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"Where Children Come First"

Job Description

Post: Behaviour Support & Wellbeing Mentor

Grade: KR5

Salary: KR5

Responsible to: SENCo

Hours: 32 hours per week, 8:15am - 3:30pm Monday to Friday, Term time only (38 Weeks)

Contract Type: Permanent

NB: This job description may be amended at any time following discussion between the Headteacher and member of staff. The Job description will be reviewed annually.

Purpose of the job

Working under guidance: provide short/medium term support in addressing the needs of pupils who are dysregulated, demotivated or disengaged to overcome a range of barriers to learning. This support is likely to include working individually with pupils, working with pupils in small groups, working with other staff members. This post demands the ability to use initiative, and the skill to maximise known strategies to support pupils in a responsive, relational manner.

Key responsibilities:

- Support children, many with SEND or complex SEND, in times of a behaviour crisis.
- To deescalate dysregulated behaviours, alongside team members, whilst remaining calm and ensuring safety for all.
- To meet regularly with the Inclusion Team to discuss pupils who require support in social, emotional and mental health.
- Work with selected pupils in and out of the classroom situation. This could include pupils not working to a normal timetable.
- In conjunction with the class teacher, develop 1:1 mentoring arrangement for pupils, which enable the pupil to agree plans and targets to move forward.
- Provide information and advice in accordance with agreed school strategies to enable pupils to make choices about their own learning/behaviour/attendance.
- Provide support to pupils to enhance their emotional health and well-being – referring any concerns to the teachers and Inclusion Leader/Team.
- Assist in organising and running small group interventions under the guidance of Inclusion Leader.
- To work with the-Inclusion Team to build and sustain capacity to enable good wellbeing and mental health support within the school system
- Challenge and motivate pupils.
- Promote and reinforce self-esteem.



- Receive and supervise pupils excluded from, or not working to, a normal timetable.
- Act as a positive role model.
- Undertake day to day liaison with parents/carers within the remit of the role, recognising class teachers are the first line of contact.
- Network with other learning mentors, teachers and professionals

Support for the teacher

- Support pupils' access to learning using appropriate strategies, resources etc.
- Provide feedback on pupil's progress as required.
- Maintain records as agreed with other staff, contributing to reviews as requested.
- Assist in the implementation of strategies to promote positive behaviour and attitudes.
- To evaluate and report on impact of interventions delivered – both on children's mental health as well as their engagement in learning and academic progress

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, courses, organisations and individuals to provide support for pupils to broaden and enrich their learning.

Support for the school

- Be aware of and comply with policies and procedures relating to child protection, health, safety and security, confidentiality, equal opportunities and data protection, reporting all concerns to an appropriate person.
- Contribute to the overall ethos/work/aims of the school.
- Attend and participate in relevant meetings as required.
- Participate in training and other learning activities and performance development as required.
- Recognise own strengths and areas of expertise and use these to advise and support others.
- Supervise pupils on visits, trips and out of school activities as required. .
- Promoting and safeguarding the welfare of children and young people in accordance with the school's safeguarding and child protection policy.
- Plan effective actions for pupils at risk of underachieving.
- Determine the need for, prepare and use specialist equipment, plans and resources to support pupils.
- Work with other staff planning, evaluating and adjusting learning activities as appropriate
- Deliver, with support, small group interventions.
- Monitor and evaluate pupils' responses and progress against action plans to learning activities through observation and planned recording.

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- Establish constructive relationships with parents/carers, exchanging information, facilitating their support for their child's.
- Undertake relevant and appropriate further training.
- Working knowledge of relevant policies/codes of practice and awareness of relevant legislation.
- Working knowledge of national curriculum and other relevant learning programmes.
- Understanding the principles of child development and learning processes and in particular, barriers to learning.
- Ability to relate well to children and in particular to motivate children to engage in the learning process.

Arrangements for appraisal of performance

The role of Behaviour and Wellbeing Mentor will be monitored through the school's performance management programme and by members of the senior leadership team (SLT).

Signed: _____ Date: _____

Signed Headteacher: _____ Date: _____

Footnote: This job description is provided to assist the job holder to know what his/her main duties are. It may be amended from time to time without change to the level of responsibility appropriate to the grade of post.