

Academy
Transformation
Trust

Behaviour Improvement Officer

Application Pack

The Dukeries Academy
New Ollerton, Newark,
Nottinghamshire

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01. Welcome from the CEO

Welcome from the Chief Executive

Thank you for your interest in joining Academy Transformation Trust. Choosing the right next step in your career is an important decision, and I am delighted that you are considering doing so with us.

At ATT we are driven by a simple but profound belief: every child can and should become capable, competent, and confident. Our purpose is to transform lives through education, and our strategy, ATT2030, sets out how we will achieve this for every pupil, every colleague, and every community we serve.

We know that people are at the heart of everything we do. Our trust thrives because of the talent, dedication, and values of our colleagues. If you choose to join us, you will become part of a high-trust, high-accountability organisation where principals are empowered to lead, colleagues are supported to grow, and everyone is united in the moral purpose of education.

We are ambitious for our pupils and ambitious for our people. Across the trust you will find a culture of collaboration, professional excellence, and deep care for one another. We celebrate hard work, integrity, and teamwork, and we create opportunities for everyone to flourish.

I wish you every success with your application. Whether or not you go on to join us, I hope you will recognise that ATT is a community committed to excellence, to belonging and becoming, and to ensuring that all of us – pupils and adults alike – leave more capable, more competent, and more confident than when we arrived.

With best wishes,



Mark McCourt
Chief Executive Officer



02. About Academy Transformation Trust

About Academy Transformation Trust

At Academy Transformation Trust (ATT), our ambition is that every person who passes through our schools and colleges becomes an educated person – able to take a rightful place in the community of educated people and to join what Robert Maynard Hutchins called “the Great Conversation.” An ATT education stresses history, the scientific mode of thinking, the disciplined use of language, a wide-ranging knowledge of the arts and religion, and the continuity of human enterprise. We aspire for everyone, regardless of their starting point, to leave us capable, competent, and confident.

Our Values

ATT2030 sets a values-driven culture that is explicit about how we work and lead:

- **Belonging & Becoming:** we meet each child where they are and refuse to leave them there – giving them both roots and wings.
- **Integrity & Excellence:** we act ethically, celebrate excellence, and pursue high standards in all that we do.
- **High Trust, High Accountability:** decision-making sits close to pupils and communities; principals are trusted as strategic leaders; the central team acts as expert partner; accountability is professional, dialogic, and focused on learning and improvement.

Our Three Goals

Everything in ATT2030 is organised around three interlinked goals that describe the kind of people – pupils and adults – we are forming:

- **Capable:** equipped with the knowledge, skills, and emotional readiness to perform to a high standard, adapt to change, and contribute meaningfully.
- **Competent:** possessing the knowledge, habits, and judgement to get things done – well, reliably, and independently – handling setbacks and making steady progress.
- **Confident:** feeling safe, happy, and known – secure enough to take risks, speak up, and grow with purpose and integrity.



Our Nine Aims (by 2030)

These goals translate into nine aims that define success for ATT by 2030:

Capable

1. Professional Excellence – skilled professionals delivering consistently high standards.
2. Fluent Learners and Thinkers – confident, curious learners fluent in communication and technology.
3. Multiple Pathways to Success – diverse routes that recognise varied talents and passions.

Competent

4. Purposeful, Knowledge-Rich Learning – rigorous, meaningful learning that enriches lives.
5. Unwavering Focus – purposeful use of time and energy on what matters most.
6. Strength Through Challenge – resilience built by tackling challenge and learning from it.

Confident

7. Valued and Empowered Individuals – everyone known, valued, and supported to be their best.
8. Leading with Integrity, Celebrating Excellence – values-led leadership and cultures that recognise excellence.
9. Moments That Shape Us – deliberate rites of passage and significant experiences that foster growth and self-discovery.

Our Approach to Working Together

We are building a high-trust, high-accountability organisation. Principals are empowered as strategic leaders of their academies; the central team provides expert challenge, support, tools, and evidence; accountability is reframed as professional dialogue aimed at continuous improvement, not blame. This is how we ensure that every child leaves us capable, competent, and confident.

03. Academy Information



THE DUKERIES
ACADEMY

Develop more courageous engagement in bolder visions of education that will help young people become change makers in their own and other people's lives.'

Andy Hargreaves

Our Purpose

To be a beacon of inclusive educational excellence which fosters ambition, facilitates great learning and enables outstanding progress for every student irrespective of their starting point.

To be the trusted Academy of choice at the heart of our community.

To be recognised as an exceptional place to work which attracts, retains and develops the very best staff and leaders.

To develop ambitious knowledge, character and cultural capital to empower our students to be bold and courageous change-makers who are equipped to thrive in, and make a positive contribution to, a rapidly changing world.

Our Values



We have the courage to act with moral and ethical intent. We aspire to be honest and to treat ourselves and others with respect and kindness.



We are passionate about working hard and are optimistic and persistent as we overcome barriers to achieving our aspirations.



We are resolute in our desire to be the very best in everything that we do.

To find out more, please visit www.dukeries.attrust.org.uk/



04. Job Description

Job Description

Behaviour Improvement Officer

Purpose of the Role:

Embed the Academy's values of Integrity, Ambition and Excellence whilst supporting students to demonstrate the highest standards of work, behaviour and conduct.

Manage all aspects of the Academy Internal Exclusion Provision including the design and implementation of behaviour modification programmes

Act as a behaviour coach and/or mentor to individual and small groups of students

Key Responsibilities and Duties:

- Keep up to date records of all meetings with students, parents/carers and outside agencies.
- Provide support to the Administration Team and Pastoral Teams as required.
- Attend staff training and briefings as required by the Principal.
- Attend middle and senior leadership meetings as required by the Principal.
- Complete AM, Break, Lunch and PM duties as required by the Principal.
- To contribute to a culture of continuous improvement.
- To comply with all reasonable management requests.

Specific Duties are:

- Be accountable for the safe, effective, and efficient management of the Academy Internal Exclusion Provision.
- Ensure exemplary standards of work, behaviour and conduct in the Academy Internal Exclusion Provision.
- Work with Senior and Faculty leaders to ensure high quality curriculum resources are available for students in the Internal Exclusion Provision.
- Support students, in the Internal Exclusion Provision, to reflect on negative behaviours and develop strategies to make more positive choices in the future.
- Act as a coach/mentor to support individual students and small groups of students, following time in Internal Exclusion or on return from suspension, to display positive learning behaviours.
- Develop and apply entry and exit criteria to the Behaviour and Intervention Officer caseload.
- Create individual Behaviour Support Plans to record planned interventions and monitor the impact of coaching and mentoring work.

- To source or develop and deliver bespoke behaviour modification programmes. Support other staff to deliver these programmes and measure success against agreed success criteria
- Build positive relationships with students, their families, Academy colleagues and relevant agencies through effective communication and implementation of support strategies.
- To assist in the collection of and supervision students in lunch time and after school detentions.
- Work with Senior Leaders to provide regular data and to evaluate and demonstrate the impact of the Internal Exclusion Provision.
- Supervise and instruct students in line with teachers' guidance, to help maintain curriculum requirements.
- Assist in preparing as well as clearing the learning environment and materials used to maximise the available time for teaching to meet student progress standards.
- Manage student behaviour in accordance with policies to maintain a constructive working environment, including the supervision of student entry and exit from classrooms.
- Respond and assist students with set work to continue towards achievement targets, and ensuring all work is returned to the relevant person.
- Record and report lesson attendance to ensure the accurate analysis of attendance data by the relevant people.
- Support pastoral and learning issues associated with individual students in order to maximise their potential, making referrals as necessary in line with Academy procedures.
- Provide various administrative support to departments, including preparation of display work, maintenance of inventories, ordering, record keeping and collection of monies, invigilating, allowing the Teachers to focus on student learning.
- To be responsible for own health and safety and that of pupils and staff, in accordance with the Academy Health and Safety policies to ensure wellbeing of all people on site
- Actively promote and comply with all Academy policies and procedures.
- To undertake any other duties which may reasonably be regarded as within the nature of the duties and responsibilities/grade of the post.

Job Context

- Works to rigid procedures within office.
- In addition to daily contact with students, interacts with all levels of staff as well as regular contact with external organisations and visitors.

Academy Ethos

- To play a full part in the life of the Academy community, to support its distinctive mission and ethos and to encourage staff and students to follow this example.
- To promote actively the Academy's corporate policies.
- To comply with the Academy's Health and Safety policy and undertake risk assessments as appropriate.

This role descriptor is not intended to be an exhaustive list of all the duties and responsibilities that may be required.

The job holder will be expected to carry out such professional tasks as are commensurate with the duties and responsibilities of the post. The job description will be reviewed regularly to ensure that it relates to the role being performed and to incorporate reasonable changes that have occurred over time or are being proposed. This role must reflect the expectations within KCSIE (latest version).

The principle responsibilities and tasks as set out above are not intended to be exhaustive. The need for flexibility, accountability and team working is required. The post-holder is expected to carry out any other related duties that are within the employee's skills and abilities, commensurate with the post's grade and whenever reasonably instructed.

The job description will be reviewed regularly to ensure that it relates to the role being performed and to incorporate reasonable changes that have occurred over time or are being proposed. This review will be carried out in consultation with the post-holder before any changes are implemented.

05. Person Specification

Person Specification

Behaviour Improvement Officer

	Essential	Desirable	How will this be demonstrated
Professional Qualifications and learning	<ul style="list-style-type: none"> GCSE grade 4/C+ in a range of subjects including English and maths. Strong literacy and numeracy skills 	<ul style="list-style-type: none"> Evidence of recent and relevant continuing professional development. 	<ul style="list-style-type: none"> Application Form/Checking and Original Copy evidence
Experience	<ul style="list-style-type: none"> Competent use of Microsoft Office as well as the ability to work with bespoke systems. Experience of working in a secondary school or working with young people. Experience of working as part of a team and liaising with colleagues. Understanding of relevant policies, codes of practice and legislation 	<ul style="list-style-type: none"> Experience of a secondary school environment. Experience of working with young people who have barriers to learning. Experience of working with BROMCOM 	<ul style="list-style-type: none"> Application Form Interview References
Knowledge that supports the role	<ul style="list-style-type: none"> Excellent interpersonal and organisational skills. Knowledge and understanding of strategies needed to help and support students with behavioural, emotional and social development needs. Able to work in an independent way Able to show flexibility and resilience in working practice. Able to demonstrate unconditional positive regard. Ability to multi task and carry out a variety of work activities. 	<ul style="list-style-type: none"> Willingness to continually develop knowledge and learn new skills to respond to the varied needs of the Academy. 	<ul style="list-style-type: none"> Application Form Interview References

	Essential	Desirable	How will this be demonstrated
Knowledge that supports the role	<ul style="list-style-type: none"> • Can motivate, enthuse and inspire students to achieve. • Has a patient, caring and sympathetic personality. • Must have excellent verbal and written communication skills. • Ability to form good working relationships with a wide range of site personnel. • 	<ul style="list-style-type: none"> • N/A 	<ul style="list-style-type: none"> • Interview • References
Values	<ul style="list-style-type: none"> • Upholds ethics and values, demonstrates integrity and promotes and defends equal opportunities • Commitment to the safeguarding and welfare of all pupils. • Willingness to ensure that facilities are kept to a standard that complies with health and safety guidelines. 	<ul style="list-style-type: none"> • N/A 	<ul style="list-style-type: none"> • Interview • References
Other	<ul style="list-style-type: none"> • Ability to work calmly under pressure and adapt quickly and effectively to changing circumstances/situations • Competent and confident in the use of ICT. • Commitment to improving the lives and learning opportunities of young people. 	<ul style="list-style-type: none"> • Flexible working • Current full driving licence 	<ul style="list-style-type: none"> • Interview • References



06. Onboarding

Recruitment & Selection

You can expect the following from the Recruitment & Selection process:

Prior to Interview

- Adverts & Candidate packs that give the full detail of the role (responsibilities, pay, development etc)
- A point of contact for the vacancy within the Trusts recruitment team to advise on each step of the recruitment process
- A full and comprehensive vetting process, that meets and exceeds the requirements of Keeping Children Safe in Education 2025 [Keeping children safe in education 2025](#)
- An applicant tracking system that allows you to enter details with ease and receive updates to the progress of you application and or pre-employment checks
- Selection for Interview based upon the Job Description and Person Specification

Interviews

- The opportunity to prepare with enough notice for interview processes
- A meet and greet at the place of work (Academy or Office) with members of the panel. If the Interview is held on Teams an opportunity to meet at later date
- The opportunity to ask questions and have a full interview with discussion around the role

Following the Interview

- You will receive notification as to whether you were or were not successful
- You will be given an opportunity to obtain feedback
- If successful further safer recruitment checks will take place
- You will receive a conditional offer of employment and contracts of employment will not be issued until all checks are received and are satisfactory

Induction

- You will receive a Trust Induction and a localised induction which will give you further information on policies, process and procedures that impact your role
- You should expect regular opportunities to meet with your line manager to address any issues or concerns you may have or to plan any required training you may need
- You should expect to have all the equipment you need to begin your role
- You will have access to the Trusts benefit platform VivUp from day one of employment



What is our Institute?

Our ATT Institute is the cornerstone of ATT colleague professional development for all roles and career stages, bringing the best development opportunities from accredited courses to one off training sessions. All our courses are evidence-based and facilitated by extremely knowledgeable professionals, so we know that all our colleagues receive the best training available. Our offer is designed and delivered by a group of expert colleagues with the needs of all our stakeholders in mind. Whatever your current role and aspirations, there will be something in our offer to support you in reaching the next step of your career journey

Personal Development (PD) Opportunities for our Colleagues

Our Academy Transformation Trust Institute (ATTI) has a suite of training opportunities and professional development pathways across all our directorates: Education, Finance, Governance, Trustees and operations.

These are promoted internally via our dedicated SharePoint and directed communications, and externally via the [ATTI webpage](#). Our ATTI offer is continually evolving to meet the ever-changing professional development needs of our colleagues and includes a range of accredited courses and bespoke training opportunities.

Strategic Collaboration

Collaboration is essential to the continued improvement of our academies and colleagues. We create a culture of collaboration through our professional networks and enable colleagues to drive our Trust priorities within their domains of expertise



08. How to Apply

Behaviour Improvement Officer

Applying:

For all our Trust Vacancies, please follow the link here: [Vacancies - Academy](#)



Status: Permanent

37 Hours per week

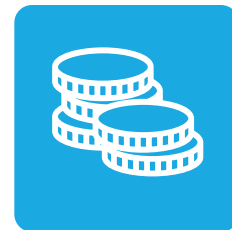
39 Weeks per year (Term Time Only)

Salary:

NJC Pt 8 – 13

Actual Salary: £23,071 to £24,998 per annum

FTE Salary: £26,823 to £29,064 per annum



Closing Date:

Wednesday 06 May 2026

Start Date:

As soon as possible



Interviews:

To be confirmed

We utilise an application tracking system which will require data from you in order to complete the application process. If you are struggling to access this system or wish to have an informal conversation regarding the role, please reach out to the contact on the advert and they will be able to support you.

