

 Trinity High School
& **SIXTH FORM CENTRE**
Part of Bordesley Multi Academy Trust



BEHAVIOURAL PASTORAL MANAGER – SCALE 6
SANCTIONS SYSTEMS & BEHAVIOUR CONSEQUENCES LEAD

CANDIDATE PACK



A MESSAGE FROM THE HEADTEACHER

Dear Candidate,

Thank you for your interest in Trinity High School.

This is a school with ambition. A school with purpose. A school that believes deeply in the power of education to transform lives.

At Trinity, we are driven by a clear moral commitment: to ensure every young person, regardless of background, achieves excellence and develops the character to thrive in the world beyond school. Our vision—**“Excellence for All”**—is not a slogan; it is a daily expectation that shapes everything we do.

We are proud of our strong sense of community. Trinity is a school where relationships matter, where staff are valued, and where a shared sense of purpose creates a culture of belonging. Our HEART values are lived, not laminated—they guide how we teach, how we lead, and how we support one another.

We are also at a pivotal point in our journey.

We are building a school defined by:

- **high expectations and consistency in every classroom**
- **exceptional behaviour and a culture of learning**
- **a knowledge-rich curriculum that opens doors**
- **a personal development programme that shapes confident, compassionate young people**
- **a staff culture rooted in support, development, and professional pride**

This is an opportunity to be part of something that matters.

We are looking for colleagues who share our ambition, who are committed to making a difference, and who want to contribute to a school that is moving forward with clarity and purpose.

In return, you will join a team that is united, supportive, and determined to provide the very best for its students and staff. You will work in an environment where your contribution is valued, your development is prioritised, and your impact is real.

If you are ready to play a part in shaping the future of Trinity High School, we would be delighted to hear from you.

Welcome to Trinity.

Yours sincerely

Stephen Kearns



BEHAVIOURAL PASTORAL MANAGER – SCALE 6 SANCTIONS SYSTEMS & BEHAVIOUR CONSEQUENCES LEAD CANDIDATE PACK

Trinity High School & Sixth Form Centre is seeking a highly capable and dedicated **Behavioural Pastoral Manager** to lead the daily operation of our whole-school sanctions systems, including detentions, isolation and suspensions.

This pivotal role sits at the heart of our Behaviour & Attitudes strategy, ensuring that routines are clear, consistent and aligned with our HEART values.

Working alongside senior leaders, Heads of Year and pastoral teams, you will ensure a calm, orderly and supportive environment where students can thrive.

We welcome applicants who are organised, resilient, calm under pressure and committed to fairness, consistency and high expectations.

Our chosen candidate will be:

- **Obsessively relentless about standards and expectations** — pays close attention to detail, understands that small things matter, and maintains a strong, credible presence in all aspects of their work.
- **Places academic success at the heart of pastoral care** — ensures that every interaction, intervention and support strategy is ultimately focused on improving pupils' learning, progress and outcomes.
- **Uncompromising in upholding standards and expectations** — confidently holds the line with pupils, families and external partners, ensuring consistency, clarity and no dilution of expectations.
- **Highly visible throughout the school day** — present in lessons, corridors and social times, modelling expectations, building relationships and leading from the front.
- **Goes the extra mile** — demonstrates commitment, energy and personal investment to ensure every pupil succeeds and every aspect of the school improves.
- **Has an intrinsic desire and passion to improve the life outcomes of children** — driven by a deep moral purpose and a belief in the transformative power of education.



JOB DESCRIPTION

Post Title:	Behavioural Pastoral Manager – Sanctions Systems & Behaviour Consequences Lead
Salary:	NJC Scale 6 (18-22), starting at approximately £28,304 per annum
Hours:	Full-time, term time only + 10 days
Responsible To:	Assistant Headteacher (Behaviour & Attitudes)

Core Purpose:

To lead the daily operation, development and quality assurance of the school's behaviour sanctions, ensuring systems are consistent, transparent, and aligned with statutory guidance and the school's Behaviour Policy.

KEY RESPONSIBILITIES

1. Leadership of Sanctions Systems

- Lead the operation of the whole-school detention system, ensuring accurate recording, communication and supervision.
- Manage the internal isolation provision, ensuring students have meaningful work and appropriate supervision.
- Ensure sanctions are applied consistently and proportionately, in line with Ofsted expectations for behaviour systems and routines.
- Monitor staff use of sanctions and address inconsistencies.
- Provide daily briefings to pastoral staff where required.

2. Detentions

- Oversee the daily and weekly detention rotas.
- Ensure staff issue detentions correctly and record them accurately.
- Communicate with families where escalation is required.
- Supervise detentions or coordinate cover as needed.
- Track attendance at detentions and ensure follow-up sanctions are applied.

3. Isolation / Internal Provision

- Lead the internal provision for students removed from lessons.
- Ensure students follow expected routines and complete relevant work.
- Maintain documentation of reasons for placement, length of stay and outcomes.

- Act as the central point of contact for incidents requiring removal from class.

4. Suspensions & Reintegration

- Lead the administrative and operational elements of suspension processes.
- Coordinate statements, documentation and suspension logs.
- Liaise with senior leaders to ensure decisions are accurately recorded.
- Contact parents regarding suspension details and next steps.
- Plan and deliver reintegration meetings and support plans, ensuring compliance.
- Monitor repeat suspensions and identify patterns for intervention.

5. Behaviour Records, Data & Systems

- Maintain accurate behaviour logs, sanctions records and casework documentation.
- Analyse behaviour trends and report findings to the AHT.
- Create and update templates for behaviour incidents, detentions, and reintegration processes.
- Ensure data is used effectively to identify emerging needs.

6. Communication & Liaison

- Work closely with Heads of Year, SLT and pastoral staff to coordinate sanctions.
- Liaise with teachers to ensure behaviour expectations are upheld.
- Communicate effectively with parents/carers to ensure clarity and consistency.
- Support multi-agency meetings where sanctions relate to wider safeguarding concerns.

7. Safeguarding & Inclusion

- Follow all safeguarding reporting procedures.
- Ensure sanctions systems consider the needs of SEND, disadvantaged and vulnerable pupils in line with statutory expectations.
- Support reasonable adjustments while maintaining high expectations.

8. Professional Standards

- Model high expectations for behaviour and conduct.
- Maintain calm authority in challenging situations.
- Contribute to staff training on sanctions processes.
- Uphold confidentiality and professionalism at all times.
- Cover lessons as necessary.

The successful candidate must:

- **Be obsessively relentless about standards and expectations** — pays close attention to detail, understands that small things matter, and maintains a strong, credible presence in all aspects of their work.
- **Place academic success at the heart of pastoral care** — ensures that every interaction, intervention and support strategy is ultimately focused on improving pupils' learning, progress and outcomes.

- **Be uncompromising in upholding standards and expectations** — confidently holds the line with pupils, families and external partners, ensuring consistency, clarity and no dilution of expectations.
- **Be highly visible throughout the school day** — present in lessons, corridors and social times, modelling expectations, building relationships and leading from the front.
- **Go the extra mile** — demonstrates commitment, energy and personal investment to ensure every pupil succeeds and every aspect of the school improves.
- **Have an intrinsic desire and passion to improve the life outcomes of children** — driven by a deep moral purpose and a belief in the transformative power of education.

Additional requirements

- Demonstrate a flexible approach to the delivery of the work. Consequently, the post holder may be required to perform work not specifically identified in the job profile, but which is in line with the general level of scope, grade and responsibilities of the post.
- Carry out the work of the job in a way that is consistent with the culture, ethos, equalities, and inclusion policies of the school.
- Undertake all duties with due regard to the provisions of health and safety regulations and legislation, data protection under GDPR and acceptable use of ICT policy.

Whilst every effort has been made to explain the main duties and responsibilities of the post, each individual task undertaken may not be identified. Employees will be expected to comply with any reasonable request from a manager to undertake work of a similar level that is not specified in this job description.

This post is subject to the current conditions of employment for Class Teachers contained in the School Teachers' Pay and Conditions Document, the 1998 School Standards and Framework Act, the required standards for Qualified Teacher Status and Class Teachers and other current legislation.



PERSON SPECIFICATION

Criteria	Essential	Desirable
Qualifications & Training		
GCSE Maths & English (minimum)		✓
Evidence of CPD relevant to behaviour management	✓	
Training in safeguarding, de-escalation or restorative practice		✓
Experience		
Significant experience in a pastoral, behaviour or youth role	✓	
Experience organising or overseeing behaviour systems		✓
Experience managing detentions or similar sanction pathways		✓
Experience working with external agencies	✓	
Knowledge & Skills		
Strong understanding of behaviour management	✓	
Knowledge of statutory guidance on suspensions & exclusions	✓	
Understanding of safeguarding indicators	✓	
Excellent organisational and administrative skills	✓	



APPLICATION DETAILS

Visits to the school are warmly welcomed.

Please contact the HR Department on HR@bmat.co.uk to arrange a suitable time.

Closing date: Monday 14th September 2026, 9am.

Interviews: Within two weeks of the closing date

Start date: October/November 2026 (or earlier by negotiation)