiative.
- Ability to maintain confidentiality and professional boundaries.

Desirable

- Knowledge of trauma-informed practice.
- Knowledge of SEND, particularly ASD, ADHD and social communication needs.

Personal attributes

Engaging With Others

- Excellent verbal and written communication skills.
- Ability to work constructively with students, families and staff.
- Ability to challenge positively whilst maintaining supportive relationships.
- Ability to work collaboratively within a wider pastoral and inclusion team.

Valuing Diversity

- Commitment to equality, diversity and inclusion.
- Experience of, or empathy with, working in a diverse and multicultural community.
- Commitment to supporting all students to achieve success regardless of background or need.

Learning Effectively

- Commitment to continuous professional development.
- Willingness to engage in training relating to behaviour, SEMH, safeguarding and inclusion.

- Competent use of IT and school information systems.

Other

- Commitment to safeguarding and promoting the welfare of children.
- Flexible and resilient approach to work.
- High levels of professionalism, attendance and punctuality.
- Strong commitment to inclusion and improving outcomes for vulnerable students.
- Ability to act as a positive role model for students.