



Beamont Collegiate  
Academy

04 September 2025

## **Behaviour & Pastoral Support Officer**

Job Description and  
Person Specification



**'I can, I do & I will be!'**

## POST OVERVIEW

### Behaviour & Pastoral Support Officer

Beamont Collegiate Academy is a vibrant and dynamic school community with a strong emphasis on high expectations and aspirations. The academy is part of the Challenge Academy Trust (TCAT) and is popular and oversubscribed and was judged 'good' by Ofsted in July 2022.

We are looking to appoint a competent, passionate and dedicated Behaviour and Pastoral Support Assistant who will play a vital role in ensuring the safety and well-being of students within the secondary school. This multifaceted position involves supporting the school in implementing safeguarding procedures, assisting in the promotion of positive behaviour and creating a conducive learning environment for all students.

This position is permanent and is suited to an individual with drive, passion and commitment who may be keen for career advancement in the education setting.

The successful candidate will be required to apply for an enhanced DBS Certificate from the Disclosure & Barring Service. Details can be found on <https://www.gov.uk/disclosure-barring-service-check>.

#### Terms and Benefits

- 1) Salary: TCAT Support Staff Scale – Grade 6 SCP 15-22 (Pro-rata: £25,163 - £28,243)
- 2) Full time (37 hours per week) Term time Only (38 weeks) / Permanent
- 3) Eligible for Local Government Pension Scheme (Cheshire Pension Fund)
- 4) Occupational Sick Pay Scheme (entitlements based on service)
- 5) Access to TCAT+ our Reward, Recognition and Wellbeing offer including access to retailer discounts and benefits, Cycle to Work scheme, Car Benefit Scheme, Smart Tech Pack, and online resources to support physical, emotional, professional, financial and social wellbeing
- 6) Training and development opportunities / CPD
- 7) Any other benefits.

Applications should be returned, only using the application form provided, to [recruitment@bcawarrington.org.uk](mailto:recruitment@bcawarrington.org.uk) by the closing date of Wednesday 9am, 17<sup>th</sup> September 2025.

Start Date: Immediate Start

Interview date to confirmed.

## POST DETAILS

<b>Location:</b>	Beamont Collegiate Academy
<b>Job title:</b>	Behaviour and Pastoral Support Officer
<b>Salary:</b>	TCAT Support Staff PayScale Grade 6 SCP 15-22 Pro-rata: £25,163 - £28,243)
<b>Hours of Work:</b>	Full Time (37 hours per week) Term Time Only (38 weeks) Permanent
<b>Reporting to:</b>	Assistant Principal for Behaviour & Personal Development
<b>Responsible for:</b>	Safeguarding, behaviour and pastoral support across school
<b>General Responsibilities:</b>	Ensuring the safety and well-being of students within the secondary school. This multifaceted position involves supporting the school's safeguarding and behaviour leads in implementing safeguarding policies and procedures, assisting in the promotion of positive behaviour and creating a conducive learning environment for all students.
<b>Job purpose:</b>	The Behaviour and Pastoral Support Officer will work closely with the safeguarding and behaviour leads, pastoral team, and other staff members to ensure the safeguarding and well-being of students.

## **JOB DESCRIPTION**

### **Key Tasks and Accountabilities**

- Support the school's behaviour management policies and strategies, working closely with students, teachers, and parents to promote positive behaviour and ensure a safe and respectful learning environment.
- Assist in the development and implementation of behaviour improvement plans for individual students, providing appropriate interventions and monitoring progress.
- Collaborate with the pastoral team to identify and address the underlying causes of challenging behaviour, providing guidance and support to students and their families.
- Liaise with external agencies, such as educational psychologists and counsellors, to access additional support for students with complex behavioural needs.
- Collaborate with teachers and other staff members to deliver training and workshops on behaviour management techniques and strategies.
- Maintain accurate records of behaviour incidents, interventions, and outcomes, ensuring confidentiality and data protection.
- Work collaboratively with the pastoral team to develop and implement strategies and procedures to improve student behaviour and pastoral care within the school.
- Provide one-to-one support for students who require behavioural and pastoral assistance, working with them to identify the root cause of their issues and implementing appropriate interventions.
- Support students with the development of positive behaviour and personal skills, including self-esteem and confidence, enabling them to cope with challenges they may face.

- Manage and monitor student behaviour and attendance, maintaining accurate records and liaising with parents and guardians as required.
- Provide advice and guidance to parents and carers, supporting them in managing their child's behaviour and pastoral care at home.
- Support the development and delivery of programmes and initiatives aimed at promoting positive behaviour and pastoral care within the school community.
- Work closely with external agencies and professionals, such as social workers and mental health services, to ensure that students receive the necessary support and guidance to overcome any behavioural or pastoral issues.
- Undertake any other duties as required by the pastoral lead or Progress leaders.
- Provide support to students experiencing mental health challenges, such as anxiety, depression, or stress, using a person-centred and empathetic approach.
- Collaborate with teachers, parents, and external agencies to create support plans and interventions for students
- Build strong relationships with families and act as a point of contact for parental concerns regarding their child's mental and emotional well-being.
- Signpost families to external support services, liaising with community organisations, mental health professionals, and relevant agencies to ensure holistic support is provided.

### **Other Responsibilities**

- a) To work consistently to uphold Academy's aims.
- b) To work in a co-operative and polite manner with all stakeholders.
- c) To work with students and parents in a courteous, positive, caring and responsible manner at all times.
- d) To take an active and positive role in the Academy's commitment to developing staff, and the annual review procedures.
- e) To work with visitors to the Academy in such a way that it enhances the reputation of the Academy.
- f) To seek to improve the quality of the Academy's service.
- g) To present oneself in a professional way that is consistent with the values and expectations of the Academy.

### **Other information**

- This post is subject to an enhanced DBS check.
- The duties above are neither exclusive nor exhaustive and the post holder may be required by the Principal to carry out appropriate duties within the context of the job, skills and grade at any site within the school and Trust.

**REVIEW ARRANGEMENTS:** The details contained in this Job Description reflect the content of the job at the date it was prepared. However, it is inevitable that over time the nature of the job may change. Existing duties may no longer be required, and other duties may be gained without changing the general nature of the post or the level of responsibility entailed. Consequently, the Trust will expect to revise this Job Description from time to time and will consult with the post-holder at the appropriate time.

## PERSON SPECIFICATION

Criteria		Essential	Desirable	Assessment Method
<b>Relevant experience</b>				
1	Proven experience in a similar safeguarding or behaviour support role within a school or educational setting.		x	A
2	Good knowledge of safeguarding legislation, child protection procedures, and relevant statutory guidance.	x	x	A/I
3	Strong understanding of behaviour management techniques, positive reinforcement strategies, and restorative practices.	x		A/I
4	Excellent communication and interpersonal skills, with the ability to build positive relationships with students, staff, parents, and external agencies.	x		A/I
<b>Qualifications</b>				
5	A degree or relevant qualification in a field related to education, psychology, or social work is highly desirable.	x		A
<b>Knowledge</b>				
6	Knowledge of a range of pedagogic approaches to cater for different learning styles and ensure that all students are engaged.		x	A/I
7	Excellent up-to-date curriculum knowledge.	x		A/I
8	Understanding of what constitutes effective teaching for learning.		x	A/I

<b>Competencies</b>				
9	Ability to handle sensitive information with discretion and maintain confidentiality.	x		A/I
10	Strong organisational and administrative skills, with the ability to manage priorities and meet deadlines.	x		A/I
11	Flexible approach and readiness to respond to individual pupil needs.	x		A/I
12	Ability to work well as part of a team, and to build trust and openness	x		A/I
13	Excellent orally and written communication skills.	x		A/I
14	Discretion, courtesy, honesty and integrity.	x		A/I
15	Reliable, punctual, diligent and well-organised.	x		A/I
16	Commitment to safeguarding and the welfare of pupils.	x		A/I
17	Willingness to be involved in the wider life of the school		x	A/I
<b>Commitment to Equal Opportunities</b>				
18	Understanding of and commitment to the principles and practice of equality, diversity and inclusion, both in relation to employment issues and to service delivery	x		A/I

Key: A = Application; I = Interview; T = Task

#### NOTE TO APPLICANTS:

Whilst all points on the specification are important, those marked as 'essential' are the key requirements for the role. You should pay particular attention to these points and provide evidence of meeting them. Failure to do so may mean that you will not be invited for interview.