



JFS SCHOOL, THE MALL, KENTON, HARROW, HA3 9TE

Executive Headteacher: Deborah Lipkin

Headteacher: Simon Appleman

Roll: 2,000 (incl. 600 in Sixth Form)

Behaviour Mentor

Pay Scale 5 £22,512 to £24,510

(Actual salary £19,716 - £21,466 – term time 39 weeks plus 1 week)

(depending on qualifications/skills and experience)

We are seeking a dynamic, energetic and motivated individual with confident decision making skills to become our Lead Behaviour Co-ordinator. This role is integral to the development of the school so the successful candidate will need to be experienced, resourceful, ambitious and hardworking.

In this role, your main responsibilities will include:

- Working together with the Lead Behaviour Co-ordinator on whole school approaches for behaviour for learning
- To promote positive approaches to behaviour management, and employ strategies to enable the inclusion and acceptance of all pupils, encourage self-esteem, and recognise and reward independence and self-reliance.
- To deliver all of the behaviour processes including internal exclusion, rewards and consequences, reintegration meetings, behaviour on call systems.
- To maintain the mentoring and coaching programme for students.
- To support on anti-bullying interventions.
- You will have the relevant professional qualification and proficiency in the use of computers. Your experience in planning and delivery, knowledge of law/regulatory requirements will be essential to the role.
- If you are flexible and well-organised, adaptable and reliable, have a keen sense of professionalism and a positive attitude then apply now.

For an application pack, please visit our website

(www.jfs.brent.sch.uk)

Closing date for applications: Noon on Friday 26 May 2017.

Interviews will take place w/c 05 June 2017.

Please note that CVs alone will not be accepted.

We are committed to safeguarding and promoting the welfare of children and young people and expect all staff to share this commitment. The appointment will be subject to pre-employment checks, including satisfactory Enhanced Level DBS clearance.



Post Title: Behaviour Mentor

Responsible to: Deputy Head: Student Wellbeing Behaviour and Attendance

Contract Type: Permanent

Salary: Scale 5 - £22,512 to £24,510 (pro rata £19,716 - £21,466 – term time 39 weeks plus 1 week)

Purpose of Post: To work with the Deputy Head and lead the Behaviour Team

- To ensure continuing improvement in behaviour across the school
- To continue improvement in exclusions rates at the school
- To ensure consistency in approaches with regard to processes and procedures
- To manage the behaviour team
- To work with staff on behaviour for learning
- To utilise and analyse data in order to identify patterns and support interventions both during the school term and during school holidays
- To work closely with staff parents/carers and external agencies to provide effective support plans
- To liaise and work closely with the Heads of Year and Pastoral Support Officers, SENCo and Directors of KS3 & 4.

Main Responsibilities

Behaviour for learning

- Together with the Deputy Head to lead on whole school approaches for behaviour for learning
- To promote positive approaches to behaviour management, and to model and employ strategies to enable the inclusion and acceptance of all pupils, encourage self-esteem, and recognise and reward independence and self-reliance.
- To oversee the management of all the behaviour processes including internal exclusion, rewards and consequences, reintegration meetings, behaviour on call systems
- To oversee the mentoring and coaching programme for students
- To lead on anti-bullying interventions.

- To hold members of staff to account for promoting positive behaviour management strategies, according to procedures and agreed strategies across the school
- Together with the Deputy Head collate behaviour data and link with systems & data lead for analysis
- To lead on the development and implementation of individual education, behaviour, support and mentoring plans.
- Manage the behaviour panels by ensuring a professional organisation and systems designed to support good behaviour and attendance for learning, liaising with governors, HOYs and administrator
- To provide guidance and support to staff in order to improve the quality of behaviour management and coaching.
- To work in partnership with Heads of Year and SEN teams when managing issues by embedding and evaluating actions and outcomes

General Responsibilities related to the role:

- Generate appropriate reports in a timely manner in line with half termly review of timelines, analysing and evaluating data appropriately
- Promote the use of SIMS to encourage a more positive focus and greater rewards for improved attendance and behaviour for learning
- To maintain systems for ensuring paper work supports rigorous follow up and appropriate interventions for students
- To keep the school safe by ensuring duty rotas are robust and staff are clear of their roles in managing students around the building and at break, lunch and while travelling to and from school
- Provide written reports as requested by Senior Leadership team and Governors
- To attend training and professional development sessions as applicable.
- To operate within agreed legal, ethical, and professional boundaries when working with children and young people and those involved with them.
- Supervise pupils on trips and school activities as required.
- To work within and encourage the contribute to any policies and programmes in relation to discriminatory behaviour..
- Be aware of, and comply with policies and procedures, and report all concerns to an appropriate person, in respect of:
 - School's Equal Opportunity Policy and
 - Safeguarding
 - health, safety and security,
 - confidentiality, and
 - data protection.

Developing Self and Working with Others

- Work with the leadership team to build a professional learning community which enables others to achieve
- Support staff, within your team and within the whole school, in achieving high standards through effective continuing professional development
- Be committed to your own professional development
- Implement successful performance management processes with allocated team of staff
- Treat people fairly, equitably and with dignity and respect to create and maintain a positive school culture
- Build a collaborative learning culture within the school and actively engage with other schools to build effective learning communities
- Acknowledge the responsibilities and celebrate the achievements of individuals and teams
- Develop and maintain a culture of high expectations for self and others
- Regularly review own practice, set personal targets and take responsibility for own professional development

NOTES

The above responsibilities are subject to the general duties and responsibilities contained in the statement of Conditions of Employment.

This job description allocates duties and responsibilities but does not direct the particular amount of time to be spent on carrying them out and no part of it may be so construed.

This job description is not necessarily a comprehensive definition of the post. It will be reviewed at least once a year and it may be subject to modification or amendment at any time after consultation with the holder of the post.

The duties may be varied to meet the changing demands of the school at the reasonable discretion of the headteacher

This job description does not form part of the contract of employment. It describes the way the post holder is expected and required to perform and complete the particular duties as set out in the foregoing.

Signature: _____

Date: _____

Name (in caps): _____

May 2017

PERSON SPECIFICATION
for
BEHAVIOUR MENTOR

CRITERIA	ESSENTIAL/ DESIRABLE
QUALIFICATIONS AND TRAINING	
Good general education up to Degree or equivalent	D
PROFESSIONAL EXPERIENCE	
Some previous experience of working with young people who have emotional or behavioural difficulties is desirable	E
Some understanding of how pupils learn	E
A commitment to the safety and welfare of young people and a knowledge and understanding of the responsibilities that adults working with them have	E
PROFESSIONAL KNOWLEDGE AND UNDERSTANDING	
Full working knowledge of relevant policies/codes of practice/legislation.	D
Good working knowledge of databases, spreadsheets and relevant software, including SIMS	D
Awareness of policies and procedures relating to child protection	D
ABILITIES AND SKILLS	
Good inter personal skills that enable good relationships with young people and adults	E
Sensitivity to pupil's needs	E
An ability to deal with pupils so that they feel they have been dealt with consistently and fairly	E
An ability to convey authority and earn pupils respect, to treat them with respect, apply boundaries and motivate	E
The ability to work both independently and as member of a team	E
The ability to show initiative whilst knowing when to take advice	E
Good organisation skills and efficient working practices	E
Effective positive and proactive communication both orally and in writing	E
Evidence of flexibility and being open to new ideas	E
PERSONAL QUALITIES	
Adaptability, dedication and commitment	E
Commitment to equal opportunities and inclusion	E
Good role model to colleagues and students	E
Confident and effective approach to working with young people who have emotional and behavioural difficulties	E
Flexibility and a willingness to "help out where needed"	E
Good judgement over matters of confidentiality and integrity in dealing with sensitive information about pupils	E
A manner and demeanour that is a role model for young people	E
Evidence of good interpersonal skills and the ability to work as member of a team and develop and maintain good relations with all members of the school community.	E
An understanding and commitment to Equal Opportunities both in service delivery and employment, and an understanding of its effective operation within a school	E

The School is committed to safeguarding and promoting the safety and welfare of children and young people and expects all staff to share this commitment. All appointments will, therefore, be subject to Enhanced Level Criminal Records Bureau disclosures and other relevant pre-employment screening, including checks with past employers. In addition to candidates' ability to perform the duties of the post, the interview will explore issues relating to safeguarding and promoting the welfare of children and young people. Candidates also should be aware that any relevant issues arising from their references will be taken up at interview.