



Active
Learning
Trust

Candidate Pack
Behaviour Officer
May 2026



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Dear applicant



Thank you for your interest in joining the Active Learning Trust. I know that choosing where to build your career is a big decision, and before I share the details of the role, I want to tell you why this is such a special place to work.

At ALT, we do things differently. We are a values-led organisation that believes our people are our greatest strength. We invest deeply in the adults who work with us, because when we help our colleagues grow, our pupils thrive. Ours is a community built on trust, care and ambition – where every member of staff is encouraged to discover their strengths, take opportunities, and know that their work is shaping brighter futures for the children in our care.

We don't see education as just a system; we see it as a moral mission. Every day, our staff bring energy, compassion and commitment to their roles, united by the belief that every child deserves the very best. We stand alongside you with high expectations, professional development, and unwavering support so that together we can achieve extraordinary things.

If you share our values and our passion for making a difference, we would be delighted to hear from you. I look forward to the possibility of welcoming you into our Trust – a place where people matter, potential is nurtured, and purpose drives everything we do.

With warm regards,



Lynsey Holzer
Chief Executive Officer

Active Learning Trust

Overview

Our multi-academy Trust was originally established in 2012 and is currently made up of 1,600 staff across 21 schools in East Anglia, serving over 8,600 young people and their families. Our shared Trust mission of delivering excellence to ensure our young people can thrive and prosper is at the heart of everything we do.

Our trustees fulfil their duties through our Trust Leadership Team, which includes our central team and school leadership teams, working together as one unified organisation with joint accountability. We have an established central team that is not only knowledgeable but also driven by an imperative to deliver the very best for the young people in our care.

At Active Learning Trust, we are restless for excellence and improvement so that our children can thrive and prosper. Deeply rooted in the heart of our communities, people choose to join our trust because we make a difference. We explore the art of the possible to find the right solutions for our children, our people and the wider education sector.

Our Team

Our team is made up of experts across all specialist areas, including education, finance, HR, communications and marketing, estates, governance, procurement, data and IT. Their skills allow us to deliver shared savings and, more importantly, provide essential services to schools, enabling school-based leadership to focus on improving outcomes for pupils in the broadest sense.

- We know our schools exceptionally well and we offer both honest reflection and evaluation of our strengths and areas for improvement.
- We have clear and appropriate plans for continuing to improve the quality of education and pupil achievement.
- We encourage and celebrate the individual characteristics of each of our schools and provide them with a good balance of autonomy central oversight and accountability.

Our People-First Philosophy

At Active Learning Trust, we invest in you from day one. We love working with specialists that are united by their skills and passion for shaping the future of education. We provide tailored coaching, leadership training and clear progression pathways that turn roles into fulfilling, lifelong careers. Guided by our values of open dialogue, bold thinking and supportive teamwork, we put your growth and well-being at the heart of everything we do - so you can focus on making a real difference in our schools and beyond.

Our Values

At the heart of our Trust are five core values that shape our culture and guide every aspect of our work. They influence our interactions, decisions and strategic direction, and they unite our school communities.



I aspire, we achieve



We're curious, creative and bold



A family, not a house share



Comfortable being candid



Humour, humility, humanity



“

ALT creates environments where professionals can be bold and courageous in their practice, bringing about excellent outcomes for both students and staff. Our students receive the best standard of education from practitioners who are motivated to give their best as they are supported by a Trust that treats all with humanity, humility and humour!

More personally, I'm grateful for the CPD and career opportunities presented to me, that have allowed me to grow from an NQT into a Headteacher in 8 years.

Louise Creed
Headteacher, The Albert Pye
and Ravensmere Schools Federation

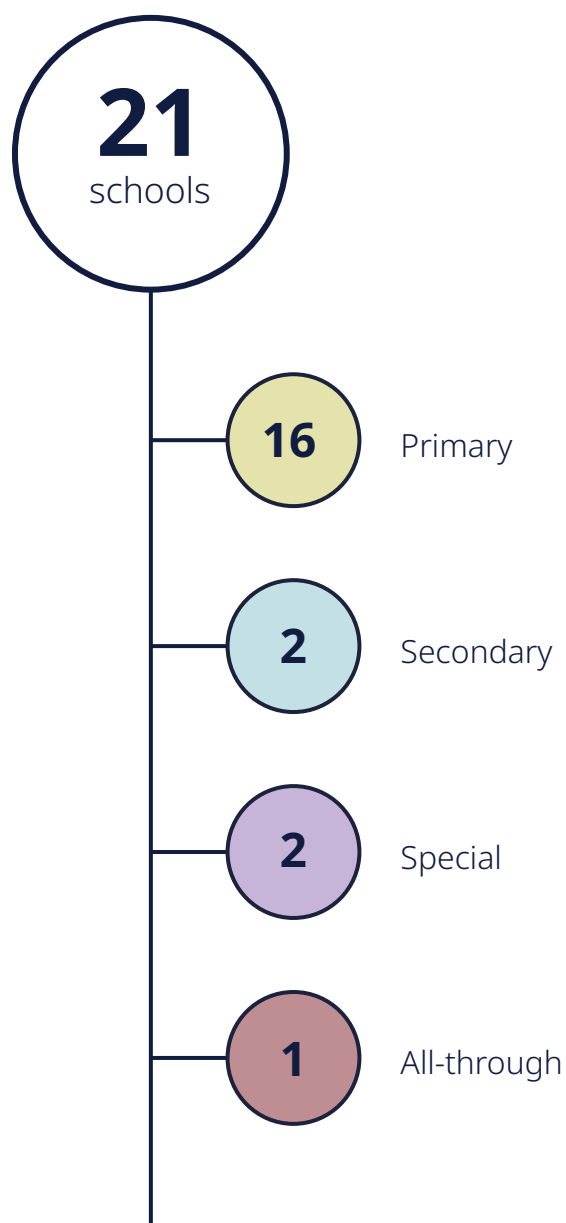
Our Schools

Active Learning Trust encompasses 21 schools across East Anglia – eight in Cambridgeshire, 12 in Suffolk and two in Norfolk.

Our schools fall naturally into three designated geographical sub-regions – Ipswich, Norfolk & North Suffolk, and mid Cambridgeshire. This allows the Trust to apply 'hub' level school-to-school support and collaborative working along with other mutually supportive arrangements. The synergy this creates has become a key way of working for our teams and continues to develop further over time.

For more information on our schools, please visit our website.

[View our schools](#)



Job Vacancy

Behaviour Officer

A calm presence, high expectations, and the belief that every young person can succeed

We are looking for a Behaviour Officer to play a central role in creating a safe, purposeful environment at Chantry Academy, supporting students to make positive choices and re-engage with learning. Working closely with pastoral teams and families, this role brings together day-to-day behaviour support, targeted interventions and the effective running of our Removal Room. It will suit someone who is confident, consistent and skilled in building relationships, able to listen, challenge and guide students with clarity and care, and committed to helping every learner thrive within a strong, supportive school community.

Summary of Key Responsibilities

- Support the consistent implementation of the school's behaviour policy and deliver targeted interventions for pupils with challenging behaviour
- Take operational responsibility for the Removal Room, ensuring a calm, structured environment and completion of set work
- Coordinate and monitor behaviour interventions, working with pastoral teams, SENCO and external agencies
- Lead or contribute to behaviour reviews and reintegration meetings, setting clear targets and support strategies
- Liaise with parents and carers to communicate behaviour concerns and support positive outcomes

Why Join Our Trust?

- Belong to a compassionate and inclusive trust that values you and the role you play.
- Join an experienced group of people that are fully dedicated to delivering the best for our children.
- Gain access to our VivUp employee benefit system, Cycle to Work scheme and local government pension scheme.

Contact

If you would like an informal discussion about the role, or for more info, please contact Karis Lambert, HR Manager, at: KLambert@chantryacademy.org



Location

Ipswich, Suffolk

Contract

Full-time, Permanent

Working Pattern

37 hours, term time plus 1 week

Salary

ALT Grade E
£27,060 - £28,154 FTE

Start Date

01 September 2026

Job description

Behaviour Officer

Salary: ALT Grade E

Academy Site: Chantry Academy

Reporting to: Behaviour Manager

Main purpose

The Behaviour Officer plays a vital role in promoting positive behaviour, high expectations, and a safe, calm learning environment. The post holder will support and manage student behaviour, coordinate pupil behaviour interventions, liaise effectively with parents and carers, and take day-to-day responsibility for the effective operation of the Removal Room. The role also involves conducting behaviour reviews and supporting the structured reintegration of students following periods of removal, internal suspension, or external suspension.

Duties and responsibilities

Behaviour Support and Intervention

- Support the consistent implementation of the school's behaviour policy.
- Deliver timely, targeted interventions for students displaying challenging or disruptive behaviour.
- Use de-escalation techniques, restorative approaches, and reflective discussions to improve behaviour.
- Support students during and following sanctions to reduce repeat incidents and improve engagement.
- Monitor behaviour trends and contribute professional insight to pastoral and senior leaders.

Coordination of Pupil Interventions

- Coordinate and oversee targeted pupil behaviour interventions under the direction of senior staff.
- Identify pupils requiring intervention using behaviour data, staff referrals, and pastoral information.
- Support the planning, delivery, and evaluation of individual and group behaviour interventions.
- Maintain clear records of interventions, actions, and outcomes.

- Work closely with Heads of Year, pastoral teams, SENCO, and inclusion staff to ensure a joined-up approach.
- Contribute to individual behaviour plans, risk assessments, and support strategies.
- Liaise with external agencies when appropriate, contributing to multi-agency plans and reviews.

Liaison with Parents and Carers

- Act as a point of contact for parents/carers regarding behaviour concerns, under the guidance of senior staff.
- Communicate professionally, clearly, and sensitively to explain behaviour incidents, interventions, and expectations.
- Provide constructive feedback to parents/carers and encourage partnership working to support pupil improvement.
- Record communication with parents/carers accurately in line with school systems and GDPR.
- Support parental engagement in behaviour plans and reintegration processes.

Behaviour Reviews and Reporting

- Conduct behaviour review meetings and prepare written behaviour review reports, as directed by senior leaders.
- Analyse behaviour data to inform reports, identify patterns, and recommend next steps.
- Present clear, factual summaries of behaviour histories, interventions undertaken, and impact.
- Contribute to review meetings involving pastoral leaders, SENCO, safeguarding staff, or external professionals.
- Ensure records are accurate, timely, and stored in accordance with school procedures.

Reintegration Meetings

- Lead or contribute to reintegration meetings following removal, internal isolation, or suspension.
- Support students to reflect on behaviour choices and understand expectations moving forward.
- Agree clear targets, strategies, and support measures to promote successful reintegration.
- Work collaboratively with parents/carers, teaching staff, and pastoral teams to ensure consistency.
- Monitor reintegration outcomes and adjust support where necessary.

Management of the Removal Room

- Take operational responsibility for the Removal Room, ensuring effective daily operation.
- Supervise students removed from lessons, maintaining calm, orderly, and purposeful working conditions.
- Ensure students complete assigned work and structured reflective tasks.
- Maintain high expectations for behaviour, compliance, and respect.

- Log attendance, incidents, interventions, and outcomes accurately.
- Liaise with teaching staff to ensure appropriate work is provided and completed.
- Support students' structured return to lessons or next steps as directed by senior staff.

Safeguarding and Student Welfare

- Act in accordance with safeguarding and child protection policies at all times.
- Identify and report concerns regarding student welfare promptly to the Designated Safeguarding Lead.
- Provide appropriate support for vulnerable students, including those with SEND or SEMH needs.

Communication and Collaboration

- Work collaboratively with teaching staff, Heads of Year, SENCO, pastoral teams, and senior leadership
- Attend and contribute to behaviour panels, review meetings, and pastoral briefings.
- Maintain professional, confidential communication at all times.

General Duties

- Be highly visible across the school during key times including arrivals, transitions, breaks, and lunchtimes.
- Support supervision duties as required.
- Engage in relevant training and professional development.
- Carry out other reasonable duties commensurate with the role, as directed by senior leaders.

Generic responsibilities of all Active Learning Trust employees

- To consistently uphold the Trust's Aims, Visions and Values.
- To work in a co-operative and polite manner with all stakeholders and visitors to promote and enhance the reputation of the academies and Trust.
- To work with children and young people within the framework of the academy in a courteous, positive, caring, and responsive manner.
- To take an active and positive role in the Trust's commitment to the development of staff and review procedures, undertaking training as required.
- To act in a professional way that is consistent with the values and expectations of the Trust.
- To be responsible for promoting and safeguarding the welfare of children and young persons.

The Active Learning Trust is committed to safeguarding and promoting the welfare of all children and young people. We expect all staff to actively share this commitment. All adults working in our Trust in whatever capacity will be part of a thorough safer recruitment process. All appointments will be subject pre-employment checks including the taking of satisfactory references and enhanced criminal record clearance (via the Disclosure and Barring Service) in line with the need to create and maintain a safe culture.

Please note that this is illustrative of the general nature and level of responsibility of the role. It is not a comprehensive list of all tasks expected to be carried out. It will be reviewed annually in conjunction with the appraisal process and planning for the next academic year. It will be reviewed, and it may be subject to modification or amendment at any time after consultation with the holder of the post. The duties may be varied to meet the changing demands of the Trust at the reasonable discretion of the Reports to Manager.

Person Specification

Behaviour Officer

E = Essential / **D** = Desirable

Qualifications & Training		
Training in restorative practice, SEMH, or behaviour management strategies		D
Experience		
Experience supporting behaviour in a secondary school or similar setting	E	
Proven ability to work with students displaying challenging behaviour	E	
Experience coordinating or delivering behaviour interventions	E	
Experience managing a Removal Room or internal alternative provision		D
Experience leading reintegration meetings or behaviour reviews.		D
Familiarity with school behaviour data systems or MIS platforms.		D

Skills and Knowledge		
Strong communication skills, including liaising with parents and carers	E	
Ability to write clear, professional behaviour reports	E	
Strong understanding of safeguarding responsibilities	E	

Personal Qualities		
Embodies of the Active Learning Trust's values: <ul style="list-style-type: none"> - I aspire, we achieve - We're curious, creative and bold - A family, not a house share - Comfortable being candid - Humour, humility, humanity 	E	
Commitment to uphold the seven principles of public life (the Nolan principles) at all times	E	
Commitment to maintaining confidentiality at all times	E	
Calm and consistent approach	E	
Equal Opportunities		
Commitment to inclusion, equality and diversity	E	
Safeguarding		
Commitment to safeguarding and promoting the welfare of children and young people.	E	

Application Process

How to Apply

You can browse and apply for all Active Learning Trust vacancies by clicking the link below to access our recruitment platform. Once you have found the corresponding vacancy, click on the 'Apply Now' button to begin your application. You can save your application and return to it at any time. Please ensure you have completed and submitted your application before the deadline shown on the job advert.

[View current vacancies](#)

Hints and Tips

To increase the chance of your application being considered for the role, please follow these steps:

- Use the Person Specification document to write your application. Consider using the headings and give examples where possible.
- Check for punctuation and grammar errors.
- Ensure your first referee is from your current or most recent employer. If you are employed within a school or academy, ensure you list your Headteacher as your first referee.
- All gaps in employment history must be explained. This should start from the date you left full-time education, including the summer holiday.



Useful Information

As an equal opportunities employer, we welcome applications irrespective of race, gender, religion, disability, sexual orientation and/or age. We value the individuality and creativity that every worker potentially brings to the workforce.

No CVs are accepted in line with requirements of Keeping Children Safe in Education, therefore all applications are required to be completed using the MyNewTerm platform.

The Active Learning Trust reserves the right to interview and appoint prior to the advert closing date. With this in mind, we encourage you to apply as soon as possible.

The Active Learning Trust is committed to safeguarding and promoting the welfare of all children and young people. We expect all staff to actively share this commitment. All adults working in our Trust in whatever capacity will be part of a thorough safer recruitment process. All appointments will be subject to pre-employment checks including the taking of satisfactory references and enhanced criminal record clearance in line with the need to create and maintain a safe culture. Please be advised that references may be requested prior to interview for roles within our academies, where permission has been given to do so via MyNewTerm.

Candidates are advised that, if shortlisted for interview, they will be subject to an online search of information in the public domain.

This post will come under the requirements of the Childcare (Disqualification) 2009 Regulations and the successful applicant will be required to complete a declaration form to establish whether they are disqualified under these regulations.

