

Behaviour Mentor Job Description

Alternative Provision: East Sussex Academy
Responsible to: Deputy Headteacher / Inclusion Lead
Salary Scale: LSEAT Harmonised Scale 19-22
Hours: 35 hours per week, Term Time Only (39 weeks)

Main Purpose of the Role

The Behaviour Mentor plays a key role in supporting pupils with social, emotional and mental health (SEMH) needs who may have experienced disruption to their education, trauma, adverse childhood experiences, or barriers to learning.

The postholder will work closely with pupils, families, teaching staff and external agencies to improve engagement, attendance, behaviour, emotional regulation and academic outcomes. Through positive relationships, restorative approaches and high expectations, the Behaviour Mentor will help pupils successfully access learning, develop resilience and make positive choices.

The role contributes to creating a safe, inclusive and nurturing environment where all pupils can achieve success and prepare for their next stage of education, employment or training.

Key Responsibilities

Pupil Support and Engagement

- Build positive, respectful and professional relationships with pupils, acting as a trusted adult and role model.
- Provide targeted pastoral, emotional and behavioural support to an allocated caseload of pupils.
- Support pupils to engage positively in learning and school life through mentoring, coaching and intervention programmes.
- Deliver one-to-one and small-group interventions focused on behaviour, emotional wellbeing, resilience, self-regulation, attendance and social skills.

Chief Executive: Dr Sam Parrett CBE, FCIPD MSc

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- Identify barriers to learning and work collaboratively with pupils and staff to overcome these.
- Support pupils during periods of dysregulation using restorative and trauma-informed approaches.
- Promote positive behaviour and reinforce high expectations consistently across the provision.
- Contribute to reintegration, transition and induction programmes for new pupils.

Classroom Support

- Work alongside teachers to support pupils' engagement and participation in learning.
- Support the delivery of lessons and learning activities where appropriate.
- Facilitate small group work and intervention sessions.
- Contribute to the development of effective behaviour management strategies for individual pupils.
- Promote inclusion and encourage pupils to develop positive relationships with peers and staff.

Attendance and Family Engagement

- Work proactively with families to improve attendance, punctuality and engagement with education.
- Undertake home visits where appropriate and in accordance with academy procedures.
- Maintain regular communication with parents, carers and families to celebrate successes and address concerns.
- Support families in accessing additional services and support networks.
- Assist in reducing persistent absence through early intervention and relationship-based practice.

Safeguarding and Wellbeing

- Promote and safeguard the welfare of children and young people.
- Identify and report safeguarding concerns in line with academy policies and statutory guidance.
- Monitor the emotional wellbeing and welfare of pupils and respond appropriately to concerns.

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- Support pupils who may be vulnerable, at risk of exclusion, or experiencing difficulties affecting their education.
- Contribute to risk assessments, behaviour support plans and pupil support programmes.

Multi-Agency Working

- Liaise effectively with teachers, pastoral teams, attendance staff, SENCOs, social care, health professionals and other external agencies.
- Attend reviews, professional meetings and planning meetings as required.
- Support the implementation of recommendations from external professionals.

Recording, Monitoring and Reporting

- Maintain accurate and timely records of interventions, pupil progress, behaviour incidents and support provided.
- Monitor and evaluate the impact of interventions.
- Contribute to reports and meetings relating to pupil progress, attendance and behaviour.
- Use academy systems effectively to record, analyse and report information.

Professional Responsibilities

- Contribute to the ongoing development of behaviour, inclusion and pastoral practices across the provision.
- Participate in training and professional development opportunities.
- Undertake positive handling training and use approved de-escalation strategies and physical intervention techniques only as a last resort and in accordance with academy policy.
- Support colleagues in promoting a consistent approach to behaviour and inclusion.
- Undertake any other duties commensurate with the grade and responsibilities of the post.

Person Specification

Essential Qualifications

- Good standard of education including GCSE Grade C/4 or above (or equivalent) in English and Mathematics.
- Willingness to undertake Positive Handling training.
- Commitment to continuous professional development.

Desirable Qualifications

- Qualification in Youth Work, Mentoring, Counselling, Behaviour Support, Child Development, Education or a related field.
- Mental Health First Aid or equivalent.
- Trauma-Informed Practice training.

Essential Experience

- Experience working with children or young people with challenging behaviour, SEMH needs, or additional needs.
- Experience providing pastoral, mentoring or behaviour support in an educational or youth setting.
- Experience working collaboratively with parents, carers and external agencies.
- Experience recording and monitoring pupil information and progress.
- Experience supporting pupils who may be disengaged from education.

Desirable Experience

- Experience within an Alternative Provision, Special School or PRU environment.
- Experience of restorative practices and trauma-informed approaches.
- Experience working with pupils affected by adverse childhood experiences (ACEs).

Essential Knowledge and Skills

- Understanding of SEMH needs and barriers to learning.
- Knowledge of safeguarding and child protection procedures.
- Excellent interpersonal and communication skills.
- Ability to build professional relationships based on trust, empathy and respect.
- Strong behaviour management and de-escalation skills.
- Ability to remain calm under pressure.
- Good IT and administrative skills.
- Ability to maintain accurate and confidential records.
- Ability to work independently and as part of a wider team.

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Personal Qualities

- Resilient, adaptable and solution-focused.
- Professional, approachable and reflective.
- Committed to inclusion and equality of opportunity.
- Positive role model with high expectations of all pupils.
- Honest, reliable and trustworthy.
- Committed to improving outcomes for vulnerable young people.

Safeguarding Statement

The Academy is committed to safeguarding and promoting the welfare of children and young people. The successful applicant will be required to undergo an enhanced DBS check and all relevant safer recruitment checks. The postholder is expected to share this commitment and contribute to maintaining a safe environment for all pupils.

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