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Behaviour Support Mentor/Snr Behaviour Support Mentor

Job Descriptions

**Work Pattern:** Mon-Fri 40 weeks per year, (term time, plus training days)

**Hours:** 35 per week

**Salary:** £14,200- £19,500 (actual salary) depending on qualifications and experience

**Main Duties:**

Apply our trauma and mental health informed approach to support children and young people to emotionally regulate, through being an emotionally available adult.

Build strong, supportive relationships with our children and young people.

Pick up and drop off YP at the start of the day and after school, to ensure that children arrive at school on time. Support the YP with any issues that may be affecting their punctuality or attendance at school.

Communicate with and build positive relationships with parents/carers

Work as part of the wider school/college team to support safety, wellbeing, teaching and learning.

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|  | **Main duties and responsibilities:** |
|  | Fully embrace the ‘Raise ethos’ of providing a safe and compassionate place where young people feel valued and enabled to thrive, through the application of trauma and mental health informed approaches. |
|  | Ensure that the rigorous safeguarding practices are fully adhered to at all times, protecting children, young people, staff and the community. |
|  | Work as part of the ‘Raise’ team to further the positive development of each child and young person, including social education. |
|  | Support young people to regulate during crisis situations and support them to later reflect  |
|  | Support and assist young people, mainly on a small group or 1-2-1 basis, in managing their behaviour and in achieving their educational, social and behavioural targets during transport, on and off site. |
|  | Positively challenge and motivate the children and young people, promoting and reinforcing their self-esteem |
|  | Use creative and innovative methods for engaging and supporting children and young people, to improve attendance. |
|  | Build strong, supportive relationships with individual children and young people, building on their strengths and attributes. |
|  | Set a good example to young people through own presentation and personal and professional conduct. |
|  | Fully understand the young person’s Education, Health and Care plans and fully support its implementation and delivery. |
|  | Ensure that all records are kept up to date and any incidents are appropriately recorded and reported to Management. |
|  | Respect confidentiality at all times to prevent disclosure of confidential or sensitive information, ensure that all data protection policies and procedures are fully adhered to.  |
|  | Supply information, reports and attend meeting with parents, carers and external agencies where appropriate. |
|  | To undertake other duties commensurate with the role. |

**PERSON SPECIFICATION**

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| **Skills and Competencies** | METHOD OF ASSESSMENT |  |
|  | Evidence and experience of effectively supporting targeted young people, on a small group or 1-2-1 basis, aged 11-25 years, with a range of educational, social, behavioural and mental health needs and challenges.  | Application  | Essential |
|  | Have high levels of emotional intelligence including personal resilience, calmness under stress and the ability to quickly ‘bounce back’ after setbacks.  | Application/ Interview | Essential |
|  | Experience of working in a SEMH school or other educational/residential setting | Application | Desirable |
|  | A strong team player, able to work with staff in the organisation with differing priorities and from different disciplines e.g. education, sports, social work. | Application/interview | Essential |
|  | Experience of working with Looked After Children | Application/interview | Desirable |
|  | An interesting charismatic person with a wide range of skills and personal interests that could be utilised in the school to improve relationships and develop a good range of enjoyable activities with educational outcomes. | Application/interview | Essential |
|  | Comfortable working in therapeutic, education setting as well as at ‘off site’ locations on a 1-2-1 basis with young people with challenging behaviours. | Application/interview | Essential |
|  | Recognise own strengths and areas of expertise and use these to advise and support others. | Interview | Essential |
|  | Have a full driving licence, vehicle available for business use, and be able and willing to transport young people to various locations. | Application | Essential |
| **Knowledge/Experience/Qualifications/Training etc.** |  |  |
| 9. | Good level of literacy and numeracy | Application/Certificates | Essential |
|  | Youth Work, or equivalent, qualification/experience | Application/Certificates | Desirable |
| 12. | Willingness to take responsibility for own learning including partaking in own CPD.  | Application/ interview | Essential |
| 13  | Team Teach trained and used to using de-escalation techniques | Application/Interview | Desirable |
| 14. | Good practical working knowledge of ICT and its applications, including monitoring and recording. | Application /interview | Essential |
| 15. | An ability to form positive working relationships with colleagues, students, parents, carers and statutory bodies. | Application/interview | Essential |
| 16. | Understanding of inclusion within a school and wellbeing setting for children who have experienced high levels of exclusion. | Application/interview | Essential |
| 17. | Working knowledge of relevant policies and codes of practice and legislation. | Application/interviewinterview | Essential |

Please complete the Application Form giving examples of how you satisfy the Job Application and Person Specification and return to Heather.Hanlon@Raisetheyouth.co.uk