



Trinity High School

& SIXTH FORM CENTRE

Part of Bordesley Multi Academy Trust



**NON-TEACHING ASSISTANT HEAD – SCALE PO2
BEHAVIOUR AND ATTITUDES
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, Headteacher



NON-TEACHING ASSISTANT HEAD – SCALE PO2 BEHAVIOUR AND ATTITUDES CANDIDATE PACK

Trinity High School & Sixth Form Centre is seeking a highly capable and dedicated Non-Teaching Assistant Head to lead Behaviour and Attitudes across the school.

This is a pivotal whole-school leadership role, responsible for securing excellence in **behaviour, attendance, classroom culture and safeguarding**, ensuring that every student experiences a calm, orderly and purposeful environment in which to learn and succeed.

You will lead and shape our Behaviour & Attitudes strategy, driving **clarity, consistency and high expectations** through well-established systems and routines aligned to our HEART values. You will ensure that standards are not only defined but delivered with precision and consistency across all areas of the school.

A key aspect of the role is the strategic leadership of **at-risk students and PEX prevention**. You will oversee early identification, targeted intervention and rigorous tracking, working closely with pastoral, SEND and safeguarding teams to remove barriers and prevent escalation. You will ensure that exclusion is always a last resort, underpinned by strong systems and decisive leadership.

Working alongside senior leaders and Heads of Year, you will lead from the front—**highly visible throughout the school day**, setting the standard, modelling expectations and ensuring consistency in every corridor, classroom and interaction.

You will be **uncompromising in upholding standards**, confidently holding the line with students, families and external partners to ensure expectations are understood, maintained and never diluted.

We are looking for a leader who is **organised, resilient and calm under pressure**, with the ability to think strategically, act decisively and follow through with determination. You will combine strong operational leadership with a deep moral purpose—committed to fairness, consistency and improving life outcomes for every child, particularly those most vulnerable.

This is an opportunity to play a defining role in shaping the culture of the school and securing lasting improvement in behaviour, attitudes and student outcomes.

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:	Non-Teaching Assistant Headteacher – Behaviour & Attitudes
Salary:	PO2 (32–35)
Contract:	Full time, Permanent (non-teaching role)
Responsible To:	Headteacher / Deputy Headteacher
Line Management:	Pastoral Team including Pastoral Managers, Support Officers and related roles

Core Purpose

To provide strategic leadership of Behaviour & Attitudes across the school, ensuring a calm, orderly, respectful and aspirational culture in which all students can thrive. To lead the pastoral team with clarity, consistency and compassion, ensuring behaviour systems are implemented effectively and that students receive high-quality support.

Key Responsibilities

1. Strategic Leadership of Behaviour Systems

- Lead a whole-school approach to behaviour systems, expectations and routines.
- Ensure behaviour policies are implemented consistently and proportionately.
- Develop, refine and monitor the Behaviour Policy in line with national guidance.
- Lead the school's behaviour curriculum, ensuring clear routines and expectations across all areas of school life.
- Use behaviour data to identify needs, trends and priorities, advising SLT on required improvements.

2. Culture, Conduct and Expectations

- Promote a positive, respectful climate built on restorative practice and high expectations.
- Lead on the development and communication of routines (arrival, transitions, mobile phones, movement, uniform).
- Ensure all staff maintain a consistent approach to behaviour and conduct.
- Work alongside leaders to embed the HEART values into daily school life.

3. Anti-Bullying Leadership

- Lead the school's anti-bullying strategy and ensure systems for reporting, responding and monitoring incidents are robust.
- Promote a culture where bullying, discrimination, harassment or derogatory language are not accepted.
- Oversee student voice linked to behaviour, safety and culture.

4. Suspensions, Behaviour Pathways & Reintegration

- Lead and quality-assure the school's suspension processes, ensuring fairness, accuracy and compliance.
- Oversee reintegration planning for suspended students and those requiring support pathways.
- Work with families and external agencies to reduce repeat incidents.
- Ensure behaviour interventions are timely, evidence-informed and impactful.

5. Pastoral Team Leadership

- Line-manage Pastoral Managers and pastoral support roles.
- Provide professional guidance, development and performance management.
- Ensure casework is consistent, well-recorded and responsive.
- Lead daily pastoral briefings, systems and communication.

6. Safeguarding & Inclusion

- Work closely with the safeguarding team to support identification and early help pathways.
- Understand typical vulnerability factors and ensure behaviour systems recognise the needs of disadvantaged pupils, those with SEND and those facing barriers.
- Use inclusive approaches that maintain high expectations while supporting individual needs.

7. Attendance

- Support the strategic alignment of behaviour and attendance systems.
- Collaborate with attendance leads to remove barriers to engagement and punctuality.

8. Leadership Responsibilities

- Contribute to strategic planning, SEF and SDP priorities.
- Lead whole-school training on behaviour, conduct and culture.
- Model the professional standards expected of all staff.
- Represent the school to parents, external partners and the community.
- Cover lessons as necessary
- Be First Aid trained.

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.



PERSON SPECIFICATION

Criteria	Essential	Desirable
Qualifications & Experience		
Degree or equivalent		✓
Experience of leading behaviour and pastoral systems	✓	
Experience working in a secondary school setting	✓	
Experience line managing staff	✓	
Experience shaping or leading whole-school behaviour systems	✓	
Experience in multi-agency working	✓	
Leadership experience in an education or youth setting	✓	
Further training in safeguarding, behaviour, or inclusion		✓
Knowledge & Skills		
Expert understanding of behaviour principles, policies and inclusive practice	✓	
Strong understanding of behaviour curriculum and routines	✓	
Ability to analyse data and identify patterns	✓	
Excellent communication and interpersonal skills	✓	
Knowledge of restorative approaches	✓	
Knowledge of anti-bullying strategies and legislation	✓	
Awareness of safeguarding processes and KCSIE expectations	✓	
Understanding of SEND and barriers to learning	✓	
Personal Qualities		
High expectations and uncompromising commitment to culture	✓	
Ability to build trust, credibility and positive relationships	✓	
Resilience, emotional intelligence, and professional integrity	✓	
Ability to influence and motivate teams	✓	
Commitment to equality, diversity and inclusion	✓	
Reflective, driven and solutions-focused	✓	



APPLICATION DETAILS

Visits to the school are warmly welcomed.

**Please contact the HR Department on HR@bmat.co.uk to arrange a suitable time.
Please note, visits will take place after 13th April due to the Easter break.**

Closing date: 24th April 2026

Interviews: Within two weeks of the closing date

Start date: September 2026 (or earlier by negotiation)