



Bridge House Independent School

Job description and person specification

Job title:	Pastoral Mentor
Reports to:	Pastoral Team Lead
Hours of work:	8.15am-5.00pm
Salary:	£17,000 - £21,000 (NB this is the full salary and will NOT be pro-rated)

Roles and responsibilities

General

Act as an advocate of the school's Behaviour Policy always, maintaining a positive and well-managed learning environment.

Continuously promote and facilitate independent learning.

Establish and maintain effective working relationships with teachers and other staff within the school.

Have an understanding of pupil behaviour and a variety of behavioural management strategies.

Take the necessary steps to effectively manage pupil behaviour.

Facilitate achieving school objectives and improvement initiatives related to pupil behaviour and attendance.

Undertake training, attend INSET days, and carry out relevant CPD to further develop understanding of pupils' social, emotional, and mental health (SEMH) needs and resulting behavioural difficulties.

Participate in performance management arrangements.

Undertake necessary administrative work, ensuring all records of behaviour management within the school are kept up to date.

Supporting staff

Ensure that all staff members are aware of the school's Behaviour Policy.

Work with staff members to ensure continuity of behaviour provisions throughout the school.

Provide staff members with advice regarding behaviour management strategies to improve classroom behaviour and create a healthy learning environment.

Ensure all staff members are aware of the correct procedure to follow when reporting a behaviour related incident.

Assist with implementing individual pupils' learning plans, pastoral support plans and behaviour contracts.

Liaise with staff members in planning, assessing and adapting learning activities to pupils' needs.

Provide behaviour for learning focussed training to staff members, as well as any other relevant CPD opportunities.

Advise staff members on how to effectively support pupils' SEMH and meet their resulting needs.

Make staff members aware of effective de-escalation and calming strategies.

Ensure resources are suitable for learning activities and effectively support the needs of pupils.



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School procedures

Ensure consistent compliance of policies and procedures relating to safeguarding and child protection, health and safety, confidentiality, and data protection throughout the school.

Implement effective behaviour management strategies across the school, including reward and discipline systems.

Ensure all behavioural events, both positive and negative, are recorded on the school's management information system.

Contribute to and undertake risk assessments of pupils, identifying where help is needed.

Develop and implement policies and procedures to support pupils' SEMH needs.

Identify and report safeguarding and child protection concerns following the procedure outlined in the school's Child Protection and Safeguarding Policy.

Pupil wellbeing

Ensure all pupils have equal access to learning using appropriate strategies and resources, where necessary.

Liaise with pastoral staff members to ensure the wellbeing of pupils and their full participation in school life.

Raise any concerns regarding pupils' behaviour with the relevant head of year.

Implement any specific arrangements for individual pupils, ensuring that relevant staff members are aware of the measures in place.

Provide individual pastoral support to pupils, where necessary.

Continuously motivate and challenge pupils, whilst promoting and reinforcing self-esteem.

Place a strong focus on pupils' SEMH needs.

Establish constructive relationships with pupils, parents, and colleagues to assist home-school communication and facilitate attendance.

Implement effective de-escalation and calming strategies to support pupils during times of crisis.

Discuss individual pupils' needs with relevant members of staff, parents, and external agencies, where appropriate.

Assessments and referrals

Assess the needs of pupils and use specialist knowledge to support pupils' learning and behavioural development.

Provide feedback in relation to pupils' progress, achievement, behaviour, and attendance.

Contribute to the writing of individual pupils' learning plans, pastoral support plans, behaviour risk assessments and behaviour contracts.



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	Essential	Desirable
Qualifications and training	<p>The successful candidate will:</p> <ul style="list-style-type: none"> • Hold a qualification in a related discipline. 	<ul style="list-style-type: none"> • Undertaken behaviour management and safeguarding training.
Experience	<p>The successful candidate will have experience of:</p> <ul style="list-style-type: none"> • Undertaking relevant and effective CPD. • Working with pupils with behavioural issues. • Supporting pupils' SEMH needs. • Implementing behaviour management strategies. 	<ul style="list-style-type: none"> • Experience of creating individual learning plans for pupils.
Knowledge and skills	<p>The successful candidate will have:</p> <ul style="list-style-type: none"> • Proven awareness and respect for the highly sensitive status of information and its confidentiality. • Excellent written and verbal communication skills. • Knowledge of safeguarding procedures. . • A good understanding of child development, learning processes and barriers to learning. <p>The successful candidate will be able to:</p> <ul style="list-style-type: none"> • Work as part of a team as well as independently. • Adapt activities to ensure they are inclusive. • Be proactive in the protection of children in reference to safeguarding procedures and protocols. • Develop and implement effective plans of support and behaviour management strategies. • Identify triggers of poor behaviour and barriers to learning. 	<ul style="list-style-type: none"> • Knowledge of statutory requirements regarding the education sector and pupil wellbeing.
Personal qualities	<p>The successful candidate will have:</p> <ul style="list-style-type: none"> • Good time management and the ability to prioritise tasks effectively. • A well-developed sense of empathy. • A good attendance and punctuality record. • High expectations of self and professional standards. • The ability to maintain successful working relationships with other colleagues. • A willingness to work outside of the timetabled day, where necessary. • High levels of drive, energy and integrity. <p>The successful candidate will be able to:</p> <ul style="list-style-type: none"> • Consistently promote good behaviour throughout the school. • Plan and take control of situations. • Work flexibly, attending and contributing towards meetings and training outside of their specified work hours. • Commit to contributing to the wider school and its community. 	