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*Reach Belong Evolve*

RECRUITMENT PACK

BEHAVIOUR MENTOR

**TEACHER OF HUMANI**

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Please also find our full Safeguarding Policy on our website **www.impactindependentschool.co.uk**

# The Application Process

We hope that this application pack and our website [www.impactindependentschool.co.uk](http://www.impactindependentschool.co.uk) inspires you to apply for this post.

If you have any questions regarding any aspect of the application process or need additional information, please contact Grazia Genuardi at

[grazia.steventon@impacteducation.org.uk](mailto:grazia.steventon@impacteducation.org.uk)

## How to apply

Please visit our website for an application form.

It should include:

* personal educational philosophy
* experience, knowledge, skills and personal qualities which will equip you for this post

It is expected that applicants will make links between their experience and philosophy and the details contained in the job information/person specification.

Our preferred method of application is completion of the application form, which you can download on the website and submit via email to: [grazia.steventon@impacteducation.org.uk](mailto:grazia.steventon@impacteducation.org.uk)

Should you require any of the information in an alternative format, please let us know by telephoning the office, or putting your request in writing via email.

It should be noted that it is a requirement of the Impact Independent School that candidates should, whenever possible, name as referees current and former employers (via Heads or Principals where employment at educational institutions is concerned).

Should you be offered a post, this will be on the provision of successful checks – including right to work in the UK, Medical Questionnaire and an enhanced DBS.

## Important Dates

**Closing date for receipt of applications: 11/08/2022**

**Interview Date: W/C 15/08/2022**

**Proposed Start Date: 05/09/2022**

**Behaviour Mentor**

**£16,500.00 FTE Per Annum**

**Appointment Date:** September 2022

**We are seeking to appoint a well‐qualified, highly motivated, professional who has experience of working with children with SEMH needs to our school from September 2022. We welcome applications from all excellent classroom practitioners, particularly those who are keen to inspire learners through 1:1 support, group mentoring, implementing creative and personalised activities and supporting progress through high quality assessment and feedback.**

We are a forward thinking Independent School, providing alternative education for learners from across the Black Country and beyond. We have a highly committed and enthusiastic staff team. We operate across 2 sites and offer provision for KS3 and KS4.

Learners join our school on a full time permanent basis, or whilst they are awaiting to be allocated an alternative school place. We also offer school places for children with SEND.

**We are looking to appoint an enthusiastic Behaviour Mentor.**

* Have in-depth knowledge about social, emotional and mental health needs of young people in an educational environment
* Be an outstanding practitioner with a breadth of experience and a recognised mentoring qualification.
* Be ambitious for themselves and their learners, wanting the best outcomes for all whatever their backgrounds or barriers to learning.
* Have great skill in managing behaviour with knowledge of de-escalation techniques.

The Impact Independent School is a great place to work. We are continually raising standards to produce the highest levels of learner achievement and are seeking to appoint a highly motivated professional who shares our aims and our ethos.

For further information and an application form, please visit the vacancies section of our website and download the recruitment pack. For any other queries, please phone the school reception on 0121 502 2645 or email HR via [grazia.steventon@impacteducation.org.uk](mailto:grazia.steventon@impacteducation.org.uk)

We welcome visits to the school for prospective candidates. Please contact the school office to arrange your visit.

**Closing date for receipt of applications: 11/8/2022**

**Shortlist date: 12/8/2022**

**Interview date: W/C 15/8/2022**

We look forward to receiving your application should you be interested. If you have not heard from us by the shortlist date, you may assume that your application has been unsuccessful on this occasion. Unfortunately, we are unable to offer feedback on individual applications that are not shortlisted for interview.

***This School is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment. Successful applicants will need to undertake an enhanced DBS disclosure.***

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| **Behaviour Mentor** | | |
| Purpose: |  | * The role of the Behaviour Mentor is to support students in school with complex social, emotional and behaviour needs. * Delivering intervention programmes to named students who have been referred by the Local Authority/ Behaviour Lead /SENCO * To engage learners who have been identified as complex, with additional SEMH needs into a nurturing and academic timetable. * Supporting vulnerable students to regulate their emotions, to model and teach appropriate interactions, * To provide effective support to students and their families * To support the whole school team with behaviour. * Liaising with teachers’ / Head teacher/ SENCO/Directors as necessary * Supporting students to reintegrate into lessons |
| Reporting to: |  | The Behaviour Lead and ELT |
| Responsible for: |  | The provision of a full learning experience and support for learners in a trauma informed, nurturing environment. Managing pupils behaviour within school. |
| Liaising with: |  | Executive Leadership Team, teaching/support staff, external agencies, counsellors and parents |

All employees of Impact Independent School are required to understand and contribute to the school’s Objectives and Core Values.

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| **Principle (Core) Responsibilities** | |
| Operational/ Strategic | * To assist in the development of appropriate Behaviour resources * To plan and prepare 1:1 and group mentoring sessions * To contribute to the whole school’s planning activities * To increase SEMH awareness and successful strategies in this area across the whole school * To promote and uphold Impact’s behaviour policy. |
| Mentoring | * Conducting behaviour * Creating positive behaviour profiles to enable behaviour targets to be set for individual Students * Debriefing students after incidents have occurred * Implementing strategies for students with attachment issues * Transitional support – be available at key transition times – before lessons, after break, after lunch * Attend reintegration meetings to review the effectiveness of provision / intervention. * To monitor and report on the progress of students provided with additional support. * Evaluating effectiveness of interventions * Record all interventions on MIS * To de-brief when things go wrong and to make reparations. * To provide effective and efficient pastoral support to promote positive attitudes to learning and behaviour in order to maximise the achievement and well-being of Learners |
| Staff | * To take part in continuous professional learning, utilising the school’s self‐evaluation document. * To engage actively in the Appraisal and Review Process * To ensure effective and efficient behaviour mentoring. * To work as a member of designated teams and to contribute positively to effective working relations within the school |
| School Self Evaluation | * Support the Curriculum Leader, Head of Year and other post holders in meeting the expectations described in the School Self Evaluation document, including reporting   procedures and deadlines. |

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| --- | --- |
| Communications | * To communicate effectively with the parents of learners, as appropriate * Where appropriate, communicate and work with persons or agencies outside the school * To maintain appropriate learner records * To track learner behaviour progress and use information to inform support, engaging with whole school assessment, recording and reporting procedures |
| Resources | * To work productively to ensure effective use of resources |
| Learner Guidance | * To be a Mentor * To be a positive role model * Under the leadership of the ELT, ensure implementation of the school’s behaviour and guidance systems * To encourage full engagement in all aspects of school life * To contribute to PSHE in line with school policy * To apply behaviour for learning systems so that effective learning can take place * To liaise with other staff, as appropriate, in response to problems experienced by learners across the curriculum * To play a central role in managing the learning of learners in the tutor group |
| Other Duties: | * Comply with any reasonable request from the ELT to undertake work of a similar level that is not specified in this job description * The individual is responsible for promoting and safeguarding the welfare of children and young persons that they are responsible for or comes into contact with * This job description may be changed by the ELT in consultation with you to reflect or anticipate changes in the job commensurate with the grade and job title. Such variations   would not justify the re‐evaluation of a post |

The post holder may be required to perform duties other than those given above. These may vary from time to time without changing the general level of responsibility. Such variations would not justify the re‐evaluation of a post.

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| **PERSON SPECIFICATION**  **ATTRIBUTES** | **ESSENTIAL** | **DESIRABLE** | **EVIDENCE** |
| **Personal** | * Be passionate about working with young people in an educational setting |  | Application |
|  | * Possesses a ‘can do’ attitude * Creative and proactive in finding solutions * Flexible and adaptive to changing needs and priorities | form  Letter |
|  | * Resilient, calm and tenacious under pressure * Passionate about inclusive practice and equality | References  Lesson |
|  | of opportunity   * Relentless in finding ways to remove any barriers | Observation |
|  | to success   * Excellent communication skills and evidence of | Interview |
|  | being able to build and sustain effective working | Learner Panel |
|  | relationships with staff, learners and parents   * Commitment to the protection/safeguarding of |  |
|  | all learners   * Self‐reflective practitioner who always seeks to |  |
|  | improve   * Willingness to contribute to the extra‐curricular |  |
|  | life of the school   * Sense of humour |  |
| **Competence** | * Be an outstanding Practitioner with evidence of impact on learner outcomes * A proven track record of total commitment to helping every learner achieve their very best and make good progress * Have very high expectations of the learning of all learners at all times * Have a good understanding of how data supports and enhances learner progress and achievement * Be a positive team player with a strong commitment to professional development * Highly self‐motivated * Able to prioritise workload and work well under pressure with competing deadlines * Good ICT skills * SEN experience | * Trauma Informed Practice * Nurture models | Application |
|  | form |
| Knowledge |  |
| Abilities | Letter |
| Skills  Experience | References |
|  | Results |
|  | Certificates\* |
|  | Interview |
|  | Learner Panel |
|  |  | * ACEs Training * Trauma Informed Training * De-escalation * Behaviour Management Techniques | Application |
| **Qualifications and Training** | * Recognised Mentoring qualification * Recognised Support Worker Qualification | Form Letter |
|  |  | References |
|  |  | Certificates\* |

\*You will be required to provide original certificates at Interview Stage.