

## **Manchester City Council**

### **Job Description**

#### **Behaviour Mentor – Level 2**

***Please note- this JD and PS is for example only. The JD and PS will vary depending on the Level of role the candidate is applying for.***

The post holder will report to the Teacher / Senior Teaching Assistant . Apart from other colleagues in the school, the main contacts of the job are: Head Teacher, Business Manager, teaching staff, other support staff and pupils.

#### **Main Purpose of the Job:**

Under the guidance of teaching/senior leaders, ensure the successful operation of the learning support. They will also greet, help regulate and settle children each morning and during transitions and be on call to support children when needed.

They will communicate effectively with all stakeholders and work with families and promote good attendance. They will also work within classes and support colleagues to follow the Relational Approach to behaviour management.

#### **Main Duties**

##### **Support for pupils**

1. Supervise children within the Learning Support Unit.
2. Identify triggers and record patterns to help support a reduction in emotional dysregulation and improved behaviour.
3. To take responsibility for providing students with outstanding pastoral care and guidance as well as developing positive links between home and school, working closely with parents / carers to ensure that every student will thrive and succeed.
4. To address attendance, behavioural, pastoral and welfare issues, taking a lead role within the school in addressing the needs of students who require particular support to overcome barriers to learning.
5. To work collaboratively with all school staff and external support agencies in order to support student wellbeing.
6. Providing accurate attendance, punctuality, behaviour and other pastoral data to Governors, Leaders, and staff as required.
7. To take a lead role in the supervision of the school, supporting all staff in maintaining a positive learning environment with high expectations, including out of lesson supervision/duties, 'on call', detention, other strategic support systems and strategic behaviour interventions.

8. Establish good relationships with pupils, taking on role model by presenting a positive personal image and responding appropriately to individual needs.
9. Promote the inclusion and acceptance of all pupils.
10. Encourage pupils to act independently as appropriate.
11. To occasionally supervise whole classes as required.

### **Support for Teachers**

12. Provide curricular clerical/admin support, eg. photocopying, making lists etc
13. Under the direction of the teacher within a classroom in which you may be working, prepare the classroom for lessons including display work and clear afterwards, as appropriate.
14. Undertake pupil record keeping and updating records, information and data, producing reports as required.
15. Assist in the development and implementation of behaviour management strategies.
16. Keep accurate and contemporaneous records using school systems (such as CPOMs).
17. Establish constructive relationships with parents/carers and report on information from parents/carers to the teacher.
18. Monitor pupils' responses to learning activities and accurately record achievement/progress as directed.
19. Administer and assess routine tests and invigilate exams and undertake routine marking of pupil's work

### **Support for the Curriculum**

20. Undertake structured and agreed learning activities/programmes, including those linked to local and national learning strategies. Adjusting activities according to pupil responses and recording achievement and progress and providing feedback to the teacher.
21. Support the use of ICT in learning activities and develop pupils' competence and independence in its use

### **Support for the School**

22. Be aware of and comply with child protection procedures, health and safety and security, confidentiality and data protection, reporting any concerns to the relevant member of staff.
23. Assist in maintaining high standards of health and safety at all times.
24. Maintain good relationships with colleagues and work together as a team.

25. Assist in the supervision of classroom and outdoor activities.
26. Assist with the supervision of discreet groups of pupils for short periods when the teacher is not present.
27. Contribute to the overall ethos/work/aims of the school.
28. Be aware of and support difference and ensure all pupils have equal access to opportunities to learn and develop.
29. Attend relevant meetings.
30. Participate in training, including relevant learning strategies and other learning activities and performance management where required.

All elements of Specified Teaching Work undertaken by the postholder will be within the framework of the school's Scheme of Supervision in line with the 2003 Regulations and (amended Regulations 2007). In addition to HLTAs, the Regulations cover other groups of support staff who undertake 'specified work' at different levels. Specified work may cover a range of activities at different levels – including for some staff, work with whole classes. Headteachers will ensure that the support staff member has the skills, experience and expertise required to carry out 'specified work'. Where more demanding aspects of 'specified work' are carried out by support staff, and particularly where they are working with whole classes, it is strongly recommended that the headteacher should have regard to the standards for HLTAs in determining whether those staff have the necessary level of skills and expertise.

A teaching assistant Level 2/ behaviour mentor may be called upon to provide cover supervision for a group or occasionally for a whole class for a session/lesson, this may involve the teaching assistant contributing to the planning, preparation, assessment and reporting.

The Teaching Assistant must carry out his or her duties with full regard and commitment to the Governing Body and City Council Policies.

Where the postholder is disabled, every effort will be made to supply all necessary aids, adaptations or equipment to allow them to carry out all the duties of the job. If, however, a certain task proves to be unachievable, job redesign will be fully considered.

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### **Person Specification**

#### **Behaviour Mentor – Level 2**

##### **For this job we are looking for:**

Ideally, experience of working with or caring for children of a relevant age

Numeracy/literacy skills (at a level equivalent to NQF Level 2)

Ability to relate well to children and adults

Ability to work as part of a team

An understanding of the role of the Behaviour Mentor and other professionals working in the classroom

Ability to use relevant technology eg photocopier

Understanding of national/foundation stage curriculum and other basic learning programmes/strategies

Basic understanding of child development and learning

Willingness to undertake minor first aid training as appropriate

##### **Personal Style and Behaviour**

Ability to relate to and form relationships with pupils and understand their wants and needs.

Tact and diplomacy in all interpersonal relationships with the public, pupils and colleagues at work.

Self motivation and personal drive to complete tasks to the required timescales and quality standards.

The flexibility to adapt to changing workload demands and new school challenges.

Personal commitment to ensure that the provision of support is equally accessible and appropriate to meet the diverse needs of pupils.

Personal commitment to continuous self-development.

A commitment to school improvement.

Be willing to consent to and apply for an enhanced disclosure to a DBS check.