

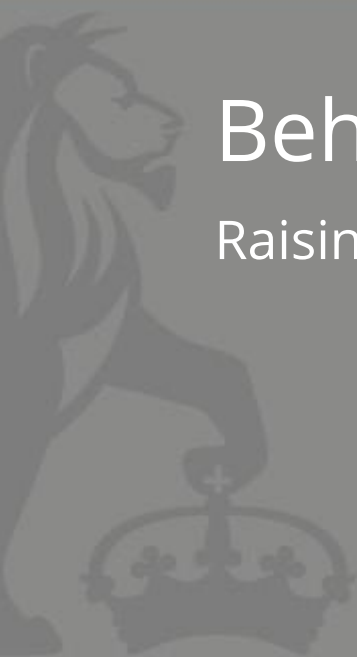


King's Academy  
Easthampstead Park



# Behaviour Support Officer

Raising Standards Department



*Opportunity and success on a global stage*



King's Group  
Academies



King's Academy  
Easthampstead Park

Ringmead, Bracknell, Berkshire RG12 8FS

Tel: 01344 304567

info@kgaeasthampstead.uk

**www.kgaeasthampstead.uk**

Executive Headteacher: Mr D Littlemore

Head of School: Mr M Hall

Dear Candidate,

Thank you so much for your interest in joining us at King's Academy Easthampstead Park. We are genuinely delighted that you are considering bringing your talents to our school. Choosing a new place to work is a big decision, and we hope the information provided gives you a real feel for the ambition, warmth, and strong sense of purpose that makes our community such a special place to be.

At our heart is a shared commitment to providing an exceptional education, ensuring every student can thrive both academically and personally. We truly believe that schools change lives, and we know that happens entirely because of our people. Whether you are inspiring minds in the classroom, offering dedicated student support, or keeping our school running smoothly behind the scenes, every colleague plays a vital part in our success. Here, your contribution will be valued and make a tangible difference.

Our community is anchored by our core values of Honesty, Faith, and Courage. These values actively shape our supportive culture, encouraging us to build honest professional relationships, have faith in one another's expertise, and show the courage to embrace challenges and pursue excellence together.

We are incredibly proud of the positive, respectful bonds between our staff and students. We want you to enjoy coming to work, which is why we are deeply committed to your ongoing professional development, career progression, and wellbeing. We firmly believe that when we invest in our staff, our students reap the rewards.

As you prepare your application, we encourage you to reflect on how your skills and personal values align with our ethos. We are looking for passionate individuals who are excited to join a vibrant team. We look forward to getting to know you better and wish you the very best of luck with your application.

With very best wishes,

**David Littlemore**  
Executive Headteacher

**Matt Hall**  
Head of School

[www.kingsacademies.uk](http://www.kingsacademies.uk)

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King's Academy  
Easthampstead Park



About our school





King's Academy  
Easthampstead Park



About our school



Every student is treated as an individual and is encouraged to develop as a confident independent learner



*Opportunity and success on a global stage*



From the Sixth Form to the lower school  
King's Academy Easthampstead Park  
encourages respect, resilience and rapport



*Opportunity and success on a global stage*



Our curriculum is broad and balanced, so students can keep their options for future study as open as possible



*Opportunity and success on a global stage*



Our facilities provide students with a high-quality learning environment in which to develop their skills



*Opportunity and success on a global stage*

## Our School

King's Academy Easthampstead Park is a thriving and ambitious school, proud to be part of the wider King's Group Academies (KGA) family of schools. As a member of KGA, we benefit from a strong network of educational expertise, shared values and a collective commitment to providing outstanding opportunities for all young people. Across our academies, we are united by a belief in the transformative power of education and a determination to ensure every student is equipped with the knowledge, skills and character needed to flourish in an ever-changing world.

At King's Academy Easthampstead Park, we strive to create an environment where every student is known, valued and encouraged to achieve their very best. We believe that academic success and personal development go hand in hand, and our aim is to develop confident, compassionate and resilient young people who are prepared not only for further education and employment, but also for active and meaningful participation in society.

Central to everything we do are our core values of Honesty, Faith and Courage. These values are more than words; they are the foundation of our culture and the principles that guide our decisions, relationships and aspirations. They shape the expectations we have of ourselves and one another, creating a community built on mutual respect, high standards and a shared sense of purpose.

We encourage our students to:

**Show Honesty** – by acting with integrity, taking responsibility for their actions, and treating others with fairness, respect and kindness. We want our students to develop strong moral character and understand the importance of making positive choices, even when faced with challenges.

**Live with Faith** – by believing in their own potential and the potential of those around them. Faith at King's Academy Easthampstead Park is about hope, perseverance and a commitment to supporting one another. We foster a culture where students feel valued, encouraged and empowered to pursue their ambitions.

**Demonstrate Courage** – by embracing challenges, stepping outside their comfort zones and showing resilience in the face of setbacks. We encourage our students to be ambitious, to stand up for what is right, and to approach life with confidence, determination and a willingness to learn from their experiences.

By joining King's Academy Easthampstead Park, you will become part of a community that is ambitious for its students, supportive of its staff and driven by a shared commitment to excellence. Together, we work to ensure that every young person is inspired, supported and empowered to

become the very best version of themselves, ready to make a positive difference both now and in the future.

## **Curriculum**

*“Leaders have developed a well-sequenced and ambitious curriculum. They have established clear expectations that support a consistent learning experience for pupils.” – Ofsted 2026*

We offer a broad and balanced curriculum at KS3, enabling our students to study a range of subjects in Years 7, 8 and 9 before making a guided choice about the right pathway to follow in Key Stage Four.

In addition to studying a core curriculum of English, Maths and Science, at Key Stage Four, students pick options from an offer of both academic and vocational qualifications, preparing them for further study or training post-16. Our curriculum has been carefully designed to ensure that they have a rich experience throughout their time at King’s Academy Easthampstead Park.

Many students choose to continue their studies at our school into KS5. Each year, they are joined by a growing number of external applicants. We offer a broad Level 3 curriculum, consisting of a range of A-Level and vocational qualifications, in addition to a one-year Level 2 programme. Each year, many of our students leave our Sixth Form bound for top universities, prestigious apprenticeships and the world of work. We support all of our students to secure a future destination which closely matches their own personal aspirations.

We are well resourced and have excellent facilities. All subjects teach in dedicated and specialist accommodation, with the vast majority of teachers teaching in their own rooms. A strong foundation in literacy and numeracy underpins the curriculum, with dedicated support available for students with additional needs. More Able students are provided with stretch and challenge through a range of initiatives enabling them to make excellent progress.

## **Professional Development**

*“Leaders provide well-considered opportunities for staff to develop their expertise and to collaborate with other professionals. This helps staff to understand their responsibilities and to feel valued. Teachers at the earliest stages of their career receive appropriate training and support.” – Ofsted 2026*

We offer a wide-ranging and highly regarded programme of professional development for all our teachers and support staff. For those joining us as ECTs, we offer a comprehensive programme of support and development, including professional studies sessions and a dedicated in-school mentor. Time for training is found using INSET days and Tuesday meeting times. Through our performance management and appraisal system, we identify and match individual needs and requests to the many training and development opportunities that we offer. These include both internal and external CPD programmes, which run continuously throughout the year. Our in-house sessions and workshops take place during dedicated training time and are planned and delivered by a highly effective teaching and learning team in the school. We encourage teachers at all stages of their careers to participate in external programmes, and many of our teachers have completed the NPQM/SL qualifications. We are proud of the number of our support staff who have also

completed further training to develop their roles, including teacher training and other professional qualifications.

## **Facilities**

King's Academy Easthampstead Park benefits from a spacious and attractive campus, set within extensive grounds that provide an excellent environment for learning and personal development. Our facilities include well-equipped specialist teaching areas, modern science laboratories, dedicated creative arts spaces, and a range of sports facilities that support both curricular and extracurricular activities. Significant investment has been made in creating learning environments that are welcoming, well-resourced and conducive to high-quality teaching and learning. The campus also offers ample outdoor space, contributing to the positive atmosphere that makes King's Academy Easthampstead Park a vibrant and inspiring place to work and learn.

## **Sixth Form**

*"Teachers in the sixth form have secure subject knowledge. They understand students' needs well and make effective teaching choices that allow students to deepen their learning over time." – Ofsted 2026*

KAEP6 is a vibrant and ambitious Sixth Form community that provides students with the opportunities, support and challenge needed to thrive during this important stage of their education. Our aim is to prepare young people not only for academic success, but also for life beyond school, equipping them with the knowledge, skills and confidence required for higher education, apprenticeships and future careers.

We are committed to ensuring that every student enjoys a rewarding and fulfilling Sixth Form experience. Through high-quality teaching, personalised guidance and a wide range of enrichment opportunities, students are encouraged to develop independence, leadership skills and a strong sense of personal responsibility. We strive to create an environment where students feel supported, valued and inspired to achieve their ambitions.

Our Sixth Form is built around the vision of "Stay Close to Go Far", reflecting our belief that strong relationships, effective support and a sense of belonging enable young people to flourish. Students benefit from a close-knit community where they are known as individuals and encouraged to contribute positively to school life, while also developing the confidence to embrace new opportunities and challenges.

Alongside academic achievement, KAEP6 places significant emphasis on personal development, enrichment and preparation for the future. Students are encouraged to take an active role within

the wider school community, developing the qualities and experiences that will enable them to become well-rounded, reflective and successful young adults.

For staff, KAEP6 offers the opportunity to work with motivated and ambitious students in a supportive and collaborative environment, helping to shape the next generation of learners, leaders and professionals.

## **Support for Students**

*"Pupils' personal development and wellbeing are effectively supported." – Ofsted 2026*

At King's Academy Easthampstead Park, pastoral care is at the heart of everything we do. We are committed to ensuring that every student is known, valued and supported so they can thrive both personally and academically. Our strong pastoral system provides clear structures of care, led by dedicated and experienced staff who work closely with students, families and colleagues to remove barriers to learning and promote wellbeing. We place a strong emphasis on early intervention, positive relationships and consistent support, ensuring that students feel safe, listened to and cared for throughout their time with us. This nurturing approach enables students to build confidence, develop resilience and make the most of the opportunities available to them.

## **Behaviour and Attitudes**

*"Pupils know the importance of rules and values. They embrace one another's differences and understand why equality matters." – Ofsted 2026*

When you join us, you will find a student body that takes genuine pride in their learning and our wider community. We take a proudly traditional approach to our high expectations, encouraging our young people to take real pride in their personal presentation, their uniform, and the quality of the work they produce. Our students embrace our shared values, showing a deep respect for one another and a strong commitment to equality and inclusion. As a staff team, we nurture this supportive environment by recognising effort, using meaningful praise and rewards to celebrate their successes. This positivity is underpinned by a clear, consistently applied behaviour policy that empowers you to teach, and our students to learn, without disruption. Most importantly, we are a team that cares deeply. When barriers to learning or wellbeing arise, we work collaboratively to remove them, ensuring that every single student—including those with SEND or from disadvantaged backgrounds—receives the dedicated support they need to make strong progress from their starting points.

## **Staff Well-being**

*"Leaders are highly considerate of staff wellbeing. They ensure that workload is considered in all their decision-making." – Ofsted 2026*

At King's Academy Easthampstead Park, we recognise that staff wellbeing is essential to a positive and successful school community. We are committed to creating a supportive and respectful working environment where colleagues feel valued, trusted and able to thrive. Staff benefit from a strong culture of collaboration, clear leadership and a shared commitment to manageable workloads and professional balance. We place importance on listening to staff voice and actively

seek ways to support wellbeing through practical measures, professional development opportunities and a caring, inclusive ethos. In addition, all staff are entitled to one wellbeing day per year, which can be taken during term time, helping to further support rest and work-life balance. Our aim is to ensure that every member of staff feels part of a team where they are supported both professionally and personally.



King's Academy  
Easthampstead Park



The Raising Standards  
Department



## The Raising Standard Department

We believe that through a varied programme of activities that are enjoyable, fulfilling, demanding and challenging, students can see the benefit studying. The curriculum will engage all learners so that they have a desire to succeed and achieve their potential whilst inspiring them to take their studies further.



King's Academy  
Easthampstead Park



Job description



<b>Location: King's Academy Easthampstead Park (KAEP)</b>	<b>Department: Raising Standards</b>
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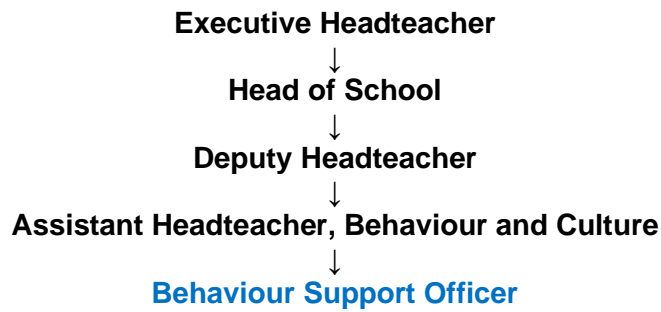
**Pay Grade:** KGA 07 - points 13 to 17 – starting on KGA07-13 (£32,790 FTE)

**Actual Starting Salary:** £26,056 per annum, £16.99 per hour, inclusive of London Weighting and Holiday Entitlement

**Core Hours:** 35 hours per week - Monday to Friday 8.45am – 3.45pm including a 30-minute unpaid break, term time only.

*Although most work will be during these hours some flexibility would be required for after school or evening meetings which you would manage within your working week in agreement with your Line Manager*

**DESIGNATION OF POST AND POSITION WITHIN DEPARTMENTAL STRUCTURE**



The job description identifies the responsibilities attached to your post.

This job description is subject to amendment from time to time within the conditions of employment, as the needs of the school require, but only to an extent consistent with those conditions of employment and only after consultation with you.

All post holders are expected to support the schools' vision, values and beliefs and familiarise themselves with school policies and procedures and to reinforce these with students, parents and partners where appropriate.

All employees working with children, young people and vulnerable adults are responsible for safeguarding and promoting their welfare.

**JOB PURPOSE**

To serve as an empathetic, highly skilled, and trauma-informed specialist dedicated to removing barriers to learning across our school community. As the Behaviour Support Officer, you will act as an essential "safety net" for our revised behaviour curriculum, bridging the gap between pastoral care and active behaviour management.

Our student demographic includes an above-average number of learners with Education, Health and Care Plans (EHCPs), many of whom navigate complex Social, Emotional, and Mental Health (SEMH) needs. You will provide specialised care to our most vulnerable learners in a dedicated environment, allowing classroom teachers to maintain focused, uninterrupted learning environments and achieve our strategic goal of 100% disruption-free learning.

## DESIGNATION OF POST AND POSITION WITHIN THE DEPARTMENT STRUCTURE

The post holder works closely with, and is line managed by, the Assistant Headteacher, Behaviour and Culture.

## MAIN DUTIES AND RESPONSIBILITIES

- Manage the "On Tour" Process: Take full ownership of the daily patrol system, providing a highly visible, proactive presence in corridors to intercept truancy, manage transitions, and maintain a calm environment.
- Rapid Response to Call-Outs: Act as the primary responder when students become acutely dysregulated during lessons, allowing classroom teachers to seamlessly continue teaching.
- Expert De-escalation: Utilise advanced, trauma-informed de-escalation techniques to safely manage students in crisis, successfully lowering their baseline anxiety.
- Trauma-Informed Advocacy: Champion trauma-informed practices across the entire school, ensuring interventions target the root causes of distress rather than merely addressing symptoms.
- Targeted Interventions: Design and run small group or 1:1 sessions for students requiring specific social and emotional skill-building to help them confidently access the mainstream curriculum.
- School Policy Compliance: Ensure your practices fully comply with and implement all school policies, maintaining traditional values while equipping students to thrive.
- Professional Development: Support the professional development of the community by modelling exemplary behavioural management practices, and participate fully in school appraisal arrangements.

## BEHAVIOUR FRAMEWORK AND SYSTEMS EVALUATION

- Academic Progress Protection: Protect classrooms from disruption to increase engaged learning time, directly supporting student progress and attainment.
- Staff Wellbeing Support: Provide a specialized, on-call presence during severe incidents to support teaching staff, reduce burnout, and boost staff retention.
- Student Welfare and Tracking: Provide vulnerable learners with consistent care that builds long-term self-regulation skills to actively reduce repeat incidents.
- System Efficiency: Maintain proactive interventions to actively reduce the need for costly fixed-term suspensions, alternative provision placements, and managed moves.

## MANAGEMENT OF RESOURCES

- Environment Maintenance: Ensure that the dedicated behaviour and intervention spaces present a calm, safe, supportive, and stimulating environment for vulnerable learners.
- Resource Management: Monitor and manage the available resources, space, and equipment efficiently within the limits, guidelines, and procedures laid down by the school.
- Intervention Records: Requisition, organise, and maintain necessary materials for small group and 1:1 sessions, keeping appropriate, confidential records of student interventions and progress.

## SUPPORTING THE ACADEMY

In November 2022, we joined King's Group Academies (KGA). This has created excellent opportunities for teachers to share ideas and approaches across schools, for the benefit of our students.

At an appropriate level, according to the job role, grade and training received, all employees in the academy are expected to:

- Support and embrace the aims, values, mission and ethos of both King's Academy Easthampstead Park (KAEP) and King's Group Academies (KGA) and participate in a team approach to all aspects of school life.

**KAEP**

It takes a whole community to raise a child

**KGA**

HONESTY: A workplace where everyone feels safe and able to express their thoughts and ideas.

FAITH: We will encourage others to have faith in their own capabilities.

COURAGE: We embrace diversity and champion inclusivity.

**SAFEGUARDING**

- Ensure personal understanding of the duties and responsibilities in relation to child protection and the safeguarding of children and young people. This includes understanding of the Academy's Child Protection and Safeguarding Policy and Code of Conduct.
- Ensure all issues relating to pupils are reported immediately to the delegated member of staff.
- Attend mandatory training and refreshers to ensure a personal and up to date understanding of safeguarding requirements.

**HEALTH, SAFETY AND SECURITY**

- Ensure a personal awareness of and compliance with, policies and procedures related to health and safety, security, confidentiality and data protection.
- Ensure concerns are reported immediately to the delegated member of staff.
- Attend mandatory training and refreshers to ensure personal and up to date understanding of relevant policies and practices.

**Equity, Diversity and Inclusivity**

- Contribute to the development of a workplace culture that promotes equity, diversity and inclusivity.

*Our recruitment has safeguarding at the heart of the process. We are committed to the safeguarding and promoting the welfare of children and young people and we expect all colleagues to share this commitment. Appropriate checks will be undertaken including an enhanced Disclosure and Barring Service (DBS) check.*

*We reserve the right to carry out an online search as part of our due diligence obligations on shortlisted candidates and candidates will be provided the opportunity to address any issues or concerns that may come up during the search at interview.*

**Successful appointment would be subject to:**

- A satisfactory enhanced Disclosure and Barring Service check as well as a Social Media check.
- Qualifications and prohibition checks.
- Two satisfactory written references including from current/most recent employer.
- All positions are subject to a probationary period during which you will be fully supported.





King's Academy  
Easthampstead Park



Person specification





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Person specification





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## Person Specification: Behaviour Support Officer

Key Criteria	Essential	Desirable
<ul style="list-style-type: none"> <li><b>Qualifications and training</b></li> </ul>	<ul style="list-style-type: none"> <li>Permitted to work in the UK</li> <li>Evidence of, or willingness to engage in, continuous professional learning and training.</li> </ul>	<ul style="list-style-type: none"> <li>Relevant qualifications in youth work, social care, or education support.</li> <li>Specialised training in advanced, trauma-informed de-escalation techniques.</li> </ul>
<ul style="list-style-type: none"> <li><b>Competence Summary (Knowledge, abilities, skills and experience)</b></li> </ul>	<ul style="list-style-type: none"> <li><b>Experience with Vulnerable Groups:</b> Practical experience working directly with vulnerable children or young adults.</li> <li><b>Safeguarding Awareness:</b> Clear and good understanding of child safeguarding practices, duties, and procedures.</li> <li><b>Inclusion Commitment:</b> Strong commitment to inclusion and supporting learners with complex needs, such as those with EHCPs or SEMH needs.</li> <li><b>Crisis Management:</b> Ability to respond rapidly and calmly to acute behavioural crises.</li> <li><b>Student Engagement:</b> Able to relate to, challenge, inspire, and motivate young people, responding flexibly and sensitively to their needs.</li> </ul>	<ul style="list-style-type: none"> <li>Experience designing and running small group or 1:1 targeted intervention sessions for social and emotional skill-building.</li> <li>Experience managing operational school systems (e.g., corridor patrols, truancy interception).</li> <li>Active working knowledge of trauma-informed advocacy across a wider community.</li> </ul>
<ul style="list-style-type: none"> <li><b>Work related personal requirements</b></li> </ul>	<ul style="list-style-type: none"> <li>Suitability to work with children and young people.</li> <li>Able to communicate effectively, both orally and in writing, with young people and adults.</li> </ul>	<ul style="list-style-type: none"> <li>A proven track record of implementing non-confrontational and inclusive management strategies within a school or community setting.</li> </ul>

	<ul style="list-style-type: none"> <li>• Able to remain calm in challenging, highly pressurized situations.</li> <li>• A proactive team player comfortable maintaining high school-wide visibility.</li> <li>•</li> <li>• Excellent time management, record-keeping, and planning skills.</li> <li>• Positive, empathetic outlook aligned with the belief that all students deserve the best support to be happy, healthy, and successful.</li> <li>• Professional standard of personal presentation and dress.</li> <li>• Excellent record of attendance and punctuality.</li> <li>• Satisfactory enhanced Disclosure and Barring Service (DBS) Clearance.</li> <li>• Willingness to undergo an online due diligence search as part of safeguarding obligations.</li> </ul>	<ul style="list-style-type: none"> <li>• A strong commitment to personal reflection, educational research, and trying new behavioural support approaches.</li> </ul>
<ul style="list-style-type: none"> <li>• <b>Safeguarding and Child Protection requirements</b></li> </ul>	<p>A satisfactory enhanced DBS check which will be conducted by us if you are appointed.</p>	

Appointment will be subject to enhanced DBS check, qualifications and experience checks and satisfactory references.

We are not looking for the impossible! If you think you have at least some of these attributes, we would very much like to hear from you.

Applications should be made directly via Mynewterm, the school website [www.kgaeasthampstead.uk](http://www.kgaeasthampstead.uk) or through TES; we are unable to consider applications without the correct form.

Visits to the school ahead of application are warmly welcomed, please contact the Personnel Officer, Rhona Franco [rhona.franco@kgaeasthampstead.uk](mailto:rhona.franco@kgaeasthampstead.uk) to make an appointment.



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