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| |  | | --- | |  | | **Behaviour Mentor**  Thank you for your interest in applying for the above post. Please find attached the Job Description and Person Specification for the role. | | **Working for Stockport Council** | | **Macintosh SSD:Users:tony.collinge:Desktop:values_job_description:STAR_logo_and_values.jpg**  Stockport Council has 4 core values that run through everything we do and are known as the Stockport Way of doing things. As an organisation we stay true to them no matter what challenges we face. The values came from colleagues and were developed through workshops and consultation across the Council.  [This video,](https://play.buto.tv/3My87) produced 'in house' and featuring colleagues from across the Council, explains each value and shows how colleagues are living these values each day.  As a new colleague the Council will expect you to work in accordance with these values. We also have policies and procedures around health, safety and welfare, customer care, emergency, evacuation, security and promotion of the Council’s priorities which we expect you to adhere to. These will be explained in detail to you as part of your induction process.  You can find out more about working for Stockport Council, and some of the benefits we offer employees, online at <https://greater.jobs/locations/stockport/> |   green band epsStockport Council  **Job Description** | |
| Post Title: Behaviour Mentor  **Service Area: Education**  **Directorate: People**  **Team: Behaviour Support Service** | Salary Grade: Scale 4 |
| **Post Reports to: Deputy Head Teacher (BSS)**  **Post Responsible for: Supporting identified children with behaviour difficulties** | |
| **Main Purpose of the Job:**  To support and advise teaching & learning activities for allocated children. | |
| **Summary of responsibilities and key areas:**   * To support colleagues in the management of educational programmes for pupils at risk of exclusion. * To support pupils identified as vulnerable or at risk of exclusion. * To assist in the maintenance & management of good pupil behaviour. * To assist in the monitoring & reporting of pupil progress and to attend and contribute to pupil review meetings /TAC meetings, when required. * To model a range of positive behaviour management strategies. * To mentor adults in school who are supporting a child * To provide concise accurate information on referred pupils for Statutory Assessment. * To keep accurate records of their work in accordance with the service policies and procedures. * Training other staff members to sustain proven successful strategies. * To support and challenge parents/carers, developing relationships to improve both home and school outcomes. * To make home visits to re-engage children when they are excluded from school or attending school part time. * To work 1:1 with children out of class when they are unable to engage with the curriculum | |
| **Job activities:**  **Planning**   * To assist with the development and implementation of Individual Behaviour Plans * To work with the teacher in lesson planning, evaluating and adjusting lessons/work plans as appropriate * Advise on strategies/ interventions on IBP, My Plan, PSP , traffic light plan * Plan and prepare activities for individuals * To organise and develop own resources.   **Monitoring and Assessment**   * Monitoring and mentoring of identified students. * To provide feedback to pupils in relation to progress and achievement * To monitor and evaluate pupils’ responses to learning activities through observation and planned recording of achievement against pre-determined learning objectives * To be responsible for keeping and updating records as agreed with the teacher, contributing to reviews of systems/records as requested * To liaise sensitively and effectively with parents or carers as agreed with the teacher within your responsibility and participate in feedback sessions or meetings with parents with, or as directed * Advise on targets / strategies   **Teaching and Learning**   * Make observations during lessons of students at risk. * To implement agreed learning activities/teaching programmes, adjusting activities according to pupil responses/needs * To implement local and national learning strategies e.g. literacy, numeracy, early years and make effective use of opportunities provided by other learning activities to support the development of relevant skills * To support the use of ICT in learning activities and develop pupils’ competence and independence in its use * To help pupils to access learning activities through specialist support * To be jointly responsible for child when all strategies fail and positive handling is needed. * Supporting identified pupils with extra curricular activities e.g., sporting activities or school trips’ Forest schools, nurture activities which may involve escorting the child out of school * To train school Teaching Assistants by modelling good practice and offering supportive advice and strategies for handling individual pupils. | |
| **Additional responsibilities:**  To work positively and inclusively with colleagues and customers so that the Council provides a workplace and delivers services that do not discriminate against people on the ground of their age, sexuality, religion or belief, race, gender or disabilities.  To fulfill personal requirements, where appropriate, with regard to Council policies and procedures, standards of attendance, health, safety and welfare, customer care, emergency, evacuation, security and promotion of the Council’s priorities.  To work flexibly in the interests of the service. This may include undertaking other duties provided that these are appropriate to the employee’s background, skills and abilities. Where this occurs there will be consultation with the employee and any necessary personal development will be taken into account. | |

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Stockport Council

Competency Person Specification

The criteria listed below represent the most important skills, experience, technical expertise and qualifications needed for this job role.

Your application will be assessed against these criteria to determine whether or not you are shortlisted for interview.  Any interview questions, or additional assessments (tests, presentations etc) will be broadly based on the criteria below.

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| **Competency** | **Essential or Desirable** |
| To work to the Council’s values and behaviours:   * To keep the people of **Stockport** at the heart of what we do * To succeed as a **team**, collaborating with colleagues and partners * To drive things forward with **ambition**, creativity and confidence * To value and **respect** our colleagues, partners and customers | Essential |
| Literacy and numeracy skills (will be expected to complete short reports detailing pupil progress on a weekly basis) | Essential |
| Basic ICT skills (need to record written summaries and mileage electronically/ be able to send emails to professionals) | Essential |
| Experience of working with Key Stages 1, 2, 3 and/or 4 in a mainstream setting. | Desirable |
| Experience of working with children/students with social, emotional and mental health needs. | Desirable |
| Experience of working in a team and liaising with others & Experience of working with other adults in an educational setting | Essential |
| Good organisational and planning skills. | Essential |
| Ability to assess, plan and evaluate Individual Behaviour plans. | Essential |
| Effective listening skills and communication skills. | Essential |
| Resilience to work in crisis situations | Essential |
| Ability to maintain professionalism when working in a variety of schools | Essential |
| Relevant qualifications 3.g. NNEB | Desirable |
| Experience of liaison with parents and families | Desirable |
| Experience of implementing and devising a variety of strategies for children with SMEH to enable them to access the curriculum. | Desirable |
| Experience of working with Primary and/or Secondary children with SMEH. | Desirable |
| Good working knowledge of child development. | Essential |
| Knowledge of safeguarding in relation to children | Essential |
| Full driving licence and own vehicle | Desirable |
| The ability to converse at ease with service users/customers and provide advice in accurate spoken English. | Essential |