



## **SUPPORT STAFF**

### **JOB DESCRIPTION**

<b>ROLE TITLE</b>	Behaviour Mentor
<b>CONTRACTED HOURS</b>	36 hours per week; 39 weeks per year
<b>LOCATION</b>	The Compass School
<b>GRADE / SCALE POINT – SALARY</b>	Grade 4, point 7-10 (£27,855 - £29,139 per annum)
<b>REPORTING TO</b>	Senior Leadership Team

#### **INTRODUCTION**

All Unity Schools Partnership schools embrace a strong set of values which ensure that pupils learn how to take their place in modern Britain. Every member of staff is required to uphold and promote the values of the Trust in every aspect of their work performance.

#### **JOB PURPOSE**

To support pupils to make progress with social and emotional skills, improvement in mental health and to reengage with learning in line with the curriculum, codes of practice and school policies and procedures.

#### **KEY TASKS & RESPONSIBILITIES**

##### **Support for Pupils:**

Under the general guidance of the senior leadership team you will:

1. Promote the inclusion and acceptance of all pupils.
2. Support pupils to develop resilience, independence, and emotional regulation, both learning in lessons and forming positive relationships with peers and staff.
3. Oversee written behaviour records of individual pupils by all staff.
4. Responsible for analysing behaviour data so that patterns of behaviour can be identified and the correct preventative support can be put in place.
5. Manage day to day on call behaviour incidents around the school, with the support from the senior leadership team
6. Establish positive, trusting relationships with pupils.
7. Support pupils with activities which support their social and emotional development and promote good mental health.
8. Support pupils to engage and make progress with literacy, numeracy skills and foundation subjects.
9. Manage a caseload of pupils, ensuring each pupil receives 1:1 or group mentoring and emotional regulation sessions to discuss their emotional and social behaviour progress.
10. Track the emotional regulation and behavioural progress of pupil using the available data and monitor the impact of interventions, sharing this with the other stakeholders
11. Work with teachers, support staff, families, and where necessary external agencies to develop a solution focused approach to meeting SEMH needs, enabling learners to regulate their emotions and make good progress.
12. Establish therapeutic relationships with pupils and interact with them according to individual needs. Providing 1:1 and group support via reflective and restorative practice.
13. Assist with the development, implementation and review of Individual Behaviour Plans and Risk Assessments for designated pupils.
14. Promote good pupil behaviour, dealing promptly with conflict and incidents in line with established policy and encourage pupils to take responsibility for their own behaviour.
15. Support induction of new pupils into the school.

### **Support for Teachers**

1. Provide support for the teacher to help them manage pupils' behaviour in the classroom
2. Liaise with the class teachers, to ensure clear understanding of tasks and responsibilities and how these will be operated in practice to promote the best outcomes for pupils;
3. Maintain records of pupil needs and achievements;
4. Support and assist the class teacher in maintaining a safe and positive learning environment in the classroom and around the school, by actively engaging with pupils to positively promote the school's relationships policy;
5. Liaise with appropriate agencies about specific pupils;
6. Assist teaching staff to ensure that the aims and objectives of the school are achieved;
7. Supervise pupils on the playground and elsewhere on the school site and premises as required as part of the School's agreed duty rota.

### **Team Working and Personal Professional Development**

1. Demonstrate tasks to new colleagues and assist in the induction process;
2. Attend and participate in curriculum planning meetings (after School as required);
3. Keep up-to-date with School policies and procedures;
4. Liaise, advise and consult with other members of the staff team, supporting children when asked to do so;
5. Attend relevant in-service training and be prepared to help lead training on a specific behaviour focuses in the school;
6. Undertake tasks to support the curriculum and assist with events organised as part of the curriculum;
7. Attend and contribute to SEN and appropriate review meetings, if required by the Class Teacher, SENCo and/or Principal and where appropriate, disseminate information to other Teaching Assistants;
8. Support implementation of Government initiatives under the direction of line manager.

### **Health, Safety and Wellbeing**

1. Follow Health and Safety procedures at all times, particularly with regard to pupil safety and that of staff colleagues;
2. First Aid - refer pupils to a School paediatric first aider ensuring that the class teacher is aware; Undertake First Aid training as required
3. Be aware of and maintain full understanding of procedures to follow in the event of an emergency;
4. Keep up-to-date with and follow, Safeguarding / Child Protection procedures.



## **SAFEGUARDING**

Unity Schools Partnership is committed to safeguarding and promoting the welfare of children and young persons at all times.

The post holder, under the guidance of the Headteacher, will be responsible for promoting and safeguarding the welfare of all children with whom he/she comes into contact, in accordance with the Trust's and the school's safeguarding policies. The post holder is required to obtain a satisfactory Enhanced Disclosure from the Disclosure and Barring Service (DBS).

## **GENERAL**

1. Actively contribute to and promote the overall ethos and values of the School and the wider Trust.
2. Participate in training and other learning activities and performance development as required.
3. Maintain consistent high standards of professional conduct, tact and diplomacy at all times in dealings with pupils, parents, staff colleagues, external agencies and any other visitors to the school or wider Trust.
4. Maintain absolute confidentiality and exercise discretion with regard to staff / pupil information and the Trust's business at all times.
5. Act as an ambassador for the School and the wider Trust within the local community and beyond, ensuring that the ethos and values of the Trust are promoted and upheld at all times.
6. Undertake any other reasonable tasks and responsibilities as requested by the line manager or a member of the Senior Leadership or Trust Executive Leadership Teams which fall within the scope of the post.



## PERSON SPECIFICATION

### HIGHER LEVEL TEACHING ASSISTANT (HLTA)

CRITERIA	ESSENTIAL	DESIRABLE
<b>KNOWLEDGE</b>		
<b>Technical or Specialist</b>	<p>Understanding of the specialist area to support pupils' learning and ability to acquire further knowledge to contribute effectively and with confidence to classes in which they are involved.</p> <p>Knowledge of school curriculum, the age-related expectations of pupils, the main teaching methods and the testing / examination frameworks in the subjects and age ranges in which they are involved.</p> <p>Ability to track behaviour data using school IT systems.</p> <p>Ability to create behaviour reports to show areas of need and areas of strength.</p> <p>Knowledge and understanding of interventions to support SEMH and be able to track these with pre and post data to show impact.</p> <p>Understanding of the aims, content, teaching strategies and intended outcomes for the lessons in which they are involved, and understanding of the place of these in the related teaching programme.</p> <p>Awareness of health and safety procedures.</p> <p>Knowledge of how to use ICT to advance pupils' learning, and ability to use common ICT tools for own and pupils' benefits.</p> <p>Knowledge of the key factors that can affect the way pupils learn.</p> <p>Awareness of the statutory frameworks relevant to their role.</p> <p>GCSE Maths and English grade 'C' or above.</p> <p>Knowledge of the legal definition of Special Education Needs and familiarity with the guidance about meeting SEN given in the SEN Code of Practice.</p> <p>Knowledge of a range of strategies to establish a purposeful learning environment and to promote good behaviour.</p> <p>Experience of working with/supervising pupils including knowledge of social, emotional and mental health needs</p> <p>Knowledge and use of a range of equipment.</p> <p>Basic knowledge of first aid.</p> <p>Recognised competence in literacy and/or numeracy.</p> <p>Experience of contributing to lesson planning, in conjunction with the teacher.</p>	<p>Understanding of Trauma-informed practice</p> <p>Trained ELSA or similar HLTA status</p> <p>Experience of planning, preparing and delivering SEMH interventions and lessons.</p> <p>Experience of working with pupils with social, emotional and mental health needs</p> <p>Broad awareness and understanding of medical conditions such as asthma, epilepsy etc.</p> <p>Experience of 1:1 and group support</p> <p>Knowledge of EHCPs/Annual Reviews.</p>



<b>Literacy and Numeracy</b>	<p>Ability to support teachers in evaluating pupils' progress through a range of assessment activities.</p> <p>Contribute to maintaining and analysing records of pupils' progress.</p> <p>Ability to read, understand and implement school policies and procedures relevant to area of work.</p> <p>Ability to complete reports such as incident report form, progress report etc.</p>	
<b>Organisational</b>	<p>Knowledge of School policies and procedures.</p>	<p>Awareness and understanding of relevant government initiatives.</p> <p>Good knowledge and understanding of a School structure.</p>
<b>SKILLS</b>		
<b>Research</b>	<p>Assist teacher with information gathering and resources as appropriate.</p> <p>Ability to support their own CPD by researching and learning from good practice and evidence-based research.</p>	
<b>Problem Solving</b>	<p>Ability to recognise and resolve more complex problems, referring unusual or difficult problems to classroom teacher or other appropriate person.</p>	
<b>Creative Thinking</b>	<p>Ability to support staff across the school to understand behaviour and build relationships with pupils.</p> <p>Assist all staff to create a positive learning environment.</p> <p>Creative ways of learning/making learning interesting.</p>	
<b>Planning</b>	<p>Working within a framework set by the school, planning for their role in delivering interventions to support SEMH.</p> <p>Contribute effectively to the selection and preparation of teaching materials that meet the diversity of pupils' needs and interests.</p> <p>Contribute to the planning of opportunities for pupils to learn in out-of-school contexts, in accordance with school policies and procedures.</p>	

## INTERPERSONAL AND COMMUNICATION

<b>Advising / Coaching / Mentoring</b>	When supervising or working with small groups of pupils the post holder must be able to adapt support given to pupils depending on age and/or ability.	
<b>Caring skills</b>	<p>Sensitivity to pupils' needs.</p> <p>Ability to promote and support the inclusion of all pupils in the learning activities in which they are involved.</p> <p>Ability to recognise and respond effectively to equal opportunities issues as they arise, including by challenging stereotyped views, and by challenging bullying or harassment, following relevant policies and procedures.</p>	
<b>Advising / guiding</b>	<p>Ability to support teachers in evaluating pupils' progress through a range of assessment activities.</p> <p>Monitoring pupils' responses to learning tasks and modify their approach accordingly.</p> <p>Monitor pupils' participation and progress, providing feedback to teachers, and giving constructive support to pupils as they learn.</p> <p>Using clearly structured teaching and learning activities to interest and motivate pupils, and advance their learning.</p> <p>Ability to advance pupils' learning in a range of classroom settings, including complete programmes of study prescribed by outside agencies, working with individuals, small groups, and whole classes where the assigned teacher is not present, e.g. fixed term targeted interventions.</p> <p>Ability, where relevant, to guide the work of other adults supporting teaching and learning in the classroom and the delivery of programmes prescribed by outside agencies.</p> <p>Organise and manage safely the learning activities, the physical teaching space and resource for which they are given responsibility.</p> <p>Advising and guiding pupils on the best way to handle situations, under the teacher's direction.</p> <p>Encouraging pupils to participate in or complete tasks.</p>	Ability to liaise sensitively with Parents/Carers and staff.



	<p>Providing advice and guidance to Teaching Assistants on procedures and policies.</p> <p>Ability to conciliate between pupils in relationship / friendship disputes.</p>	
<b>PHYSICAL</b>		
<b>Keyboard</b>	<p>Ability to use ICT to advance pupils' learning and ability to use ICT tools for own benefit.</p>	
<b>Manual Skills</b>	<p>Help pupils to use tools and equipment safely as required to support learning, in line with school Risk Assessments</p>	
<b>LEVEL OF AUTONOMY</b>	<p>Although work is covered by set policies and procedures, Teaching Assistants at this level must be able to manage their own work.</p> <p>Able to work with small groups of pupils when carrying out specific tasks or on field trips etc.</p> <p>Able to supervise larger numbers of pupils when on duty break/lunchtime.</p> <p>Able to make decisions on when to refer queries/problems to teaching staff or line manager.</p>	