

Ambition • Bravery • Respect



Northern Ambition Academies Trust

Behaviour Inclusion Mentor

Recruitment Pack



Northern Ambition
Academies Trust

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northernambition.org.uk

Our Values

Our mission is for every child to leave our schools equipped with the essential skills they need to contribute effectively to society and to become well-rounded, confident, happy adults. To do this, we keep the following values at the heart of everything we do:



Ambition

- We aim high and don't put limits on ourselves or other people.
- We are relentless in assessing our performance and seeking to continuously improve.
- We make the most of the opportunities offered to us to help us achieve our goals.



Bravery

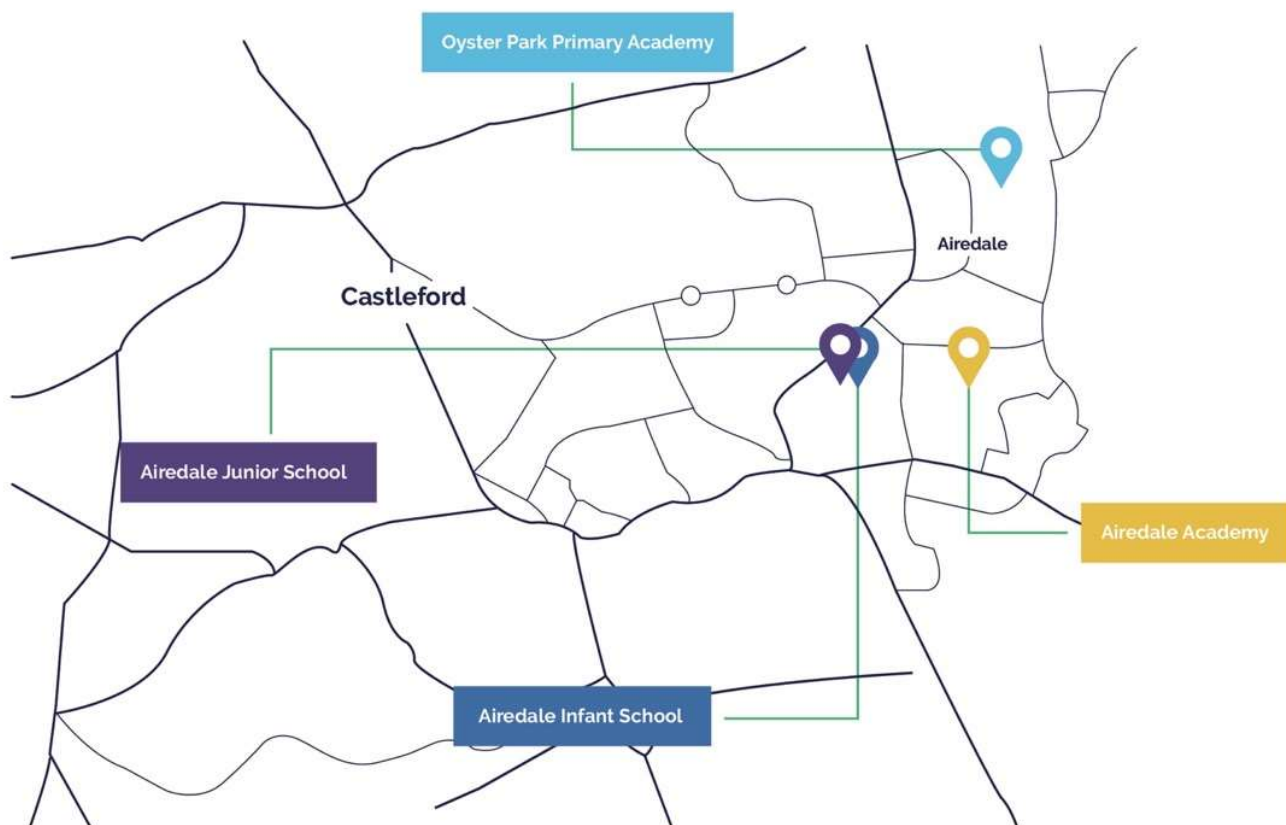
- We try new things and see mistakes as opportunities to learn.
- We don't shy away from tough decisions or difficult situations.
- We don't give up if things are hard.



Respect

- We think about the impact of our actions on others in the choices we make.
- We value what makes us different and believe everyone has something to contribute.
- We encourage honest, open debate and listen to constructive feedback about how to make things better.

Our Academies



Behaviour Inclusion Mentor

Purpose Of The Post

The post holder working under guidance will ensure students achieve their full potential by providing support in addressing the needs of students and assisting students to help them to overcome barriers to learning.

Responsible For

Assist in the supervision, training and development of staff.
Provide pastoral support to students and participate in the assessment of their needs.

Liaising with

Students, other school staff and visitors.

Working Conditions

The nature of the post may involve some ongoing physical effort for long periods e.g. standing or walking. The post holder may be directed to supervise any of the schools' behaviour support areas at any time. The post holder may be subject to some exposure to disagreeable or unpleasant people related to behaviour. The post involves contact with people which through their circumstances or behaviour regularly places emotional demands on post holder.

Requirements of the Post

The ability to attend meetings as required by the Principal/Line Manager.

Employees are encouraged to participate in training activities in order to enhance their own personal development.

All employees of a school have a responsibility for promoting and safeguarding the welfare of children and young people.

The employment checks are required:

- Evidence of entitlement to work in the U.K.
- Evidence of essential qualifications – see page 1 of this job specification
- Two satisfactory references
- Confirmation of medical fitness for employment
- Registration with appropriate bodies (where applicable)

The following employment checks are required for those positions which are based in a school or working with vulnerable young people and adults:

- Evidence of a satisfactory safeguarding check e.g. An Enhanced DBS

Main (Core) Duties

Key Outcomes/Activities

- Provide pastoral support to students through 1:1 bespoke mentoring.
- Receive and supervise students excluded from, or otherwise not working to, a normal timetable.
- Attend to students' personal needs and provide advice to assist in their social, health & hygiene development.
- Assist the teacher with the development and implementation of Individual Education/Behaviour/Support/Mentoring plans.
- Support provision for students with special needs as and when appropriate.
- Establish productive working relationships with students, acting as a role model.
- Promote the speedy/effective transfer of students across phases/integration of those who have been absent.
- Provide information and advice to enable students to make choices about their own learning/behaviour/attendance.
- Challenge and motivate students, promote and reinforce self-esteem.
- Provide feedback to students in relation to progress, achievement, behaviour, attendance etc.

Support for Teachers

- Support students' access to learning using appropriate strategies, resources etc.
- Work with other staff in planning, evaluating and adjusting learning activities as appropriate.
- Provide objective and accurate feedback reports as required, to other staff on students' achievement, progress and other matters.
- Be responsible for keeping and updating records as agreed with other staff, contributing to reviews of systems/records as requested.
- Assist in the development and implementation of appropriate behaviour management strategies.
- Establish constructive relationships with parents/carers, exchanging information, facilitating their support for their child's attendance, access and learning and supporting home to school and community links.
- Assist in the development, implementation and monitoring of systems relating to attendance and integration.
- Clerical/admin support e.g. dealing with correspondence, compilation/analysis/reporting on attendance, exclusions etc., making phone calls etc.

Support for the Curriculum

- Implement agreed learning activities/teaching programmes, adjusting activities according to pupil responses/needs.
- Be aware of and appreciate a range of activities to provide support for students to broaden and enrich their learning whilst working with them.
- Where appropriate, modify and plan learning resources ensuring accurate, effective differentiation.



Support for the School

- Be aware of and comply with policies and procedures relating to child protection, health, safety and security, confidentiality and data protection, reporting all concerns to an appropriate person.
- Be aware of and support difference and ensure all students have equal access to opportunities to learn and develop.
- Contribute to the overall ethos/work/aims of the school/Trust.
- Participate in training and other learning activities as required.
- Recognise own strengths and areas of expertise and use these to advise and support others.
- Supervise students on visits, trips and out of school activities as required.

Other duties commensurate with the grade of the post as directed by the Principal.

Health & Safety

- To undergo Basic First Aid Training and update courses where required.
- To cooperate on all issues to do with Health, Safety & Welfare.

Additional Duties

- To play a full part in the life of the school community, to support its distinctive mission and ethos and treat all users of the school with courtesy and consideration.
- Present a positive personal image, contributing to a welcoming school environment which supports equal opportunities for all.

Other Specific Duties

- To participate in training and continued personal development.
- To engage actively in the performance review process.

Additional Duties

Whilst every effort has been made to explain the main duties and responsibilities of the post, each individual task undertaken has not been identified.

Employees will be expected to comply with any reasonable request from a manager to undertake work of a similar level that is not specified in this job description.

Employees are expected to be courteous to colleagues and provide a welcoming environment to visitors and telephone callers.

The Academy will endeavour to make any necessary reasonable adjustments to the job and the working environment to enable access to employment opportunities for disabled job applicants or continued employment for any employee who develops a disabling condition.

The job description is current at the date shown, but, in consultation with you, may be changed by the Principal/the Trust to reflect or anticipate changes in the job commensurate with the grade and job title.



Person Specification

Behaviour Inclusion Mentor

Essential Criteria

Qualifications

- NVQ 2 or 3 for Teaching Assistants or equivalent qualification or Support Work in Schools (SWiS) Level 3 or relevant experience

Knowledge & Skills

- Good Numeracy/Literacy Skills
- Ability to use ICT for administration and student learning
- Working knowledge of the national curriculum
- Understanding of principles of child development and learning process and in particular, barriers to learning
- Knowledge of policies/procedures including Keeping Children Safe in Education
- Understanding of principles of child development and learning processes and in particular, barriers to learning
- Ability to plan effective actions for students at risk of underachieving

Experience

- Experience working with children in a secondary education setting
- Experience of working with students with additional needs

Personal Attributes

- Ability to relate well to children and adults
- Ability to deal with conflicting demands and work flexibly
- Be a positive influence on the climate and culture of the Academy and show a positive example at all times
- Work constructively as part of a team, understanding classroom roles and responsibilities and your own position within these
- Positive and caring approach to students and excellent pastoral skills
- Knowledge of child protection and safeguarding procedures
- Ability to demonstrate emotional resilience when working with challenging behaviours and still retain a sense of humour

Person Specification

Behaviour Inclusion Mentor

Desirable Criteria

Qualifications

- Good level of education - 5 GCSEs or equivalent to include English and Maths at Grade C or above
- Team Teach physical restraint training
- Educated to degree level
- First Aid trained/qualification

Knowledge & Skills

- Knowledge of behaviour management strategies and how to implement them
- Knowledge of specific interventions used to raise emotional wellbeing of students

Personal Attributes

- Willingness to be involved in the wider life of the school community

Experience

- Experience of working with students with behavioural, emotional and social difficulties (BESD)
- 

Who's Who

Executive Team

CEO

Liz Fairhurst

Chief Financial Officer

David Walton

School Improvement Team

Katie Robinson (Primary)

Paul Greenough (Secondary)

Headteachers

Dan Neal, Interim Principal
(Airedale Academy)

Kirsten McKechnie, Primary Executive Headteacher
(Airedale Infants and Airedale Juniors)

Jode Chapman-Kemp, Headteacher
(Oyster Park Primary Academy)

Head of Human Resources

Nikky York

Members

Mike Dixon

Richard Sloan

Andy Clark

Alex Nicholson

Board of Trustees

Chair

Rob Hall

Vice Chair

Stephen Groves

Alison Latham

Simon Fox

Kevin Guy

Nina Wrightson

Bruce McDowell

Trust Governance Professional

Karen Wood-Stones

Recruitment Process

1

Advert posted with job description and person specification.

2

Candidates invited to look around if desired.

3

Shortlisting process.

4

Candidates invited to interview, and references requested.

Interview days may include a task or teaching example depending on the role.

5

Offer made to successful candidate(s).

6

Pre-employment checks completed.

7

Start date and induction period.



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