



Academy:	Sandbrook Community Primary School
Section:	Associate Staff
Location:	Hartley Ln, Rochdale OL11 2LR
Job Title:	Learning Mentor for Behaviour
Grade:	Grade 6
Hours:	29.5 hours per week, term-time only (192 days)
Accountable to:	Headteacher
Accountable for:	N/A
Special Conditions of Service:	<p>All posts require enhanced DBS clearance prior to appointment.</p> <ul style="list-style-type: none">• The Postholder may be required to attend evening and weekend meetings.• The School operates a Smoke Free Policy for all its employees and applies to any building and associated grounds within the immediate vicinity of the school.• Annual Leave – Term Time Only – this post is employed on a Term Time Only basis and therefore all staff are required to be in school during school term. There is no further annual leave.• The ability to converse at ease with customers and service users and provide advice in accurate spoken English.

Watergrove Trust is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment.

Organisational Chart:

Headteacher
Deputy Headteachers
Assistant Headteachers

PURPOSE AND OBJECTIVES OF THE JOB

1. To promote good (and better) behaviour. Being actively conscious of those pupils showing behavioural difficulties and utilising strategies to promote them and reduce the frequency of such difficulties.
2. To collaborate with families and professionals to develop and implement comprehensive interventions and support plans.
3. To work as part of the wider school community to ensure that all learners reach their potential by providing learners, staff and their families the support and challenge they need. Ensuring that behaviour is at the forefront of interactions and whole school approaches.
4. To support SLT by responding to behaviour incidents and supporting reintegration into class.
5. To establish, form and sustain relationships with families, carers and children, interacting with individuals, families, carers, groups, the community and others to affect and achieve positive change and address problems that impede the development of children.

CONTROL OF RESOURCES

Personnel

To be responsible for the direction, support and motivation of self and any staff under the postholder's control.

Financial

To work in accordance with the Financial Regulations and procedures of the School.

Equipment/Materials

To be responsible for the safe use and maintenance of equipment/materials used by the postholder.

Teaching resources including audio visual and computer equipment.

To adhere to the School's rules and regulations relating to the use of ICT, e-mail and intranet/internet access.

Health/Safety/Welfare

Responsible for the health, safety and welfare of self and colleagues in accordance with Sandbrook and Watergrove Trust's Health & Safety policies and procedures and current legislation.

Equality and Diversity

To work in accordance with the Watergrove Trust's Policy relating to the promotion of Equality and Diversity.

Training and Development

The post holder will have a commitment in identifying and undertaking their own professional and personal development in accordance with Schools performance management framework.

Relationships (Internal and External)**Internal:**

1. School staff
2. Users of the School
3. Volunteers
4. Pupils
5. Governors

External:

1. Parents/Carers
2. Staff in other schools and within the Trust and the LA
3. Suppliers of equipment and services

RESPONSIBILITIES:**The postholder must:**

1. Perform their duties in accordance with the Watergrove Trust's Equality and Diversity Policy.
2. Ensure that the Watergrove Trust's commitment to public service orientation and care of our customers is provided.
3. Be able to render regular and efficient service to undertake the duties of this post.

PRINCIPAL DUTIES

1. To work as part of the school behaviour management team and wider school community to ensure that all learners reach their potential by providing learners, staff and their families the support and challenge they need.
2. To work with children and young people to identify goals and boundaries for acceptable behaviour.
3. To support children and young people to manage challenging behaviour.
4. To enable children and young people to recognise and understand their behaviour and its consequences.
5. To engage with students who are at risk of exclusion to improve their behaviour and understand their behaviours.
6. As a Learning Mentor for behaviour, ensure that whole school behaviour policies and agreed school procedures are followed; to work with internal and external agencies to promote positive behaviour at a whole school and individual level, adapting processes to the needs of individuals.
7. Ensure that targeted interventions are delivered to key groups and individuals.
8. Ensure that communication between stakeholders is timely, accurate, and recorded inline with relevant protocols.
9. Ensure that training is attended to increase knowledge of a wide range of behaviour support packages and programmes.
10. Support behaviour in the classroom as well as in small group environments.
11. Familiarise with personal behaviour plans to ensure that strategies are targeted at the needs of those most in need.

Develop and promote positive relationships and behaviour by:

- establishing and developing positive relationships with children and adults including parents, carers and other professionals
- supporting children in developing positive relationships with each other and the wider community
- promoting inclusion and acceptance of all pupils within the classroom
- enacting the Trust ethos
- implementing agreed behaviour management strategies
- supervising and following Team Teach protocols
- responding to behaviour incidents and supporting the reintegration into lessons
- supporting pupils in taking responsibility for their learning and behaviour

- establishing rapport and respect with pupils, acting as a role model and setting high expectations
- promptly addressing any incidents, in line with Trust and school policies
- recognising and responding to individual needs
- engaging pupils with activities, promoting independent learning and utilising strategies to recognise and reward achievement
- encouraging cooperation and interaction between pupils
- supporting pupils with communication and interaction needs to develop relationships with others
- supporting the behaviour management of pupils with behaviour, emotional and social development needs
- supporting pupils with behaviour, emotional and social development needs to develop relationships with others
- supporting pupils with behaviour, emotional and social development needs to develop self-reliance and self-esteem
- providing a supportive and challenging environment

Secondary Duties

1. Uphold the professional standards expected of every member of Trust staff in all dealings with colleagues, students, parents/carers and the wider community and adhere to the principles expressed in the aims of the Trust.
2. Work collaboratively across with colleagues and students to ensure the school and Trust operates as effectively as possible to achieve its aims. Develop collaborative working relationships with other colleagues in the Trust.
3. To participate in programmes of training as a trainee and when required as a trainer facilitator. Actively contribute to the continued development of the Trust by attending training, participating in relevant meetings, and putting forward ideas for improvement. To demonstrate a commitment to self-review and professional development.
4. Be aware of and comply with policies and procedures, including the behaviour management policy.
5. To support and participate in team working across the Trust, including working within other areas/schools as required in the light of operational needs of the Trust and to facilitate the career development of the post holder. Prepare and contribute to Trust wide development by sharing best practice and professional feedback.
6. To undertake duties as part of the team - to act as a team member and undertake general office duties as and when required to support the overall service delivery to the school, children and families. Be a positive, collaborative team member.
8. To undertake such other duties and responsibilities of an equivalent nature commensurate

with the level of responsibility that may be allocated periodically, as may be determined from time to time by the Headteacher (or nominated representative) in consultation with the postholder (and if he/she so wishes, with his/her Trade Union representative).

9. The postholder's duties must at all times be carried out in compliance with the Trust's Equal Opportunities Policy and other policies designed to protect employees or service users from harassment.

- a) Take reasonable care of the health and safety of self, other persons and resources whilst at work.
- b) Cooperate with management of the trust as far as is necessary to enable the responsibilities placed upon the trust under the Health and Safety at Work Act to be performed, e.g. operate safe working practices including both mental and physical wellbeing.
- c) It is the duty of the postholder not to act in a prejudicial or discriminatory manner towards employees. The postholder should also counteract such practice or behaviour by challenging or reporting it.

10. To attend and participate in meetings as required.

11. Play a full part in the life of the school community, supporting our ethos and values encouraging staff and children to follow this example.

12. Actively promote Watergrove Trust corporate policies.

WATERGROVE TRUST
Person Specification

Academy :	Sandbrook Primary	Post:	Learning Mentor of Behaviour
Section :	Associate Staff	Scale:	Grade 6

Note to Applicants:

Essential Criteria (E) are the qualifications, experience, skills or knowledge that you **MUST SHOW YOU HAVE** to be considered for the job.

There are a range of methods by which this information can be obtained. The '*How Identified*' column illustrates how the Trust will obtain the necessary information about you.

For example: Where **(AF)** is indicated next to an *Essential Criteria* you **MUST** include details relating to this aspect in your **Application Form**. You must include examples from both paid or voluntary work. Do not leave gaps in employment.

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Criteria	Essential (E) or Desirable (D)	How Identified: AF Application Form I Interview A Assessment
Qualifications		
NVQ level 3 or equivalent GCSE Maths, English at Grade C or above	E	AF, I
Relevant Higher Education Qualifications such as Degree or Equivalent	D	AF, I
To hold a current safeguarding training certificate	D	AF, I
Skills and Experience		
Experience of working as part of a team	E	AF, I
Experience in undertaking administrative tasks	E	AF, I
Experience of working with young people	E	AF, I
Experience of working on own initiative	E	AF, I
Experience of working with children with learning/behavioural difficulties	E	AF, I
Experience of working within a school, and working with a class of students	E	AF, I
Experience of Safeguarding, CPOMS, Multi-agency working	E	AF, I
Knowledge and Ability		
Understanding of the importance of maintaining a high standard of behaviour in a primary setting	E	AF, I

Understanding and experience of using a range of behaviour management strategies	E	AF, I
Awareness of the importance of effective communication with staff and pupils	E	AF, I
Ability to remain calm and positive in challenging circumstances	E	AF, I
Good written and communication skills	E	AF, I
Flexible in order to meet pupil needs	E	AF, I
ICT literate	E	AF, I
Ability to relate well to children and adults	E	AF, I
Understand of Safeguarding in a primary school	E	AF, I
Values and Behaviours		
<p>Our mission is to be ever “Providing more” to the communities we serve, to enable life in all its fullness.</p> <p>Our Trust is enabled by a mutual interdependence within which we will always:</p> <ul style="list-style-type: none"> • Coach • Challenge • Innovate 	E	AF, I
Uphold our school values of Respect, Honesty and Love		
Special Working Conditions		
Enhanced DBS clearance	E	AF, I
Undertake First Aid Training	E	AF, I
Good punctuality and timekeeping	E	AF, I