



Job Description: Behaviour Mentor

Job Title:	Behaviour Mentor
Salary:	£23,600-£25,200
Location:	Greater Manchester
Hours of Work:	Monday-Friday 8:15-16:00 – Term Time Only
Line Manager:	Behaviour Lead/ Senior Leadership Team
How to apply:	www.firststepseducation.uk/apply
Contact Details:	0330 118 0974

A Behaviour Mentor works within First Steps Together Group schools to support students who experience behavioural challenges.

Job Purpose

The Behaviour Mentor plays a vital role in supporting pupils with social, emotional and mental health (SEMH) needs to understand, reflect on, and positively manage their behaviour. Working both one-to-one and in small groups, the mentor helps pupils explore the underlying factors influencing their behaviour and develop effective strategies for emotional regulation, resilience, and improved decision-making. Many pupils will have experienced trauma, adverse childhood experiences, or complex personal circumstances, requiring a highly sensitive, relational, and trauma-informed approach.

The core purpose of the role is to help pupils re-engage with learning, build confidence, and develop positive relationships with peers and staff, enabling them to participate successfully in school life. The mentor provides consistent guidance, models positive behaviour, and builds safe, trusting relationships; particularly with pupils who may initially be resistant to support or facing significant emotional difficulties.

Crucially, the Behaviour Mentor also helps pupils develop the personal and social skills they need to thrive beyond school, supporting them to build the foundations for positive life choices, future education, employment, and successful adulthood. Through personalised interventions and close collaboration with staff, families, and external agencies, the Behaviour Mentor contributes to meaningful, sustainable progress in each pupil's academic, social, and long-term development.

Safeguarding

Here at First Steps Together, we're committed to safeguarding the welfare of children and young people and promoting that commitment. We expect all our staff and volunteers to share in it, too, which is why, as part of the selection process, we will carry out all the necessary checks to ensure you don't pose any risk of harm in your role here.

Join us and you'll be expected to actively contribute to our safeguarding commitment and promote child welfare in line with the school's Child Protection Policy. If ever there's a concern or issue, you'll be ready to report it to your Designated Safeguarding Lead or, in their absence, any Deputy Safeguarding Lead.

Key Responsibilities

1. Understanding Needs and Planning Support

- Carry out holistic assessments of each pupil's social, emotional and behavioural needs as part of their ongoing support plan.
- Use assessment outcomes to develop personalised intervention plans that reflect each pupil's unique profile, therapeutic needs and EHCP requirements.

2. Direct Therapeutic Support for Pupils

- Provide regular one-to-one mentoring to help pupils understand their behaviour, emotional triggers and personal experiences, and to build positive self-regulation strategies.
- Lead small-group SEMH interventions that develop emotional literacy, social skills, teamwork and positive peer interactions.
- Build strong, nurturing and trusting relationships using a trauma-informed and relational approach appropriate for pupils with complex needs.

3. Behaviour Intervention and Personalised Planning

- Create, deliver and review personalised behaviour support plans and risk reduction plans that align with the provision's therapeutic ethos.
- Use restorative, relational and child-centred approaches to support behavioural change and emotional wellbeing.
- Support pupils in reintegrating after incidents or periods of dysregulation.

4. Classroom and Learning Support

- Work within lessons to help pupils regulate emotions, maintain engagement, and manage behaviour so they can access learning safely.
- Model calm, consistent and therapeutic strategies for pupils and staff.
- Collaborate with teachers to adapt routines and approaches to meet individual SEMH needs.

5. Monitoring, Reporting and Evaluation

- Track pupil progress using observation, behaviour data, wellbeing measures and reflective practice.
- Maintain high-quality documentation including behaviour logs, incident reports, safeguarding notes and intervention records.
- Use data insights to adapt support and help pupils make sustained progress.

6. Emotional, Social and Wellbeing Support

- Provide safe spaces for pupils to express emotions such as anger, fear, anxiety or frustration, offering appropriate regulation techniques.
- Facilitate restorative conversations following incidents and support pupils in rebuilding relationships.
- Promote resilience, self-esteem, personal responsibility and positive identity development.

7. Working With Families, Staff and External Agencies

- Maintain supportive and open communication with parents and carers, involving them in behaviour strategies and progress updates.
- Collaborate with teachers, therapists, pastoral teams and multi-agency partners to deliver consistent, holistic support.
- Participate in EHCP meetings, safeguarding discussions and multi-agency reviews.

8. Crisis and Behaviour Response

- Respond safely and effectively to behavioural crises using accredited de-escalation and positive handling techniques.
- Prioritise emotional safety, dignity and relationship repair during and after incidents.
- Support reflection, recovery and reintegration so pupils can return calmly to learning.

9. Supporting Long-Term Development and Life Skills

- Help pupils develop essential life skills including communication, self-advocacy, emotional regulation and positive decision-making.
- Encourage engagement with learning, vocational pathways and future aspirations.
- Support preparation for adulthood, independence and personal resilience.

10. Contributing to the Culture and Development of the Provision

- Promote and uphold the provision's therapeutic, nurturing and relational ethos in all interactions.

- Model behaviour that reinforces a culture of respect, dignity, fairness and emotional safety for pupils, staff and families.
- Work in a consistently professional manner, maintaining high expectations for conduct, communication and collaboration.
- Contribute to behaviour policy development, therapeutic practice and whole-school improvement initiatives.

Person Specification

Qualifications & Training

Essential

- Good standard of general education (e.g., GCSE English and Maths or equivalent).
- Training or knowledge in trauma-informed practice, relational approaches, or SEMH support.
- Willingness to undertake ongoing CPD including safeguarding, positive handling, and behaviour training.

Desirable

- Relevant Level 3 qualification in education, youth work, childcare, psychology or similar.
- Accredited training in de-escalation/positive handling (e.g., Team Teach, PRICE, MAPA).
- Additional SEMH-related training (e.g., mental health first aid, restorative practice, Thrive, Nurture approaches).

Experience

Essential

- Experience working with children or young people with SEMH needs or behavioural challenges.
- Experience building positive relationships with pupils who may have experienced trauma, adverse childhood experiences or school-based anxiety.
- Experience using de-escalation and emotional regulation strategies effectively.

Desirable

- Experience working in a specialist, therapeutic, alternative, or independent SEMH setting.
- Experience delivering one-to-one or small-group interventions.
- Experience contributing to behaviour plans, risk assessments or personalised support strategies.
- Experience working alongside families, external agencies or multidisciplinary teams.

Knowledge & Understanding

Essential

- Understanding of social, emotional and mental health needs and how they affect behaviour and learning.
- Knowledge of trauma-informed approaches and the impact of ACEs on young people.
- Awareness of safeguarding procedures and professional boundaries.
- Understanding of positive behaviour support, relational practice and restorative approaches.

Desirable

- Understanding of SEND processes, including EHCPs and multi-agency collaboration.
- Knowledge of therapeutic approaches (e.g., attachment theory, Zones of Regulation, emotional coaching).
- Awareness of the barriers faced by pupils in specialist SEMH settings and strategies to remove them.

Skills & Abilities

Essential

- Ability to build trusting, supportive and respectful relationships with pupils, even when they are dysregulated or resistant.
- Strong communication skills, with the ability to adapt style for pupils, staff and families.
- Ability to de-escalate challenging situations calmly and safely.

- Competent at recording information, producing clear written notes and tracking progress.
- Ability to work effectively as part of a multidisciplinary team.
- Good organisational skills and the ability to manage multiple priorities.
- Ability to model professional conduct, respect, and positive behaviour at all times.

Desirable

- Ability to deliver structured SEMH interventions or group sessions.
- Skills in supporting pupils with transitions, reintegration or crisis recovery.
- Confidence in using behaviour data to inform practice.

Personal Qualities

Essential

- Deep patience, empathy and the ability to stay calm and regulated under pressure.
- A respectful, professional attitude with pupils, families, colleagues and external partners.
- Strong emotional resilience and reflective practice.
- Punctual, reliable and consistent — understanding pupils depend on trusted adults each day.
- A collaborative team player who listens, adapts and offers constructive input.
- Commitment to upholding dignity, privacy, inclusion and emotional safety.
- Ability to build trusting, therapeutic relationships with pupils who present with complex SEMH needs.
- A nurturing, trauma-informed and relational approach.
- Flexibility and adaptability in responding to changing behaviours and daily needs.
- Genuine passion for supporting young people to thrive in school and beyond.
- Creative in designing activities or strategies that support engagement and wellbeing.
- Enthusiasm for ongoing professional development in SEMH, trauma and therapeutic practice.

Safeguarding

Essential

- A strong commitment to safeguarding and promoting the welfare of children and young people.
- Understanding of safeguarding principles, including recognising concerns, responding appropriately, and following reporting procedures.
- Ability to maintain professional boundaries, confidentiality, and safe working practices.
- Ability to record concerns accurately and promptly using agreed systems.
- Willingness to work closely with the Designated Safeguarding Lead and follow all statutory and organisational policies.

What We Offer

- Competitive salary and holiday pay
- Term-time working pattern with potential for additional hours supporting school trips
- Comprehensive induction and ongoing training in SEN awareness, first aid, and safeguarding
- A supportive team culture driven by shared purpose and continuous improvement
- Opportunities for career progression within our expanding SEN transport and care network

Review

The nature of this role means that this job description will be subject to an annual review with the potential for amendment or modification at any time after consultation directly with you. It by no means acts as a comprehensive statement of procedures and is just a way of setting out all the main expectations we'll have of you, here in the role as you deliver an impassioned and truly caring experience to our young people.