



Behaviour Support Worker (Secondary Phase)

Contract type: Permanent

Contract term: Full time - Term time

Salary: Grade D (5-6) £25,583– £25,989 pro rata; Actual Salary £19,243 - £19,548

Starting date: September 2026 (Exact Date TBC)

Underpinned by our '3 Guiding Principles' and '8 Conditions for Success', our vision is to empower future generations to follow their dreams and to build a society of which we can all be proud. To achieve our vision, it is imperative that we build an incredible team of outstanding educators, who want to challenge themselves to think outside the box, be creative and work hard to achieve something special.

Ultimately, we are looking for a committed candidate with an uncompromising belief that all students deserve an outstanding education. They will uphold our inclusive ethos and provide opportunities for all students to achieve. Behaviour in the Academy is rated as 'Outstanding' Ofsted April 2024:

'From early years onwards the school makes sure that pupils learn that they can be anything they want to be.'

'Behaviour is exemplary. Warm, respectful relationships underpin the purposeful atmosphere.'

'Pupils are kind, thoughtful and eager to contribute within the school community and beyond.'

Working alongside a team of three other Behaviour Support Workers the successful candidate will liaise with leadership, teaching, and support staff regarding the safeguarding, behaviour, and attendance of pupils, focusing on developing positive attitudes and mindsets. They will play a pivotal role in embedding the safeguarding and behaviour policies to work with identified pupils and their families to increase engagement and ensure the school's core values are consistently embodied by pupils.

The successful candidate will work under the direction and leadership of the Assistant Principal of Behaviour and Culture, Head of Safeguarding, and the leadership team.

Key responsibilities include:

- Pupil Support: Motivating pupils in various learning situations and settings, helping them develop learning, organisational, and social skills, and building their confidence, self-esteem, and motivation.
- Interventions: Planning, delivering, and monitoring intervention programs that develop pupils' learning, conduct, emotional wellbeing, and attendance.
- Behaviour and Attendance: Supporting behaviour and attendance programmes, and helping pupils regulate their emotions to access the classroom successfully.
- Safeguarding: Following academy safeguarding policy and procedures, recognising signs of abuse, and responding appropriately to disclosures or concerns. This includes referring allegations to investigating agencies and keeping accurate, secure records of referrals.



- Liaison: Improving relationships with parents/carers through home visits and regular consultation, and liaising with staff, parents, and outside agencies as necessary. They will also coordinate with outside organisations to provide Early Help as a Lead Professional where appropriate.
- Professionalism: Being resilient and an effective communicator, maintaining robust record-keeping and confidentiality expectations, and attending relevant safeguarding and professional development training.

The successful candidate will be a role model for the school ethos and follow the staff code of conduct. You should be able to manage your own time and workload appropriate to the needs of the pupils and use IT proficiently for accessing support, securely recording information, and using virtual meeting programs.

Livingstone Academy and Aspirations are committed to children's safety and safeguarding; DBS disclosure requirements will apply to this post. View our Child Protection Policy on the school website. Aspirations Academies Trust and Livingstone Academy are committed to safeguarding and promoting the welfare of children and young people and require all staff and volunteers to share and demonstrate this commitment.

The successful candidate will be required to demonstrate that they meet the essential elements of the person specification and will be subject to pre-employment checks including a health check, an Enhanced DBS check, and satisfactory references.

Please do not hesitate to contact us. We would love to meet you and show you around our amazing Academy site. Please contact our office by email office@livingstone-aspirations.org, if you have any questions about this role. If you fit the qualifications and are looking for a forward-thinking, innovative institution that embodies visionary leadership and embraces diversity, then LAB is the place for you!

I look forward to hearing from you and reading your application.

Kind regards,

Mrs Jennifer Warr
Acting Principal



Behaviour Support Worker (Secondary Phase)

Main responsibilities:

The Pastoral Support Worker will liaise with leadership, teaching and support staff in relation to the safeguarding, behaviour and attendance of pupils, developing positive attitudes and mindsets of all. They will play a pivotal role embedding the safeguarding and behaviour policies to work with identified pupils and their families to increase levels of engagement and ensure that the school's core values are embodied by pupils consistently. Ultimately, we are looking for a committed candidate with an uncompromising belief that all students deserve an outstanding education. They will uphold our inclusive ethos and provide opportunities for all students to achieve.

Working under the direction and leadership of the Assistant Principal of Behaviour and the wider senior leadership team:

- To motivate and support pupils in a variety of learning situations in a variety of settings.
- To supervise pupils during breaks and lunchtimes.
- To help pupils develop learning, organisational and social skills.
- To build pupils' confidence, self-esteem and motivation.
- To plan, deliver and monitor the effectiveness of intervention programs that develop pupils' learning, conduct, emotional wellbeing and attendance.
- To oversee pupils working on individual programmes and in small groups.
- To support behaviour and attendance programmes.
- To keep secondary pastoral data and records up to date.
- To improve relationships with parents/carers by making home visits and consulting with them regularly.
- To counsel pupils and refer them to specialist services under the guidance of the inclusion team.
- To support pupils in developing their ability to regulate their emotions in order to access a classroom environment successfully.
- To liaise with staff, parents, outside agencies as necessary.
- To participate in professional development programmes.
- To maintain an awareness of your role in Behaviour Management methods and techniques and to implement policies in relation to these.
- To contribute to planning and reviewing meetings.
- To play an active role in school life and support the school ethos.
- To share literature with parents to enable them to seek support and have advice and information available to them to promote wellbeing.
- To promote the school's ethos in the wider community.
- To undertake other duties, appropriate to the post, as may be required from time to time.

Policy and procedure

- Follow the safeguarding policy and procedures of the academy and ensure that others are supported and challenged to do so.

Reporting concerns:

- Recognise how to identify signs of abuse and when to make a referral.
- Respond appropriately to disclosures or concerns relating to the well-being of a child.
- Refer allegations or cases of suspected abuse to the relevant investigating agencies, ensuring they have access to the most relevant up to date information.
- Liaise with the Inclusion Team to inform them of any issues and concerns.



- Ensure that relevant, detailed and accurate written records of referrals/concerns are kept and that these are stored securely.

Multi Agency working:

- Ensure that pupils who are victims of abuse are supported appropriately and sensitively and that all actions from planning and intervention meetings are carried out and monitored.
- Liaise and coordinate with colleagues and outside organisations to provide Early Help as soon as a problem emerges, at any point in a child or young person's life working with the Early Help Strategic Partnerships and referring to the Early Help Allocation groups where necessary, acting as the Lead Professional as appropriate.
- Ensure that actions resulting from meetings are SMART and that they are carried out in a coordinated way; making the difference which was anticipated.

Training:

- Attend relevant training every 2 years and on an annual basis attend forums/roadshows to reinforce and enhance Safeguarding knowledge and practice.
- To attend school based and other INSET to develop professional skills and keep abreast of current developments in education.
- To update own subject knowledge through research and attendance in relevant safeguarding CPD and other CPD related to the Pastoral Support Worker role.
- To share knowledge and understanding with colleagues.

Knowledge and skills

- Act as a source of support within the academy.
- Ensure that staff members are following up to date procedures in line with National and Local expectations.
- Act with integrity; maintaining confidentiality at all times.
- To take a role in supporting all aspects of need for vulnerable pupils in school, working alongside staff to break down potential barriers to learning for these individuals in the classroom.
- To communicate effectively with parents and outside agencies via email, telephone and by completing the appropriate referral paperwork, when required.
- To use CPD and own learning to support the emotional and mental health of pupils.
- To be able to use IT proficiently with regards accessing support, recording information securely and using virtual meeting APPS / programmes (ie Google Meet).

Professional Attributes

- To be able to manage own time and workload as appropriate to the needs to the pupils
- To have high levels of integrity with regards the holding and sharing of information
- To be a role model for the ethos of the school and to follow the staff code of conduct and all academy policies.
- To be robust in record keeping and confidentiality expectations.
- To be resilient and an effective communicator.