**Learning and Behaviour Mentor**

**TPA (The Pivot Academy)**

**Job Description**

**Learning and Behaviour Mentors**

**We have recently been graded as a ‘Good’ school in all areas**

*“The school provides an oasis of calm for pupils who have previously experienced disruption to their schooling. This makes a significant difference to pupils’ personal development and welfare”*

***OFSTED Feb 2018***

Here at Pivot our vision and passion to grow as a company and provider is stronger than ever and this is clearly evidenced by our recent inspection outcome. We remain committed to putting young people at the centre of everything we do and as a result we have achieved phenomenal results with schools, local authorities and most importantly, young people. We pride ourselves on our ability to think outside the box and take comfort in challenging the norms and developing a creative response to need in our specialist areas of special educational needs, pastoral, inclusion and alternative educational services and support. We work with students who display challenging behaviour in certain situations. It is our job to enable them to take responsibility for themselves and to be able to contribute successfully to society.

**Job Purpose**

The role of a Learning and Behaviour Mentor is to co-ordinate and address the barriers to learning for either an individual pupil or a targeted group of pupils who may have significant social, emotional and mental health needs in order to enable them to achieve their full potential.

You will be expected to initiate and implement behaviour support both within the classroom, on a one to one basis/ small group basis and as part of targeted group work. Your work will also include working with children who attend alternative provision and mainstream school.

You will be expected to liaise with and support teaching/associate staff and offer personalised individual strategies to help with these behavioural difficulties in order to overcome barriers to learning. You should keep records of your work which may be required to be shared with school staff and Pivot.

A key aspect of your role will be to establish productive working relationships with pupils, parents and staff if other schools/ agencies acting as a positive role model.

**Particular / General Responsibilities**

Working within the overall strategy and guidelines of Pivot, provide support and practical advice to TPA teaching and support team. This involves:

* Alongside other associate staff and with the support of teacher staff, take responsibility for providing evidence required for young people’s case files and progress whilst being involved in planning for next steps provision.
* To build professional and positive relationships with all pupils, with the aim of addressing key points defined in the action plan and engaging them with activities and opportunities.
* Where necessary, support staff with home – school visits in order to help parents develop strategies and develop joined up plans to secure positive family support and involvement and identify action plans for work.
* Provide feedback to pupils, schools, parents/carers, Pivot and other relevant agencies of progress and developments through regular reviews and meetings.
* Have good knowledge and understanding of the school and available local supportive organisations for pupils/families which may promote positive behaviour.
* To be aware of the school ethos and policies that support behaviour modification.
* Maintain accurate records and attend meetings to gather and share information where necessary
* Support the development / implementation of activities to encourage family / carer involvement within school.
* Be aware of and promote external agencies, such as health professionals and Attendance Improvement Officers to support pupils.
* Have a clear understanding of child development and be able to come up with innovative, engaging and stimulating support packages to ensure maximum progress for each individual young child.
* Create, modify, trial and review new behaviour systems and models within the school alongside other colleagues and ensure all staff work within the same agreed systems.
* Manage extreme behaviour which could at times involve physical interventions and the use of Team Teach techniques. Full training will be given to support this if required.
* Have an understanding of mental health issues that affect young people and be able to adapt their working practices to each individual child.

**Academic Progress**

* To work under the direct instruction of the Head of Behaviour, usually in the classroom with the teacher, to support access to learning for pupils and provide general support to the teacher in the management of pupils and the classroom. Take a lead in delivering allocated sessions.
* Liaise and co-ordinate with teaching staff to support targeted pupils in order to improve behaviour and attitude to learning and to provide strategies which they can implement to overcome barriers to learning.
* Work as a team with class teachers, HLTAs and other relevant outside agencies in order to assess individual needs of each targeted pupil.
* Identify needs and understand each individual case through collecting evidence, reading reports and liaising with key people i.e. Teachers and Senior Leadership in order to inform and implement future action plans for specific individuals taking responsibility for targets and actions relating to behaviour and pastoral needs
* To support identified underachievement in your subject areas with a view to establishing and coordinating improvement strategies/interventions in conjunction with the SENCo, teachers, subject leaders and HLTAs
* To liaise with key staff, including the SENCO, regarding the strategies that are deployed to raise academic achievement
* To report to a line manager the progress of the cohort as and when require

**Administration**

* To maintain individual student records as necessary and ensure that they are kept up to date
* To monitor student behaviour, attendance and achievement using the Behaviour Log and, in consultation with key staff, decide on appropriate sanctions, interventions and rewards.
* To monitor incidents where students require positive handling and ensure appropriate recording and reporting takes place in accordance with Group and school policies
* To support revision and preparation for any end of year assessments
* To support students onto KS4 programmes of study
* To support student progress on their examination courses in all subject area/s in order to identify underachievement, with a view to establishing and co-ordinating improvement strategies

**Line Management**

Learning and Behaviour Mentors will be line managed by The Head of Behaviour

**PERSON SPECIFICATION**

**JOB TITLE: Learning and Behaviour Mentors - TPA**

|  |  |  |  |
| --- | --- | --- | --- |
| **Attributes** | **Essential** |  | **Preferred** |
| **Education/**  **Qualifications** | * Evidence of recent high quality CPD * Relevant and recent experience of working with children and young people * Maths and/or English Grades GCSE A-C |  | Educated to degree level  SEN Qualification  Other relevant child and young people qualifications |
| **Experience/**  **Knowledge/**  **Attributes** | * A good working understanding of special needs, especially SEMH needs of young people * Knowledge of the National Curriculum and approaches within SEN * Successful experience of handling difficult and sensitive situations * Strategies for raising pupils’ achievements (educationally and socially) * Experience of handling administration, making phone calls to parents |  | To be aware of policies and procedures relating to child protection, health, safety and security, confidentiality and data protection  Experience of involvement with OfSTED and external scrutiny processes |
| **Skills/Personal Qualities** | * Good standards of IT skills (word processing and spreadsheets) * Good organisational skills and ability to prioritise workload * Communication skills ­ the ability to make points clearly and listen to and understand the views of others * Decision making skills ­ the ability to investigate, solve problems and make and implement decisions * Ability to hold others to account * Ability to work as a member of a team * Ability to work to tight deadlines * Ability to work on own initiative within set boundaries * Evidence of being able to build and sustain eﬀective working relationships with young people, staﬀ, parents/carers and the community * Ability to remain calm and composed during a range of challenging situations |  |  |
| **Motivation** | * Willingness to undertake further training * Demonstrate enthusiasm and sensitivity * Demonstrate a stimulating and innovative approach |  |  |

**To apply**

**Applications can be made via email or in writing to:**

Anne Forbes – [anne.forbes@pivot-care.co.uk](mailto:anne.forbes@pivot-care.co.uk)

Address – Pivot, Spen Valley Industrial Park, Rawfolds Way, Cleckheaton, BD195LJ

T: 01484 766350