

Heathlands School, St Albans

Required for September 2017
(or as soon as possible after)

Behaviour Mentor

Grade : H6 **Hours**: 30 hours per week, 8.30am – 3.30pm

An exciting opportunity has arisen to join the staff of this vibrant, high achieving local authority special school for deaf children aged 3-16. We are looking for someone to join our team as a behaviour mentor to provide direct support for pupils with emotional and mental health needs who require support for successful inclusion in school life.

The successful candidate will:

- Have an appreciation of the implications of severe and profound hearing impairment
- Understand some of the issues which may be displayed through challenging behaviour
- Have qualification and/or experience in working with children and young people
- Be fluent in British Sign Language
- Have knowledge SIMs or other management information systems
- Be able to work flexibly and to manage a demanding and potentially changeable workload
- Have good organisational and interpersonal skills, initiative and the ability to work in a team

Heathlands is committed to safeguarding pupils and this post will require an enhanced DBS check.

A detailed job description is available from the school office. Application forms to be returned to:

The Head Teacher, Heathlands School, Heathlands Drive, St Albans AL3 5AY. Email: head@heathlands.herts.sch.uk For an informal discussion phone 01727 807807 to speak to the Head Teacher.

Closing date: Monday 17 July 2017 at 12 noon

HEATHLANDS SCHOOL

Job Title : Behaviour Mentor

Grade : H6

Hours: 30 hours per week, term time only

Job Purpose

- To provide direct support for pupils with Emotional and Mental Health needs resulting in challenging behaviour and facilitate their successful inclusion in school life.
- To use reporting systems, including SIMs and analyse data /records.
- To provide cover supervision for absent colleagues.

1. Main areas of responsibility:

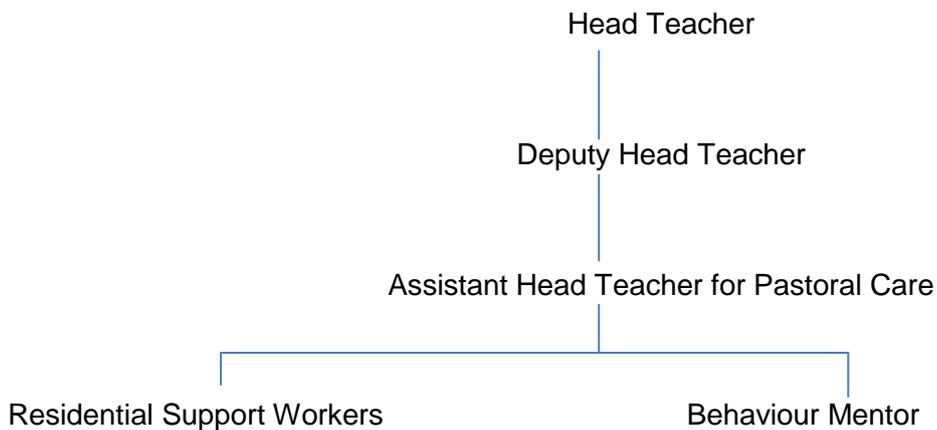
Behaviour Mentor Role

- Using positive behaviour management techniques with the aim of developing pupils' ability to behave appropriately
- Re-inforce the daily implementation of the school's behaviour policy and WOW procedure.
- Model support strategies to staff, pupils and parents designed to encourage and develop appropriate behaviour in a variety of settings
- Assist colleagues to draft, implement and evaluate behaviour support programmes ensuring continuity of strategies across all lessons and activities
- Evaluate the impact of behaviour support strategies
- Liaise with parents about pupil support matters related to EMH needs and extension of positive strategies beyond the school day.
- To collaborate closely with the Assistant Head for Pastoral Care and the SENCO so that behaviour management strategies can be immediately implemented in a consistent team approach.
- Offer direct support as required for pupils who meet the school's criteria for targeted intervention at yellow/orange/red levels.
- Provide rapid response to incidents of challenging behaviour supporting pupils to calm down, reflect and repair in the Focus Room
- Implement emergency protection plans including use of physical intervention using Herts Steps approach if agreed as appropriate for the child or as an emergency measure.
- To collect and maintain students records in relation to behaviour management including use of SIMS.

Cover Supervision Role

Supervise classes of pupils doing set work when teachers are absent.

2. Organisational Chart:



3. Supervision:

The post holder will be line managed by the Assistant Head Teacher for Pastoral Care who will allocate and direct the work to be undertaken. In her absence the post holder will be managed by the Deputy Head Teacher

4. Job Context:

The post holder will work across both lower and upper schools. There may be some work supporting the residential team in Heath House if relevant to pupils' needs.

On occasions some work may be undertaken off site at local facilities.

5. Contacts

Frequent Contacts	Other Contacts
Children/Young People Residential Staff Teaching Staff Classroom Support Staff Assistant Head Teacher SENCO Deputy Head Teacher Head Teacher Administrative Staff	Parents Visitors Volunteer Staff External Agencies e.g. CAMHS, LINKS

6. Knowledge, Experience and Training:

- An appreciation of the implications of severe and profound hearing impairment
 - An empathy with the needs of primary and secondary school aged children.
 - An understanding of the Emotional and Mental Health issues which may result in challenging behaviour.
 - Relevant qualification and or experience in working with children and young people
 - Skills in communicating the guide pupils to reflect and repair
 - Fluency in British Sign Language (minimum BSL level 3)
 - The ability to work flexibly and to manage a demanding and potentially changeable workload.
 - Determination and persistence
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- The ability to prioritise within a demanding role
 - Good organisational skills
 - Good interpersonal skills to liaise effectively with other staff members and external agencies, and to support parents
 - The ability to solve problems using own initiative and working as part of a team.

6. Problems and Decisions

Use of common sense and discretion in overcoming any problems

Alertness to Health and Safety issues and issues affecting pupil welfare

Assessment of work and effective management of time

Operating in line with whole school policies and procedures

Pro-activity in overcoming difficulties.