



ThePetcheyAcademy

Behaviour Mentor

JOB DESCRIPTION

Please note that this job description is a draft. Changes can be expected in the light of further development within the academy.

STATUS OF POST:	Permanent - Term Time plus 2 weeks
RESPONSIBLE TO:	Vice Principal for Behaviour
WORKING TIME:	8.00am-4.30pm, 38.5 hours a week
SALARY:	Circa £20k, depending on experience

PURPOSE AND OBJECTIVES OF POST

The post holder will have a keen interest in working with young people with barriers to learning, including emotional, social and mental health needs. A warm, flexible and common sense approach is important. This is a fantastic opportunity for you to shape the lives of young people at The Petchey Academy leading on the delivery of behaviour programmes which include Internal Exclusion, Re-tracking, Reflection and support for the Renaissance Project, to deliver successful outcomes for our students.

MAIN RESPONSIBILITIES

- Support students who have been internally excluded or on the re-tracking programme or The Renaissance project and work with parents to minimise risk of repeating behaviour.
- To promote and role model academy's policies on behaviour, rewards assessments, home learning, uniform and attendance.
- Contribute to the writing of behaviour reports; providing data and evidence to support success.
- Participate in the supervision of Internal Exclusion room activities
- Design, prepare and deliver a planned programme of behaviour support and targeted interventions on a 1-1, or small group basis
- To support students adhere to the academy's high expectation of progress and behaviour whilst taking part in any of the academy's behaviour programmes.
- Monitor, review and evaluate support and intervention programmes, with clearly communicated selection and success criteria
- Support and observe students in the classroom and communicate strategies to classroom teachers for improving student engagement.
- Establish constructive relationships with parents/carers exchanging information, facilitating support for their child's attendance, behaviour and learning.
- Reward good behaviour and challenge/take action on poor behaviour.
- With the Behaviour Manager, support training and/or induction for staff on behaviour management.

- Maintain accurate and up to date records, support plans, and evidence of student progress.
- Supervising leadership detention sessions on and after-school rota as required.

Working with students

- Ensure all safeguarding procedures are in place and safeguarding matters are reported immediately, as required by law and the academy Safeguarding policy.
- Restraint guidelines are followed and recorded, in accordance with academy policy
- Promote Social, Moral, Spiritual and Cultural development of students.
- Promote and participate in Restorative Justice between students and students/staff.
- To establish and promote a good partnership with the parents of students on any behaviour programme.
- To support students to re-engage back into mainstream lessons and monitor their progress through regular feedback from teachers.
- Be a positive role model and demonstrate consistently the positive attitudes, values and behaviours that are expected of students.
- Treat students with dignity and build relationships rooted in mutual respect whilst at all times, observing boundaries appropriate to the professional position.

Working with others

- Work with academic tutors, pastoral staff, the Behaviour Programme Coordinator and other Renaissance staff in the early identification of students who may benefit from additional support, particularly those for whom behaviour is a barrier to learning. This will include students who are:
 - Underachieving;
 - At risk of exclusion;
 - Poor attenders;
 - Disaffected;
 - Experiencing learning difficulties;
 - Lacking in self-esteem and confidence.
 - Involved in criminal activity.
- Regularly communicate with the wider staff body of developments, improvements in performance and successful strategies for working with identified students.
- Conduct parental meetings as required.
- Work closely with the internal exclusion manager, the behaviour programme coordinator and the assistant year lead as part of the wider behaviour team, taking responsibility for improving student behaviour across the academy, and supporting students.
- Represent the academy at multi-agency professionals meetings as required.

The Petchey Academy is committed to safeguarding and promoting the welfare of children and young people and expect all staff to share this commitment. All successful applicants will be requested to undertake an Enhanced Disclosure and Barring Service Check.

The Petchey Academy is committed to promoting equality for all students and employees. Every individual will be treated with courtesy and respect and their contribution to the learning process will be valued.

PERSON SPECIFICATION

	Essential	Desirable
Qualifications		
Educated to A-level standard or equivalent		✓
Experience		
Using Microsoft Office suite including Outlook	✓	
Word processing and typing skills	✓	
Using SIMs or similar databases	✓	
Desktop publishing		✓
Using email/internet	✓	
Working with students of all abilities	✓	
Liaising with parents/carers, external agencies, etc.	✓	
Delivering a mentoring service and intervention programme		✓
Managing and implementing recording and reporting systems		✓
Multi-agency working		✓
Developing banks of resources		✓
Skills		
Personal		
Well organised	✓	
Well presented	✓	
Excellent communication skills in writing and orally at all levels	✓	
Ability to work hard under pressure while maintaining a positive, professional attitude	✓	
Ability to organise and prioritise workload and work on own initiative	✓	
Ability to work as part of a team	✓	
Ability to communicate effectively with staff, students, parents/carers and agencies/statutory bodies, and maintain good working relationships	✓	
Ability to accurately input information on a database	✓	
Flexible and willing to contribute to the success of the team	✓	
Understanding of Every Child Matters agenda		✓
Administrative		
Experience of using, setting up, maintaining and developing administrative systems	✓	
Problem solving	✓	
Attention to detail in communication and planning	✓	
Relations		
Excellent interpersonal skills and be able to communicate effectively	✓	
Ability to develop good relations with staff, students and the wider school community	✓	
Ability to motivate	✓	
Ability to build good relationships at all levels	✓	
Ability to train and develop staff	✓	
Ability to work some evenings, such as Parent Evenings	✓	