



## JOB DESCRIPTION

<b>JOB TITLE:</b>	Behaviour and Culture Lead
<b>GRADE:</b>	Grade D
<b>WORKING WEEKS/ HOURS:</b>	38 weeks; 37 hours per week
<b>TIMES WORKED:</b>	8.00am - 4.00pm Monday - Thursday and 8.15am - 3.45pm Friday

### ORGANISATIONAL ARRANGEMENTS:

**Job holder:**

**Reports to:** Deputy Headteacher (with responsibility for Culture and Safeguarding)

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### GENERAL STATEMENT

To represent RAISE Education Trust in a positive manner and to treat all visitors with respect, courtesy, and consideration, to ensure that every effort is made to satisfy reasonable requirements and assist in the maintenance of an attractive welcoming campus.

To carry out duties correctly and promptly in a good working atmosphere and to assist in the creation of a safer environment by adhering to Health and Safety Regulations and agreed Codes of Practice for RAISE Education Trust employees. Attendance at training courses may be required as part of professional updating.

At Deer Park Secondary School, we are committed to providing an inclusive and nurturing environment where every student can achieve their full potential. We pride ourselves on our strong pastoral care and innovative approaches to student support and recognise that some students will benefit from a more tailored approach to learning than that of the mainstream school. We pride ourselves on our values of Ambition, Community and Excellence and want all learners to be able to thrive and achieve both inside and outside of the classroom.

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### RESPONSIBILITIES/ACCOUNTABILITIES:

#### The Role

We are seeking an inspirational and highly motivated Behaviour and Culture Lead to maintain and drive forward a positive behaviour culture across the school both inside and out of the classroom. This is a pivotal role within our school, designed to provide targeted and bespoke support for students who are at risk of exclusion, struggling to thrive in the mainstream curriculum, or who

require a more flexible and bespoke educational environment to re-engage with their learning. This is an ever developing position and a great opportunity for the candidates to contribute in shaping the future of the role. The successful candidate will be responsible for helping to establish and maintain a positive, purposeful, and highly effective learning environment that allows students to develop their academic, social, and emotional skills.

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## **Key Responsibilities:**

### **1. Strategic Leadership and Development: \***

- **Drive Cultural Vision:** Lead the strategic development of a firm, kind and inclusive school culture that reflects our core values of Ambition, Community and Excellence.
- **Proactive Behaviour Systems:** To monitor robust, fair, and consistent behaviour management frameworks across the whole school.
- **Empower Staff:** Coach and upskill teaching and support staff, equipping them with restorative practice techniques and effective classroom management strategies.
- **Targeted Intervention:** Use data to identify trends, implementing targeted support and re-engagement plans for students requiring additional behavioural or emotional guidance.
- **Community Engagement:** Build strong, collaborative relationships with parents, carers, and external agencies to create a unified support network around our students.
- **Internal Suspension:** To oversee the daily running of the school's Internal Suspension room.

### **2. Student Support and Intervention:**

- Identify and assess students who would benefit from alternative provision, working closely with Heads of Year, SENDCo, and pastoral teams.
- Develop and review Behaviour Support Plans (BSPs) for students, setting ambitious academic and personal targets.
- Deliver engaging and reasonably adjusted interventions and learning sessions across a range of subjects, focusing on core academic skills, PSHE and personal development for students who are struggling with mainstream learning.
- Help to establish and maintain a purposeful and effective alternative learning provision on site for students demonstrating challenging behaviours.
- Implement effective behaviour management strategies, fostering a calm, respectful, and productive learning environment.
- Plan and deliver additional enrichment activities for key students both on and off site.
- Provide targeted pastoral support, building strong relationships with students and addressing their social, emotional, and mental health needs.
- Facilitate reintegration strategies for students returning to mainstream lessons, providing ongoing support as needed.
- Facilitate additional educational sessions as part of a reintegration package for students following a fixed term suspension.
- Develop strong working relationships with staff in the mainstream school as well as parents and carers.

### **3. Collaboration and Communication:**

- Liaise effectively with parents/carers, providing regular updates on student progress and fostering strong home-school partnerships.

- Work collaboratively with school staff, including senior leaders, SENDCo, Heads of Year, subject teachers, and support staff, to ensure a cohesive approach to student support.
- Build and maintain strong relationships with external agencies (e.g., CAMHS, Social Services, educational psychologists, alternative education providers) to secure additional support for students where necessary.
- Report regularly to the Senior Leadership Team and governors on the effectiveness and impact of the behaviour support systems.

#### **4. Safeguarding:**

Uphold and promote the school's robust safeguarding policies and procedures, ensuring the safety and well-being of all students at all times.

Act as a key point of contact for safeguarding concerns for key students within the provision offered.

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#### **NOTES**

- The School and site is open between the hours of 6.30am and 10.30pm and Support Staff may be asked to carry out their duties during these hours in order to meet the operational needs of the school. Those staff who may be asked to work outside these times will have a note to that effect in their job description. Should work be requested outside of normal working hours this would be discussed in advance.
- Hours of work/designated lunch times may be subject to change for operational reasons.
- All applications for leave of absence, claims for additional hours, changes to published hours of working, etc. should be agreed and processed via the HR Manager and Headteacher to enable records to be kept.
- If, at the time of interview for a post, an applicant has already booked a holiday (or other event), then that will be honoured up to six months after the starting date.
- No other holidays will be granted during term time without a very exceptional reason. Notice must be given in writing at least 6 working weeks in advance.
- In exceptional cases where time off is granted it will either be as
  - (a) unpaid leave, or
  - (b) time made up in lieu (by negotiation).
- There are other occasions when the Headteacher may grant leave (unpaid or time made up in lieu)
  - (a) Overtime has been worked by agreement with the Headteacher.
  - (b) To attend a special event e.g. graduation.

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#### **FLEXIBILITY STATEMENT**

The content of this Job Description represents an outline of the post only and is therefore not a precise catalogue of duties and responsibilities. The Job Description is therefore intended to be flexible and is subject to review and amendment in the light of changing circumstances, following consultation with the post holder.

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#### **PERFORMANCE REVIEW (IPP)**

All support staff undertake an annual Individual Performance Planning cycle (IPP) in line with school policy and practice. This postholder's IPP would be line managed and undertaken by the DeputyHeadteacher (with responsibility for Culture and Safeguarding)

Date Prepared: May 2026

Prepared By: HR

Date Reviewed:

Reviewed By: