

## Trust Lead, Behaviour and Relationships

Location: Across Trust schools with some work at Trust Central Office

### JOB DESCRIPTION

**Forward Education Trust – Mission – Empowering children and young people to live**

<b>Job Title</b>	Trust Leader for Behaviour and Relationships
<b>Salary</b>	Current salary + 2 additional leadership points (on full FTE)
<b>Contract Type</b>	Permanent – 1 day per week (or Equivalent)  Access to a car would be required to fulfil the role.

their best lives.

#### **Job Title:**

Trust Lead, Behaviour & Relationships (Part-Time, Equivalent to 1 Day per Week)

#### **Reports to:**

Director of Education

#### **Purpose of the Role:**

To lead and develop high-quality approaches to behaviour and relationships across the Trust, supporting schools, teachers, and teaching assistants to create safe, respectful, and inclusive environments where pupils can thrive. The role also contributes to assurance activities, helping to evaluate the effectiveness of behaviour and relational practices and identify opportunities for improvement across all schools.

#### **Key Responsibilities:**

##### **Strategic Development**

- Contribute to the Trust's vision for exemplary behaviour and positive relationships.
- Embed and champion the Trust-wide Behaviour and Relationships Policy and principles.
- Provide strategic leadership to support schools in developing, embedding and sustaining an effective behaviour platform that enables consistent systems and clear expectations.

- Analyse behaviour data at school and Trust level to identify patterns and trends, evaluate the effectiveness of actions taken, and use findings to inform strategic improvement.
- Coordinate the Trust-wide Team Teach programme (with administrative support), including organising trainer capacity, quality assuring delivery, and maintaining an overview of training compliance and scheduling across all schools.
- Work closely with the Trust's Safeguarding and Attendance Leads to analyse the interplay between safeguarding, attendance and behaviour, ensuring a coordinated, multi-disciplinary approach that strengthens consistency, improves pupil outcomes and addresses emerging patterns at both school and Trust level.
- Contribute to the development and delivery of the Trust's parent engagement strategy at both Trust and school level, ensuring effective communication, meaningful partnership with families, and the systematic inclusion of pupil voice to inform practice, strengthen relationships and support positive behaviour outcomes.
- Drive innovation by promoting strategies that enhance engagement, inclusion, and pupil wellbeing.

### **School Support & Improvement**

- Work collaboratively with school leaders to identify priorities for behaviour and relationships improvement.
- Provide targeted support and coaching for staff on proactive behaviour management and restorative approaches.
- Support colleagues to analyse behaviour-related data, identifying patterns, trends and underlying causes, and work collaboratively with them to determine appropriate next steps and interventions in response to the findings.
- Facilitate professional learning opportunities across the Trust.
- Develop and lead Behaviour and Relationships Communities, enabling staff to collaborate, share best practice, and co-develop strategies that improve outcomes for all pupils.

### **Professional Development**

- Use behaviour and attendance data to shape high-quality professional development, ensuring CPD is targeted, evidence-informed and responsive to the needs of staff and pupils.
- Provide coaching, modelling and guidance to develop colleagues' confidence and expertise in relational, restorative and trauma-informed practice.
- Mentor and guide staff in embedding best practice and innovative approaches.

### **Impact on Pupils**

- Ensure behaviour and relationship approaches promote high expectations, inclusion, and wellbeing for all pupils.
- Evaluate whether support for pupils is effectively removing barriers to learning and meeting their needs and use findings to inform improvement and targeted action.
- Promote and embed restorative, relational approaches so that pupils feel heard, valued and supported to reflect on their experiences, strengthen peer relationships and re-engage positively in learning.
- Monitor and evaluate impact on pupils, using improvements in areas such as attendance, engagement, wellbeing and academic progress to inform next steps and strengthen practice across schools.

### **Assurance Activities**

- Lead assurance activity to evaluate the quality and consistency of behaviour and relationships practice across schools, using findings to drive targeted improvement at both school and Trust level.
- Monitor and report on the implementation of agreed strategies and standards.
- Support schools to prepare for external assurance activities, including Ofsted.
- Provide feedback to senior leaders and the Director of Education to inform improvement planning.
- Support schools to gather, analyse and present evidence of impact for internal reviews, Trust assurance processes and external scrutiny, ensuring clarity and consistency.
- Review risk assessments, intervention plans and behaviour documentation, evaluating their quality and effectiveness during school visits and reviews, and advising on appropriate actions to strengthen provision

### **Collaboration & Networks**

- Work closely with the Director of Education to ensure effective collaboration and sharing of best practice.
- Share expertise and resources across schools to strengthen relational culture and pupil engagement.

**PERSON SPECIFICATION - Trust Lead, Behaviour and Relationships**

Criteria	Essential	Desirable
<p><b>Educational Experience</b></p>	<ul style="list-style-type: none"> <li>• Qualified Teacher Status (QTS) with proven track record of excellent classroom practice.</li> <li>• Knowledge of evidence-based behaviour frameworks and restorative approaches.</li> <li>• Experience in leading behaviour and relationships strategies at school or trust level.</li> <li>• Proven ability to improve behaviour and engagement outcomes</li> </ul>	<ul style="list-style-type: none"> <li>• Experience of working across multiple schools or in a multi-academy trust.</li> <li>• Knowledge of current educational research linked to behaviour and relationships.</li> <li>• Experience in leading behaviour and relationship initiatives at trust level.</li> </ul>
<p><b>Knowledge and skills</b></p>	<ul style="list-style-type: none"> <li>• Strong understanding of inclusive practice, pupil wellbeing, and behaviour management.</li> <li>• Ability to design and implement evidence-based strategies.</li> <li>• Excellent communication and interpersonal skills.</li> </ul>	<ul style="list-style-type: none"> <li>• Knowledge of current research on behaviour and relational practice.</li> <li>• Ability to lead professional development sessions and facilitate networks.</li> <li>• Familiarity with school improvement processes and assurance activities.</li> </ul>
<p><b>Personal Attributes</b></p>	<ul style="list-style-type: none"> <li>• Collaborative and able to build strong professional relationships.</li> <li>• Demonstrates high levels of professional credibility, with the ability to gain the confidence and respect of senior leaders, teachers, support staff and wider colleagues.</li> <li>• Highly organised with the ability to manage priorities across multiple schools.</li> </ul>	

	<ul style="list-style-type: none"><li>• Commitment to the Trust's vision, values, and inclusive ethos.</li></ul>	
<b>Commitment</b>	<ul style="list-style-type: none"><li>• 1 day per week (flexible scheduling across schools).</li><li>• Travel across Trust schools as required (car required).</li></ul>	