

**Co-op Academy Manchester**

**Job Description**

| **Post Title** | **Behaviour Mentor**  |
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| **Reporting to** | Assistant Vice Principal Behaviour |
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| **Liaising with** | Student Welfare Team, Child Protection Team, Teachers and Support Staff |
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| **Working Time** | 37.5 hours per week. Term time only plus 5 days |
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| **Salary/Grade** | Grade 5 |
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| **Disclosure Level** | Enhanced |
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| **MAIN (CORE) DUTIES / RESPONSIBILITIES** |
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| **Main Purpose of the job** | * To work alongside the Reflection Room manager to ensure the effective functioning of the Reflection room and the service that it provides, including ensuring that students are set and complete work.
* To play an integral role in the development of procedures and processes to enhance the delivery of the provision in the Internal Reflection room in order to meet the needs of the academy, liaising with the Reflection Room Manager and other key colleagues.
* To play a substantial role in supporting students who display challenging behaviour in managing and improving their conduct.
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| **Key Responsibilities** | To play a key role in:* The management and use of the Internal Reflection room as an integral part of the Behaviour Management system within the academy.
* Maintaining appropriate standards of behaviour in the Internal Reflection room in accordance with academy policy.
* Maintaining accurate records and updating the relevant academy databases with information regarding Internal Exclusion.
* Liaising with the Student Welfare Team and other relevant stakeholders to trigger relevant interventions.
* Developing restorative practices in an attempt to modify and improve behaviour, and improve relationships between students and staff.
* Supporting students by challenging and motivating them to promote and reinforce high levels of self-esteem.
* Liaising with colleagues to ensure students in Internal Reflection are provided with appropriate and sufficient work and that completed work is conveyed to relevant staff.
* Liaising with parents/carers to ensure an understanding of the severity of any incident resulting in the sanction of an Internal Exclusion and its place within the Behaviour Management System.
* Ensuring that students and parents understand the standards of behaviour required in the Internal Reflection room and the consequences of not meeting those standards.
* Initiating activities within the Internal Reflection room which ensures students have a sound understanding of their actions and the consequences of their actions.
* Promoting the inclusion and acceptance of all students.
* Assessing the needs of students and using detailed knowledge and specialist skills to support and develop students’ behaviours for learning.
* Providing information and advice to enable students to make choices about their own learning and behaviour.
* Arranging for resources to support learning and overseeing the appropriate use of learning resources and ICT.
* Supervising students at breaks and lunchtimes, ensuring that they have no contact with students working within the mainstream environment.
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| **Communication** | * To give feedback on the progress of students who have been placed in Internal Exclusion to relevant external agencies, staff and parents/carers.
* To carry out general administrative duties e.g. completion of standard forms, respond to routine correspondence.
* To respond to face-to-face, telephone and e-mail enquiries with all staff and outside agencies.
* To maintain manual and computerised records for students placed in Internal Exclusion.
* To play a major role in initiatives and projects that may arise during the year.
* To undertake research and obtain information to inform decisions.
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| **General Responsibilities**  | * To be aware of and support difference and ensure equal opportunities for all.
* To contribute to the overall ethos/work/aims of the academy
* To appreciate and support the role of other professionals.
* To establish constructive relationships and communicate with other agencies/professionals.
* To attend and participate in relevant training, meetings and performance development as required.
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| **Other** | * The post holder will be subject to performance objectives, which will be agreed and reviewed annually.
* The post holder is expected to carry out such other duties as may reasonably be assigned by the Principal.
* The duties of this post may vary from time to time without changing the general character of the post or level of responsibility entailed.
* The person undertaking this post is expected to work within the policies, ethos and aims of the Academy.
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| **Safeguarding** | “The Co-operative Academies Trust, as an aware employer is committed to safeguarding and protecting the welfare of children and vulnerable adults 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”. |
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| **Additional Duties** | Play a full part in the life of the academy community, to support its distinctive mission and ethos and to encourage and ensure staff and students follow this example. |

| **Other Specific Duties** |
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| * Continue personal development as agreed.
* Engage actively in the performance review process.
* Undertake other duties, commensurate with the status of this post, as may become necessary and as discussed and agreed with the post-holder.
* Whilst every effort has been made to explain the main duties and responsibilities of the post, each individual task undertaken may not be identified.
* 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 Academy 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.
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| This job description is current at the date shown, but, in consultation with you, may be changed by the Principal to reflect or anticipate changes in the job commensurate with the grade and job title. |

**Health & Safety Responsibilities**

All employees have the responsibility:

1. To comply with safety rules and procedure laid down in their area of activity
2. To take reasonable care of their own health and safety and hence avoid injury to themselves and to others by act or omission whilst at work
3. To use protective clothing or equipment as may be provided
4. To report promptly all sickness, accidents, unsafe conditions or practices and dangerous occurrences of which they are aware
5. To co-operate with the Principal in the fulfilment of the objectives of the Academy’s Health and Safety policies

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**Co-op Academy Manchester**

**Person Specification – Behaviour Mentor**

| **TRAINING & QUALIFICATIONS** | **Essential** | **Desirable** | **Application** | **Interview** | **Reference** |
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| Relevant training for working with young people aged between 11 – 19. | ⬥ |  |  |  |  |
| GCSE C grade or higher (or equivalent) in Maths and English. | ⬥ |  | ⬥ |  |  |
| Evidence of training and/or qualifications which reflect appropriate communication / educational skills e.g. NVQ Level 3 or equivalent. |  | ⬥ | ⬥ |  |  |
| Evidence of higher education e.g. Degree. |  | ⬥ | ⬥ |  |  |

| **EXPERIENCE** | **Essential** | **Desirable** | **Application** | **Interview** | **Reference** |
| --- | --- | --- | --- | --- | --- |
| Experience of working with young people aged 11 – 19. | ⬥ |  | ⬥ | ⬥ | ⬥ |
| Proven track record of successfully working with disaffected young people. | ⬥ |  | ⬥ | ⬥ | ⬥ |
| Experience of working in a secondary school setting. | ⬥ |  | ⬥ | ⬥ | ⬥ |
| Experience of assisting students with their learning. | ⬥ |  | ⬥ | ⬥ | ⬥ |

| **ABILITY/SKILLS AND ABILITIES** |
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|  | **Essential** | **Desirable** | **Application** | **Interview** | **Reference** |
| An ability to communicate effectively with teachers, students, parents and multi-agencies. | ⬥ |  | ⬥ | ⬥ | ⬥ |
| An ability to work autonomously and as part of a team. | ⬥ |  | ⬥ | ⬥ | ⬥ |
| Good organisation, time management, communication and interpersonal skills | ⬥ |  | ⬥ | ⬥ | ⬥ |
| Good research and planning skills | ⬥ |  | ⬥ | ⬥ | ⬥ |
| Knowledge of the principles involved in giving advice and guidance to young people including the place of confidentiality and sharing information. | ⬥ |  | ⬥ | ⬥ | ⬥ |
| The ability to liaise with and gain the confidence of all school staff. | ⬥ |  | ⬥ | ⬥ | ⬥ |
| A clear understanding of the factors which lead to educational disaffection in young people. | ⬥ |  | ⬥ | ⬥ | ⬥ |
| Knowledge and understanding of strategies to remove barriers to learning in young people. | ⬥ |  | ⬥ | ⬥ | ⬥ |
| Knowledge of the range of additional support/agencies available for students. |  | ⬥ | ⬥ | ⬥ | ⬥ |
| Good ICT skills. | ⬥ |  | ⬥ | ⬥ |  |
| The ability to work flexibly. |  | ⬥ | ⬥ | ⬥ |  |
| Patience, resilience, tolerance and a genuine understanding of the difficulties that students may encounter with their school and home life. | ⬥ |  | ⬥ | ⬥ |  |
| The ability to find creative and imaginative solutions to problems. |  | ⬥ | ⬥ | ⬥ |  |
| The ability to produce detailed, concise evaluative reports. | ⬥ |  | ⬥ | ⬥ |  |

| **Legal Requirements** |
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| Fully Enhanced DBS clearance is required. | ⬥ |  | ⬥ | ⬥ |  |

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