



Beamont Collegiate
Academy

12 January 2026

Behaviour Support and Intervention Lead

Job Description and
Person Specification



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

POST OVERVIEW

Behaviour Support and Intervention Lead

We are seeking to appoint a competent, passionate and dedicated Behaviour Support & Intervention Lead to lead and coordinate inclusive practice across the academy. This pivotal role will ensure that all students—particularly those with additional needs or barriers to learning - are fully supported to engage, thrive and succeed both academically and socially.

The Behaviour Support & Intervention Lead will play a key role in overseeing behaviour, pastoral and safeguarding support, working collaboratively with senior leaders, pastoral teams, external agencies and families. The postholder will champion positive behaviour, promote emotional wellbeing, and contribute to the development of a safe, nurturing and inclusive learning environment.

This is a permanent position, suited to an individual with strong leadership qualities, professional drive and a genuine commitment to inclusion. It offers an excellent opportunity for someone looking to further their career within education and make a meaningful, lasting impact on young people's lives. 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 by the closing date of Wednesday 9am, 28th January 2026.

Start Date: Immediate Start

Interview date to confirmed.

POST DETAILS

Location:	Beamont Collegiate Academy
Job title:	Behaviour Support & Intervention Lead
Salary:	TCAT Support Staff PayScale Grade 6 SCP 15-22 Pro-rata: £25,163 - £28,243)
Hours of Work:	Full Time (37 hours per week) Term Time Only (38 weeks) Permanent
Reporting to:	Designated SLT (SEND/Behaviour)
Responsible for:	Leading and coordinating inclusion, behaviour and pastoral support across the academy
Key Responsibilities:	The Behaviour Support & Intervention Lead will lead and coordinate inclusive practice across the academy, ensuring effective support for students with additional needs through high-quality pastoral, behaviour and safeguarding interventions. They will work closely with senior leaders, staff, families and external agencies to remove barriers to learning and promote positive engagement, wellbeing and achievement for all students.
Job purpose:	To support the smooth running of student support and Inclusion across the whole school, to ensure students with behavioural, emotional, or social difficulties reach their optimum performance both academically and personally. You will contribute to upholding high standards: raising standards of attainment, improving attendance, reducing exclusions, and maintaining good standards of behaviour.

JOB DESCRIPTION

Key Tasks and Accountabilities

- Work collaboratively with members of the pastoral team in the development of the Resolve and Retrack.
- Monitor and track the impact of the intervention and support provided for the students who have accessed the Resolve and Retrack rooms.
- Be responsible for day-to-day operation of the Resolve and Retrack rooms to ensure that staff are provided with relevant information to the support of the students who are repeatedly referred to Resolve and Retrack.
- Work strategically with the Director of Studies: Student Support, to ensure positive outcomes for students.
- Provide professional guidance to colleagues, working closely with staff, parents and other agencies.
- Build and maintain positive relationships with parents of students who access Resolve and Retrack and with relevant external organisations.
- Ensure appropriate educational provision is provided for students who are accessing the Resolve and Retrack so there is no lost learning.
- Consistently apply a trauma informed approach to de-escalating challenging behaviour.
- Use reasonable adjustments, based on SEMH and SEND needs, to ensure that students are supported.

Role specific responsibilities

Resolve

- To manage Resolve, ensuring students have the following:
 - Good quality work to complete during their time in Resolve.
 - An opportunity to reflect on the behaviours that have led them to Resolve and develop future strategies/behaviours to avoid this.
- To meet with Tier 3 students regularly to remove any barriers and encourage engagement with learning and to act as a liaison between staff, parents/carers, and the students.
- Evaluate whether resources are being used effectively by monitoring impact and propose changes to make use of resources more effective.
- Monitor and track incidents that lead to time in Resolve, paying close attention to repeat students.
- Provide guidance to colleagues on teaching students who are accessing the Resolve regularly by ensuring Pupil Support Plans are up to date.

Retrack

- Evaluate whether resources are being used effectively by monitoring impact and propose changes to make use of resources more effective.
- Provide guidance to colleagues on teaching students who are accessing Retrack regularly by ensuring up to date student support plans.
- To oversee the timetabling of Retrack so that students are supported throughout the day.
- To monitor the use of Retrack by students on Tiers 1, 2 and 3; logging patterns of behaviour and devising strategies to support students and staff.

Working with external agencies

- Work with other schools, educational psychologists, health and social care professionals, and other external agencies.
- Be a key point of contact to ensure appropriate support for students who need to access their provision and vice-versa.

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
Relevant experience				
1	Proven experience in a similar safeguarding or behaviour support role within a school or educational setting.		x	A/I/T
2	Recent and successful pastoral experience and responsibility as a behaviour specialist.	x	x	A/I/T
	A proven track record of working with students aged 11-16 who have been disaffected from the curriculum.	x		A/I/T
3	Excellent communication and interpersonal skills, with the ability to build positive relationships with students, staff, parents, and external agencies.	x		A/I
4	To have completed safeguarding training and have an excellent knowledge and understanding of pastoral and safe guarding issues.	x		A/I/T
Qualifications				
5	A degree or relevant qualification in a field related to education, psychology, or social work is highly desirable.	x		A
Knowledge				
6	To be fully committed in supporting the leadership in improving the pastoral care, progress and attainment of an identified cohort of vulnerable students.		x	A/I
7	Ensure that a personalised curriculum which meets the needs of all students is delivered so that all students achieve their potential.	x		A/I
8	Good knowledge of safeguarding legislation, child protection procedures, and relevant statutory guidance.		x	A/I

Competencies				
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
Commitment to Equal Opportunities				
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.