



Grace Academy Solihull

Job Description



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| Role: | Pastoral and Behaviour Mentor |
| Responsible to: | Assistant Principal in charge of Behaviour |
| Based at: | Grace Academy Solihull |
| Hours: | 37 hours per week, 39 weeks per year |
| Grade: | Grade F, points 6-7 |

Job Context

The role of the Behaviour Mentor will predominantly be working with our Assisted Restorative Centre, which is an alternative area within the mainstream school site that supports students in a number of different ways in order to limit the need for suspensions, permanent exclusions and offsite provision. The majority of students attending the ARC will have SEMH or behavioural needs. The work within the ARC is all of a restorative nature to educate and develop students' coping mechanisms and behavioural attitudes alongside supporting their academic needs.

Job Description

The role of the Behaviour Mentor is to work with school staff and other agencies to provide:

- Support to students placed in the ARC and bring about sustained change to disadvantaged students who need help overcoming barriers to learning, where behaviour and attendance issues are a cause for concern.
- Promoting the achievement of high standards through effective mentoring and behaviour management
- Supporting Grace Academy's Restorative Justice processes
- Recognising, promoting and celebrating diversity.

Main duties and responsibilities

1. To support the work of the Academy's Assisted Restorative Centre, developing and delivering bespoke behaviour intervention strategies to students.
2. To develop a positive and restorative 1:1 mentoring relationship with the student receiving support.
3. To lead small group mentoring sessions aimed at teaching students how to behave
4. To maintain an accurate account of behaviour incidents and to use this information to inform the development of proactive intervention strategies / action plans for sustainable improvement.
5. To liaise with all relevant staff in the management of internally excluded students
6. To develop and lead enrichment activities that build cultural capital for our students
7. To observe students in mainstream classrooms to enable targeted support for student's integration back into the main school

Tove Learning Trust expects its employees to work flexibly within the framework of the job description. This means the post holder may be expected to carry out work that is not specified in the job description but which is within the remit of the role, duties and responsibilities.

Tove Learning Trust is committed to safeguarding and promoting the welfare of children, young people and vulnerable adults and expects all staff & visitors to share this commitment

Person Specification

| | Essential | Desirable |
|-----------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Qualifications | Educated to GCSE Level | Willingness and ability to obtain and/or enhance qualifications and training for development in the post Mentoring qualifications |
| Experience | Working in a school environment. Experience and knowledge of issues affecting students and young people and how to offer supportive assistance | Working with students who have a variety of special educational needs. Working with students who display challenging behaviour. Experience of leading Duke of Edinburgh award courses A previous role in this field would be highly desirable |
| Skills and Knowledge | Hardworking Excellent behaviour management Ability to support students with work up to GCSE level Excellent communication and listening skills Ability to respect and maintain confidentiality Working knowledge of standard computer packages - word processing, email and spreadsheets Good time management and organisational skills Ability to motivate students Confidence to work on your own initiative, as well as contributing to a team | Knowledge and understanding of SEMH/SEND. Mentoring skills |

