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| Job Description | : Behaviour and Relationship Mentor |
| Location | : Cambridge School |
| Line Manager | : Senior Learning Mentor |
| Pay scale | : Scale 5 |
| Hours | : 36 hours and Term Time Only |

Job Purpose

- To provide a complementary behaviour service to teachers and support staff in the school in line with the Cambridge Behaviour Policy.
- To address the needs of pupils who require support to overcome the barriers to learning they experience both inside and outside the school, in order that they are able to achieve their full potential.

Main Duties and Responsibilities:

Support for Children

- To work with a dedicated group of students across a range of specific allocated classes both individually and in groups, both in and out of classrooms.
- To participate in the observation and assessment of pupils who need extra help to overcome the barriers to learning they experience from inside and outside school.
- To facilitate virtual learning for children with emotionally based school avoidance and to monitor attendance and inform the Assistant Headteacher of participation and engagement levels.
- To draw up an action plan within the Behaviour and Relationship Team for individual pupils who need support.
- To implement and monitor action plans and report on impact.
- To work in a variety of ways to support, motivate and challenge pupils and raise levels of achievement including support in class, 1:1 support, group activities, and workshops.
- To maintain regular contact with families / carers of pupils in need of extra support, to keep them informed of the child's needs and progress, and to secure positive family support and involvement.
- To monitor pupils arriving to school late, liaising with families and working with pupils to improve punctuality.
- To provide support to pupils who may be at risk of exclusion.
- To work as part of the multi-disciplinary team across the school

- Support personal care across the school

Support for Teachers

- To work closely with the Lead Behaviour and Relationship Mentor, class teachers and Pod Leaders to identify and implement individual behaviour plans and risk assessments for identified pupils.
- To keep detailed monitoring and progress records and meet with classroom staff regularly.
- To report on the implementation of all action plans to the Lead Behaviour and Relationship Mentor.
- To share knowledge and provide guidance to other staff in relation to a range of activities and programmes of support which will meet the needs of pupils.

Support for the School:

- To work closely with and under the supervision of the Lead Behaviour and Relationship Mentor and the Pod Leaders to support individuals and groups of children as directed and help with administrative duties such as the preparation of paperwork for meetings and reviews.
- To be involved in the sharing of relevant information between local agencies and schools.
- To network with other Behaviour Keyworkers and share best practice.
- To carry out searches of students upon arrival to the building.
- To attend relevant courses and staff training.
- To carry out other duties commensurate with the grade and nature of the post.

Support for Families:

- To work closely with families, providing a means for smooth and effective communication between the school, families and other agencies.
- To contribute to family learning and parenting classes.

This list is not exhaustive. You may be asked to carry out other duties as required by your line manager or the senior leadership team.

Signed Post Holder:

Date:

Person Specification:

Educational Achievements, Qualifications and Training

Desirable

- NVQ Level 3 of Equivalent
- Experience of working with parents and outside agencies
- Any training requested by the school

Experience

Essential

- Experience of working with children with SEMH, ASD, SEN

Desirable

- Experience of working with parents and outside agencies

Job Related Knowledge, Aptitudes and Skills

Essential

- Knowledge of interventions to support children eg. social skills development activities
- The ability to communicate effectively both orally and in writing
- Good personal organisation eg. time management
- Ability to supervise and organise pupils
- Ability to work independently and as a team
- Ability to show initiative in a range of situations
- Ability to interact positively with pupils, parents and colleagues
- Ability to plan appropriate learning activities

Personal Qualities

Essential

- Confidence, sensitivity, resilience, reliability, and enthusiasm
- Ability to communicate effectively with children and young people
- Good interpersonal skills

Equal Opportunities

Essential

- Commitment to equality of opportunity for all regardless of gender, disability, religion and ethnic origin