



Behaviour Lead

Springfield Junior School

Fixed Term linked to funding until 31/08/2026

32.75 hours, 39 weeks

HLTA Pay Scale £22,131- £23,999 Pro Rata (£28,947- £31,390 FTE)

Springfield Junior School is a vibrant and inclusive school with a strong commitment to nurturing the whole child. We are seeking a passionate and experienced Behaviour Lead to join our dedicated team and make a real difference to the lives of pupils with complex Social, Emotional and Mental Health (SEMH) needs.

This is an exciting opportunity for a skilled HLTA or unqualified teacher with a strong background in supporting behaviour and emotional wellbeing to lead the development and delivery of SEMH support across our school. You will work directly with pupils, families and staff to ensure all children are regulated, safe, and ready to learn.

The successful candidate will:

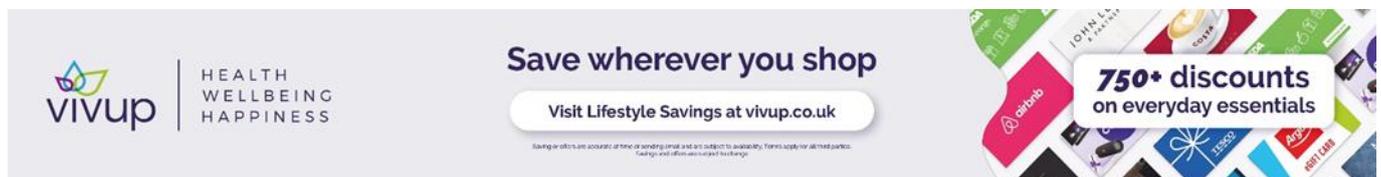
- Have significant experience working with pupils with SEMH needs
- Be confident in managing behaviour through trauma-informed and restorative approaches
- Be proactive, resilient and passionate about inclusion
- Be able to support, model and coach other staff
- Work effectively with families and external agencies.

Springfield Junior School is a proud member of QEGSMAT. The Trust's values are for students to 'Question, Explore; Give; and Succeed'. Our exceptional staff, strong leadership, motivated children, as well as excellent facilities, provide the successful formula for this.

At QEGSMAT we believe and promote that exceptional workforce creates exceptional results; they transform lives and transform futures. We support every pupil to achieve their full potential and become a confident, resilient, and compassionate individual who can make a positive contribution to society.

Why work for us?

- At QEGSMAT, we value the hard work and dedication of our team members, and as such we believe that progression should be a simple process. That's why we are proud to offer an Automatic Pay Review program, rather than the traditional annual pay and performance review, as part of our comprehensive benefits package.
- Continual access to CPD opportunities. QEGSMAT works with a large number of organisations to develop staff to fulfil their aspirations and potential. We are committed to providing first-rate training and development to all our staff within this evolving Trust.
- We are committed to promoting equality, challenging discrimination, and developing community cohesion. We welcome applications from all sections of the community.
- QEGSMAT is a recognised Disability Confident employer.
- All staff have access to our Employee Assistance Programme which provides confidential, independent and unbiased information and guidance 24/7. This can also include bespoke counselling sessions for staff if needed.
- All roles are subject to nationally agreed terms and conditions of service.
- Access to the Local Government Pension Scheme (LGPS) with employer contributions of 23.4% for Derbyshire support staff.
- Family-friendly policies.
- Access to Flu Vaccines.
- Opportunity to work flexibly.
- Access to 750+ discounts on everyday essentials via our benefit package with Vivup



The banner features the Vivup logo on the left, which includes a stylized 'v' and the text 'vivup | HEALTH WELLBEING HAPPINESS'. In the center, it says 'Save wherever you shop' above a button that reads 'Visit Lifestyle Savings at vivup.co.uk'. On the right, there is a collage of various discount cards from brands like Amazon, ASDA, and others, with a prominent callout that says '750+ discounts on everyday essentials'.

QEGSMAT is also committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment. It is a criminal offence to engage or seek to engage in regulated activity or regulated work with children, if you appear on the DBS barred list. All appointments are subject to an Enhanced DBS check. **The Trust is also a United Kingdom Immigration and Vetting Sponsor therefore, sponsorship for skilled worker visas may be available.**

Further information about our commitment to Safeguarding can be found -

<https://www.qegsmat.com/documents/safeguarding>

Please be aware, the Trust may also consider performing an online presence check as part of their pre-employment checks.

This post is exempt from the Rehabilitation of Offenders Act 1974 and therefore applicants are required to declare any cautions, convictions, reprimands and final warnings that are not protected (i.e. that are not filtered out) as defined by the rehabilitation of Offenders Act 1974 (Exceptions) Order 1975 (as amended in 2013 and 2020).

If you are interested and wish to have an informal conversation to discuss the role or would like to visit the school, we would be happy to arrange this. Please call 01283 217855. Further details about our school can be found on our website: <https://springfield.derbyshire.sch.uk/>

To apply for this position, please visit <https://qegsmat.face-ed.co.uk/vacancies>

Closing date for applications: 18th July 2025, Midday

Interview date: W/c 21st July 2025

Salary: HLTA Pay Scale £22,131- £23,999 Pro Rata (£28,947- £31,390 FTE)

Potential Start date: September 2025



JOB DESCRIPTION

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|--------------------------|--|
| Post Title: | Behaviour Lead |
| Reporting to: | Headteacher |
| Scale: | HLTA Pay Scale £22,131- £23,999 Pro Rata (£28,947- £31,390 FTE) |
| Disclosure Level: | Child Workforce - Enhanced, Childs Barred list. |

PURPOSE OF THE POST:

Purpose:

Lead and deliver targeted behavioural, emotional and social support for pupils with complex Social, Emotional and Mental Health (SEMH) needs. The postholder will use HLTA-level expertise to help pupils regulate their behaviour, re-engage in learning and succeed in school. Working collaboratively with teaching staff, pastoral teams, families and external agencies, this role supports the school's inclusive, trauma-informed approach to behaviour.

Main Duties

1. Pupil-Focused Behaviour Support

- Deliver structured, targeted support for pupils with SEMH needs in 1:1 and small group settings.
- Develop, implement and review individual behaviour support plans and regulation strategies
- Use trauma-informed approaches such as de-escalation, restorative conversations, emotion coaching and positive reinforcement.
- Provide support to pupils during key transition points in the day (e.g. arrival, breaks, end of day)
- Plan and lead short-term, evidence-based interventions (e.g. Zones of Regulation, Lego Therapy, social and emotional skills programmes)

2. Behaviour Leadership at HLTA Level

- Promote a consistent, relational and nurturing approach to behaviour across the school, in line with the school's behaviour policy.
- Monitor and track behaviour data, feeding back to the Inclusion Lead on patterns and progress.
- Lead on reintegration planning for pupils returning from suspension or alternative provision.
- Model best practice and coach staff on trauma-informed and relational approaches to behaviour.
- Contribute to the review and implementation of the whole-school behaviour policy and approaches.

3. Partnership and Multi-Agency Working

- Work in partnership with families to ensure consistency of behaviour strategies between home and school.

- Liaise with external professionals including Behaviour Support Services, CAMHS, Early Help and social care teams.
- Contribute to Early Help Assessments, EHCP reviews and multi-agency meetings as required.
- Accurately log behaviour incidents, safeguarding concerns and pupil observations using school systems (e.g. CPOMS)

4. Inclusion, SEND and Safeguarding

- Champion the inclusion of pupils with SEMH and behavioural needs in classroom and school life
- Support wider SEND and pastoral provision, including nurture groups and wellbeing support.
- Ensure all support practices align with safeguarding responsibilities and reflect Keeping Children Safe in Education (KCSIE) guidance.
- Promote positive mental health and wellbeing across the whole-school.

METHODS OF WORKING

The post holder must:

- Maintain confidentiality and observe data protection and associated guidelines where appropriate.
- Maintain an awareness of Safeguarding Children and Child Protection.
- Understand and comply with the Trust's Health and Safety Policy in the performance of their duties and responsibilities.
- Carry out the duties of the post in compliance with the academy's Equal Opportunities Policy.
- Understand and comply with all other relevant academy policies.
- Take an active part in appraising their own work against agreed priorities, targets, professional development and supervision arrangements.
- Undertake any necessary training associated with the duties of the post.
- Carry out any other reasonable duties and responsibilities within the overall function, commensurate with the grading and level of responsibilities of the post.



Person Specification - Behaviour Lead

| Criteria | Essential | Desirable | Evidence |
|--------------------|--|---|----------------------------------|
| Qualifications | <ul style="list-style-type: none"> HLTA status or relevant experience as an unqualified teacher/ instructor | <ul style="list-style-type: none"> Relevant qualifications in behaviour, SEMH, or therapeutic support | Application form Certificates |
| Experience | <ul style="list-style-type: none"> Proven experience of supporting pupils with complex SEMH or behaviour needs. | <ul style="list-style-type: none"> Experience of working in a primary or junior school | Application form Interview |
| Skills & Knowledge | <ul style="list-style-type: none"> Excellent behaviour management, de-escalation and regulation strategies Strong communication skills with pupils, staff and families | <ul style="list-style-type: none"> Trained in interventions such as Team Teach, Zones of Regulation or Thrive Understanding of the SEND Code of Practice and the Graduated Response | Application form Interview |
| Personal qualities | <ul style="list-style-type: none"> Ability to work under pressure and remain calm, consistent and positive | <ul style="list-style-type: none"> Experience of liaising with multi-agency teams and attending Early Help or TAC meetings | Application form Interview |