



Job Description and Person Specification

BEHAVIOUR LEAD

Location:	School-Based
Hours of Work:	Monday to Friday, 08:15 to 16:00 Term Time plus Staff Directive Days
Salary:	£25,800 (Actual)
Line Manager:	School Leadership Team

First Steps Together Group is a growing and ambitious group of independent schools committed to transforming outcomes for children and young people through exceptional education, relational practice and high expectations.

Our schools provide highly supportive, inclusive and aspirational learning environments for pupils with a range of additional needs, including SEND, SEMH and complex presentations. We recognise that behaviour is a form of communication and are committed to creating calm, consistent environments where pupils are supported to overcome barriers, develop positive behaviours for learning and engage successfully in education.

We are seeking an experienced, resilient and relational Behaviour Lead to provide strategic and operational leadership for behaviour and SEMH across the school. The postholder will lead the Behaviour Support Mentor team (where appointed), develop consistent whole-school practice and provide specialist support for pupils with the most complex behavioural and SEMH needs.

This is an exciting opportunity for an experienced practitioner who can combine direct pupil work with leadership, coaching, data-informed improvement and a strong commitment to trauma-informed, relational and therapeutic practice.

Role Overview

The Behaviour Lead plays a pivotal strategic and operational role in shaping, developing and embedding the school's behaviour and SEMH framework. As the lead practitioner for behaviour, the postholder ensures a consistent, trauma-informed and relational approach across the provision, supporting pupils with highly complex needs to feel safe, regulated and ready to learn.

Working closely with senior leaders, teachers, therapists and external agencies, the postholder leads the design and implementation of personalised behaviour support plans, risk reduction strategies and crisis responses. They analyse behaviour data to identify patterns, refine systems and drive targeted interventions that improve engagement, safety, wellbeing and long-term outcomes for pupils.

Core Purpose of the Role

To promote positive behaviour for learning and inclusion by providing consistent, relationship-based support that removes barriers to learning. To lead and develop high-quality behaviour and SEMH practice across the school, ensuring pupils receive consistent, personalised and evidence-informed support that improves regulation, engagement, safety and access to learning.

The role provides leadership to the Behaviour Support Mentor team (where appointed), specialist intervention for pupils with complex needs, and strategic oversight of behaviour systems, plans, data and staff practice.

Key Responsibilities

Leadership and Strategic Oversight

- Develop, review and implement whole-school behaviour policies, procedures and systems that reflect trauma-informed, relational and therapeutic practice.
- Lead, manage and hold to account the Behaviour Support Mentor team (where appointed), ensuring consistently high standards of professionalism, intervention quality and relational practice.
- Ensure that behaviour support plans, risk assessments and personalised strategies are consistently used, understood and followed by all staff, providing coaching where needed.
- Oversee the regular review of behaviour plans to ensure they remain effective, relevant and responsive to pupils'

changing needs.

- Contribute to long-term strategic planning for behaviour, wellbeing and safeguarding.
- Plan and deliver staff training on SEMH, behaviour management, trauma-informed practice, de-escalation and restorative approaches.
- Support senior leaders in promoting a consistent, emotionally safe whole-school culture rooted in respect, dignity and high expectations.

Student Support and Specialist Intervention

- Lead on the support of pupils with the most complex and high-risk SEMH or behavioural needs, providing expert guidance and direct intervention where required.
- Deliver tailored one-to-one sessions and small-group interventions focused on emotional regulation, resilience, problem-solving and positive behaviour change.
- Conduct detailed behavioural and SEMH assessments, using these to shape personalised support plans and risk reduction plans.
- Work directly with pupils to model positive behaviour, encourage self-reflection and inspire better decision-making.
- Support pupils in times of crisis, using accredited de-escalation techniques to ensure safety, dignity and regulation.
- Lead reintegration processes following incidents, ensuring pupils are supported to return to learning calmly and positively.

Collaboration, Communication and Multi-Agency Working

- Work closely with teachers, pastoral teams, therapists and senior leaders to ensure a coordinated approach to behaviour and wellbeing across the school.
- Liaise with parents and carers, providing updates, strategies and support to strengthen home-school consistency.
- Collaborate with external agencies such as CAMHS, social care and educational psychologists to support holistic provision.
- Contribute to EHCP reviews, safeguarding meetings, behaviour strategy discussions and multi-agency planning sessions.
- Contribute to daily briefings, assemblies and whole-school communication, ensuring staff are aware of pupil needs, updates and strategic priorities.

Monitoring Progress, Data and Record-Keeping

- Track, analyse and interpret behaviour data to identify patterns, needs, concerns and opportunities for targeted intervention.
- Maintain accurate and detailed records including behaviour logs, incident reports, support plans and risk assessments.
- Produce clear reports for senior leaders and relevant stakeholders, highlighting impact, trends and recommendations.
- Use data and reflective practice to evaluate the effectiveness of interventions and drive continuous school improvement.

Contribute to School Culture and Improvement

- Promote and model a culture of respect, professionalism, inclusion and emotional safety at all times.
- Champion the school's therapeutic, relational and trauma-informed ethos through daily leadership and visibility.
- Ensure consistent expectations and behaviour approaches across the staff team, supporting colleagues to maintain high standards.
- Contribute to whole-school initiatives, policy development, behaviour frameworks and practice reviews designed to enhance pupil experience and wellbeing.
- Support and participate in whole-school events, briefings and assemblies to reinforce key messages, values and relational practice.

Success Criteria

A successful Behaviour Support Lead will contribute to the following outcomes:

- Pupils with complex needs receive consistent, effective and personalised behaviour support.
- Behaviour Support Mentors (where appointed) are well-led, supported and held accountable for high standards of practice.
- Behaviour support plans and risk-reduction strategies are consistently implemented and regularly reviewed.
- Behaviour data is used effectively to identify patterns, evaluate interventions and inform school improvement.
- Staff demonstrate increasingly consistent relational, trauma-informed and de-escalation practice.
- Pupils show improved engagement, emotional regulation, safety and successful reintegration following incidents.
- Families and professionals experience coordinated, constructive communication focused on pupil outcomes.

Person Specification

Criteria	Essential	Desirable
Good standard of general education, including English and Maths or equivalent	✓	
Evidence of professional development in behaviour management, SEMH support or trauma-informed practice	✓	
Relevant Level 4 or above qualification in education, youth work, psychology, counselling, social care or a related field		✓
Accredited behaviour/SEMH training such as Team Teach, PRICE, MAPA, Nurture, Thrive or Restorative Approaches		✓
Leadership or supervision training		✓
Significant experience supporting young people with complex SEMH needs or challenging behaviour	✓	
Experience delivering behaviour interventions, mentoring or targeted SEMH programmes	✓	
Experience contributing to behaviour plans, risk assessments and personalised strategies	✓	
Experience working collaboratively within a multidisciplinary team	✓	
Experience leading or supervising staff, including coaching, modelling and holding to account		✓
Experience in specialist, therapeutic, independent or alternative SEMH provision		✓
Experience delivering staff training or contributing to whole-school behaviour development		✓
Strong understanding of trauma-informed, relational and positive behaviour approaches	✓	
Knowledge of how SEMH needs impact behaviour, engagement and learning	✓	
Understanding of safeguarding, professional boundaries and confidentiality	✓	
Familiarity with SEND processes, EHCPs, multi-agency working and holistic assessment		✓
Strong communication, leadership, coaching, analysis and problem-solving skills	✓	
Ability to create effective behaviour plans and ensure consistent implementation across a team	✓	
Skilled in de-escalation, crisis intervention and maintaining emotional regulation under pressure	✓	
Ability to deliver whole-staff briefings, assemblies or training sessions		✓
Ability to contribute to wider school strategy and policy development		✓

Personal Attributes

The successful candidate will demonstrate:

- A calm, resilient and consistent approach to behaviour and relationships
- High expectations for pupils and a strong belief in their capacity to succeed
- Empathy, patience and professional curiosity without lowering behavioural expectations
- Sound judgement and the ability to respond appropriately under pressure
- Reliability, flexibility and a strong sense of personal accountability
- A commitment to inclusion, dignity, safeguarding and positive outcomes for children and young people

What We Offer

- A rewarding pupil-facing role within a growing specialist education group
- Competitive salary and term-time working
- Comprehensive induction and ongoing support
- Training in SEND, safeguarding, first aid and behaviour support
- Opportunities to develop knowledge of autism, ADHD, communication, behaviour and trauma-informed practice
- Supportive leadership, reflective practice and a collaborative team culture
- Ongoing professional development and opportunities for career progression
- The opportunity to make a meaningful and lasting difference to children and young people

Safeguarding Commitment

First Steps Together Group is committed to safeguarding and promoting the welfare of children and young people. All appointments are subject to pre-employment checks including an Enhanced DBS, satisfactory references, online checks and overseas police checks (where required).

The successful candidate will be expected to demonstrate a strong commitment to safeguarding, inclusion and the wellbeing of children and young people at all times.