

## Lancashire County Council – Shaftesbury High School

### Role Profile - Operational Context Form – Job Description

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|-------------------------------------|----------------------------|----------------------------------|----|--------------------------------|-----|
| <b>Post title: Behaviour Mentor</b> |                            |                                  |    |                                |     |
| <b>Grade:</b>                       | Grade 6 – Scale<br>11 - 19 | <b>Staff<br/>responsibility:</b> | No | <b>Essential Car<br/>user:</b> | Yes |

**Scope of Work – appropriate for this post:**

Working directly with pupils to provide mentoring and/or support to overcome particular obstacles to learning in relation to behaviour or attendance.

**The purpose of this job is:**

The main purpose of the role is to directly manage the day to day behaviour of KS3 and KS4 pupils. The post holder will liaise with Pastoral Leaders, Senior Leadership Team (SLT), Parents, Carers and external agencies as appropriate. The post holder will have responsibility for the production and analysis of behaviour reports which will be shared with Headteacher, SLT, staff and Management Committee members. The post holder will be expected to comply with all school policies and support the ethos of the school. The post holder will demonstrate a commitment to the safeguarding of pupils at school.

**In addition to the following duties, the post holder may be required to undertake any of the duties associated with a lower graded support post and undertake other duties and responsibilities appropriate to the grade as may be directed by the Headteacher.**

**Accountabilities/Responsibilities – appropriate for this post:**

1. To be part of the on-call system at school.
2. To be part of the initial assessment team in quickly identifying barriers to learning and positive behaviour.
3. To work on a 1:1 and small group basis with students (including those on intervention) to address issues of poor behaviour and help reintegration into mainstream / full timetables.
4. To promote early intervention using the behaviour systems in place (Classcharts).
5. To explore, devise and deliver strategies and programmes aimed at modifying the behaviour of groups of challenging students.
6. To explore, devise and deliver strategies and programmes aimed at modifying the behaviour of groups of challenging students.
7. To maintain appropriate records regarding KS3/KS4 pupils including impact of intervention strategies.
8. To present a weekly report and analysis of impact for a range of audiences including Management Committee members and SLT.
9. To record and share information appropriately using school systems such as Sims and Cpoms.
10. To use analysis of behaviour data to identify patterns and trends in behaviour and deliver support in these areas.
11. To communicate with parents and carers as appropriate to facilitate effective support for behaviour modification.
12. To support a restorative justice process.
13. To liaise with external agencies as appropriate including attending multi-agency meetings

14. To assist with formulating CAF documents and act as Lead Professional as necessary.
15. To contribute to the development and review of Pupil Support Plans, reinforcing the school's person centred approach.
16. To support teaching staff by providing specific behaviour strategies for individuals and groups of students.
17. Promote and liaise with pupil voice and the pupil voice lead.
18. To take part in and assist in the delivery of appropriate behaviour related CPD.
19. To provide supervision during breaks and lunchtimes. To drive the school minibus (MPV).
20. To organise and attend pupil reviews- including out of school hours as appropriate.
21. To assist in the planning / managing of reward trips and events.
22. To support the attendance team in securing good attendance of pupils.
23. To attend and contribute to staff and pupil support meetings.
24. To follow a part time support timetable.
25. To provide short term cover for absent teachers.
26. Work with parents / carers to help address poor performance/attendance/behaviour.
27. Undertake home visits to keep parents/carers informed and secure positive family support.
28. Monitor the implementation of plans and report on progress achieved, support the re-integration of pupils excluded from class or following an alternative timetable.
29. Provide extra support to pupils through knowledge of a range of activities and opportunities available to them.
30. Support the development of partnerships with external agencies/organisations to set up resources/initiatives to help address barriers to learning.
31. Maintain accurate pupil records and prepare written reports and evaluations.
32. To work within school policies and procedures.
33. To take care of their own and other people's health and safety.

**Additional supporting information – requirements of this post:**

- Working at national occupational standards (NOS) for learning, development and support services and knowledge / skills equivalent to current national qualifications in learning, development and support services for children, young people and those who care for them
- Commitment to undertake in-service development
- Commitment to safeguarding and protecting the welfare of children and young people
- Satisfactory attendance record/commitment to regular attendance at work
- To be aware of the confidential nature of issues related to home/pupil/teacher/school work

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| <b>Prepared by:</b> | Abigale Bowe, Headteacher | <b>Date:</b> | 28 <sup>th</sup> October 2024 |
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**The above form** sets out the area of work in which duties will generally be focused, and gives an example of the type of duties that the postholder could be asked to carry out. **PLEASE NOTE** that this is for guidance only. Postholders are expected to be flexible and to operate in different areas of work/carry out different duties as required.

#### **Equal opportunities**

We are committed to achieving equal opportunities in the way we deliver services to the community and in our employment arrangements. We expect all employees to understand and promote this policy in their work.

#### **Health and safety**

All employees have a responsibility for their own health and safety and that of others when carrying out their duties and must co-operate with us to apply our general statement of health and safety policy.

#### **Safeguarding Commitment**

We are committed to protecting and promoting the welfare of children, young people and vulnerable adults.

#### **Customer Focus**

We put our customers' needs and expectations at the heart of all that we do. We expect our employees to have a full understanding of those needs and expectations so that we can provide high quality, appropriate services at all times.

#### **Skills Pledge**

We are committed to developing the skills of our workforce. All employees will be supported to work towards a level 2 qualification in literacy and /or numeracy if they do not have one already.

#### **Attendance**

Good attendance enhances the service delivered by schools, minimises staffing difficulties and ensures best value to the school. It is essential that applicants for positions in this school can evidence a previous satisfactory attendance record/commitment to sustaining regular attendance at work.

## Grade Profile - Level Six – Operative / Support (Grade 6)

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| <b>Level Six Purpose</b><br>To provide support in a relevant professional area or oversee and co-ordinate the provision of a support function or undertake a specialised skilled activity. This may include day-to-day supervision and direction of a small group or team.   |
| <b>Scope of Work</b><br>Role holders will use practical and procedural knowledge and analytical and judgemental skills to interpret information or situations and solve varied problems some of which may be difficult. Role holders may be expected to make decisions as to when and how duties are carried out and respond independently to unanticipated problems or situations.  |
| <b>Accountabilities/Responsibilities</b><br>Role holders may be responsible for: <ul style="list-style-type: none"><li>▪ The allocation of work to a small group or team; or</li><li>▪ Accounting for expenditure from agreed budgets; or</li><li>▪ Overseeing the administration of support systems and processes; or</li><li>▪ Undertaking specialised service support activities; or</li><li>▪ Providing service and situation specific advice and guidance; or</li><li>▪ Using specialised equipment.</li></ul>  |
| <b>Skills, knowledge and experience</b> <ul style="list-style-type: none"><li>▪ Extended experience or the ability to demonstrate the competence to undertake the role.</li><li>▪ Possession of, or the ability to demonstrate the capability to gain, relevant qualifications or equivalent where applicable.</li><li>▪ Working knowledge of the practices, processes and procedures relevant to the role.</li><li>▪ Developed skills appropriate to the job discipline.</li></ul> <p>In addition to the skills, knowledge and experience described, you may be required to undertake a lower graded role as appropriate.</p> |
| <b>Performance Measures</b> <ul style="list-style-type: none"><li>▪ Completion of work to required standards, deadlines and timescales.</li></ul>  |