



**Transforming
Futures**
TRUST



Mount Tamar
Aspire - Adventure - Achieve

Pastoral Behaviour Support Lead



About Us

Transforming Futures Trust works with children for whom mainstream education is not right: young people with behavioural challenges; children with mental health concerns; students who find the traditional setting of a school intimidating. It is not an exaggeration to say that we change these young people's lives. Our extraordinary staff can connect with these children and apply the principles of trauma informed care to enable them to reach their potential.

Our core aim is to create 'positive futures for all'. We are building a culture of Trauma Informed Practice in all our schools which supports the wellbeing and development of all children and young people, Head teachers, School staff, parents/carers, stakeholders and the wider communities they are a part of.

We have proven educational practice and strong leadership which has enabled us to develop new provisions across the South West to meet the needs of children and families which have not been met in existing schools in the area. Since it was established, TFT has developed a highly effective internal capacity to support schools in their work with children and young people, helping them to make the biggest difference to their life chances.



Transforming Futures Trust was formally set up on 1st June 2016 (previously known as ACE Schools Multi Academy Trust) with the aim of growing from a single educational provision in Plymouth into a group of Schools across Devon and Cornwall. Our

simple aim is to support the development and improvement of the education for all pupils within the Trust and beyond through school-to-school support.

Governance, Responsibility and Leadership

The mission of the Trust is to do our very best for learners. Our schools meet high standards and all of them achieve excellent outcomes. There is one overall leadership team which is responsible for this. It has three parts:

- **The Trust Board** has a wide range of experience and skills to govern the Trust to a very high standard. They are responsible for making sure our schools are effective.
- **The Executive Team** implements the Trust's strategy and policies. They make sure that all processes run smoothly and efficiently. Our new executive team is making great strides in reducing costs and improving quality.
- **The Senior Leadership Teams** ensure that every student has the best possible experience at school. This includes learning, personal development and skills for their next steps in life. This may be to a mainstream setting, to a next school or further education, or into employment.

These three teams work together to help our students achieve the best possible outcomes for themselves and their communities.

Our Vision

We stand for excellence in education, uncompromising professionalism, and solution-focussed support, with our pupils at the heart of everything we do.

Our Values

**Valuing the individual
and our service to them**

**Compassion and
caring for everyone**

**Professional
excellence in all we do**

**Valuing growth and
releasing potential**

Celebrating Success

Feedback

"The relationships we have with the students are really strong" Teaching Assistant

"It's been so nice having him at ACE, with all the support he has been given" Parent

"The changes over the last year have been very positive and much appreciated. I feel supported rather than pressurised" Teacher

"TFT is just brilliant. I couldn't ask for a better school. You work miracles" Parent

"I think the whole term has been a good news story, my students have been amazing demonstrating positive attitudes, resilience, patience, understanding, humour and a great work ethic and I truly believe that we are transforming futures" Teacher

"Having worked for TFT for only a short time and I have been impressed at how the students are supported" Teaching Assistant

"The work we do at TFT is brilliant and I am delighted to have joined the team this September" Teacher

"My son is loving it. He has changed dramatically particularly in his confidence levels. I wish he could have come sooner" Parent

“I feel supported in my role by the SLT, my line manager and the team of staff I work with. The role is extremely challenging, which is why that support is so important” Pastoral Lead

About The Role

Job Title: Pastoral Behaviour Support Lead

Salary Range: NJC Grade E

Contract Type: Permanent

Closing Date: 28th February

Full day interview to include tasks:

Are you an experienced practitioner with a strong understanding of behaviour, regulation, and SEMH needs? Do you believe that behaviour is communication and that positive relationships are the foundation for change? Are you resilient, reflective, and committed to supporting young people with complex barriers to learning?

Mount Tamar School is a specialist provision for pupils aged 4–16 with social, emotional and mental health needs, including ASC. We are a community of approximately 115 pupils over 3 sites in Plymouth and 1 farm setting in Liskeard. We offer a therapeutic, behaviour-informed approach to education, rooted in wellbeing, regulation and preparation for independence.

From the moment our students arrive, we focus on helping them develop the skills, self-awareness and emotional literacy they need to succeed beyond school.

The Role

We are seeking a Pastoral Behaviour Support Lead with a strong behaviour and engagement focus to play a key role across our sites. This is a term-time-only position.

Our Pastoral Behaviour Support Leads are central to our behaviour-support model. Using their expertise in understanding behaviour as communication, they design and deliver individualised behaviour support strategies, interventions and programmes that promote emotional regulation, engagement with learning and positive relationships.

Working closely with teaching staff, they provide proactive and reactive behaviour support, helping students to navigate challenges, reduce barriers to learning and develop safe, regulated ways of expressing their needs.

Key Responsibilities

- Lead on behaviour support, regulation strategies and SEMH interventions within the classrooms.
- Build and maintain strong, trusting relationships with students who present with complex behaviours
- Support students through periods of dysregulation using trauma-informed, relational and restorative approaches
- Coach and support teaching assistants in understanding behaviour, de-escalation and relational practice
- Work collaboratively with the Assistant Headteacher, teachers, curriculum leads and families to ensure consistency of behaviour support
- Contribute to risk assessments, Relational Support Plans (RSPs), reviews and record-keeping
- Liaise with parents and external professionals to support student progress and wellbeing

- Play a key role in delivering a bespoke RSE and PSHE curriculum, tailored to students' emotional and developmental needs

You will have:

- Significant experience working with pupils with SEMH and ASC, particularly those presenting with challenging behaviour
- A strong understanding of safeguarding, wellbeing and behaviour support
- Experience using proactive and reactive behaviour strategies, including de-escalation and regulation techniques
- A calm, resilient and reflective approach to behaviour
- The ability to remain relational, consistent and compassionate under pressure
- Creativity and flexibility in responding to individual needs

This role would suit an HLTA, experienced Teaching Assistant, Behaviour Mentor or Behaviour & Engagement Specialist looking to take a lead role in behaviour support within a specialist setting.

Our Ethos

At Mount Tamar School, relationships are at the heart of behaviour support. We prioritise trust, connection, and shared enjoyment as key relational milestones, and we recognise that staff wellbeing is essential to sustaining this work.

We are committed to:

- High-quality professional development and training
- A supportive, collaborative staff culture
- Staff wellbeing, work-life balance and feeling genuinely valued

As part of Transforming Futures Trust, there are opportunities to collaborate across schools and contribute to the development of innovative, behaviour-informed practice.

Safeguarding & Equality

Transforming Futures Trust is committed to safeguarding and promoting the welfare of children and young people. All appointments are subject to enhanced DBS checks, references and safeguarding checks in line with *Keeping Children Safe in Education*.

We are an equal opportunities employer and welcome applications from candidates from a wide range of backgrounds.

Health and Safety

- Understand and comply with Health and Safety Regulations and Requirements.
- Be aware of the responsibility for personal Health, Safety and Welfare and that of others who may be affected by your actions or inactions.
- Undertake risk assessments relating to subject and activities as well as to undertake and review regularly pupil risk assessments.

This is a description of the main duties and responsibilities of the post at the date of production. The duties may change over time as requirements and circumstances change and the above list is not exhaustive. The person in the post may also be asked to carry out other duties commensurate with the grade as may be necessary from time to time.

Criteria	Essential	Desirable
Qualifications and experience	<p>The post holder will have spent a considerable amount of time working with ASC and students with SEMH needs in an educational environment</p> <p>Strong knowledge of SEMH, attachment theory, trauma-informed practice and adverse childhood experiences (ACEs)</p> <p>Experience supporting pupils with challenging behaviours, such as aggression or school refusal</p> <p>Demonstrable experience of leading behaviour support strategies across a school or provision</p> <p>Have a clear understanding of Safeguarding and Wellbeing support</p> <p>Experience supporting staff to manage high-risk or crisis situations safely and effectively</p> <p>Experience of working alongside students with complex needs</p> <p>Experience proactively and reactively supporting challenging behaviour</p> <p>Knowledge of interventions around anxiety and emotional wellbeing</p>	<p>Relevant professional qualification (e.g. teaching, psychology, social work, youth work, behaviour analysis, or related field)</p> <p>Understanding of SEND legislation and guidance (e.g. SEND Code of Practice)</p> <p>Experience of working collaboratively with multi-disciplinary professionals (e.g. CAMHS, EPs, social care)</p> <p>CPI or equivalent physical intervention training (or willingness to train)</p> <p>Experience of classroom strategies to support ASC/SEMH</p> <p>Experience of providing mentoring to students</p> <p>Coaching or leadership qualification</p> <p>Mental Health First Aid or therapeutic training (e.g. Thrive, Emotion Coaching)</p> <p>Experience delivering staff training and CPD</p>
Skills and knowledge	<p>Ability to model exemplary relational practice at all times</p> <p>Ability to demonstrate a good understanding of an ASC/SEMH friendly environment</p> <p>Strong understanding of regulation-based environments and sensory-informed practice</p> <p>Strong coaching and mentoring skills to support and upskill staff</p>	<p>Experience of working collaboratively with multi-disciplinary professionals (e.g. CAMHS, EPs, social care)</p>

	<p>Skilled in de-escalation, regulation strategies and restorative approaches</p> <p>Ability to be adaptable/flexible and cope with the unexpected</p> <p>A sound understanding of, and commitment to, Safeguarding, health and safety, data protection and equal opportunities</p> <p>Ability to remain calm, reflective and solution-focused in challenging situations</p> <p>Excellent communication skills with pupils, families and professionals</p>	
Personal qualities	<p>A commitment to getting the best outcomes for all pupils and promoting the ethos and values of the school</p> <p>Emotionally resilient, reflective and self-aware</p> <p>Empathetic, non-judgemental and child-centred in approach</p> <p>Committed to inclusion, equality and positive outcomes for vulnerable learners</p> <p>Commitment to maintaining confidentiality at all times</p> <p>Flexible and adaptable to the changing needs of pupils and the school environment</p> <p>High levels of professional integrity and accountability</p> <p>Commitment to safeguarding and equality</p> <p>Willingness to engage in ongoing professional development and supervision</p>	

Our Schools

Alongside Mount Tamar, Transforming Futures Trust is made up of academies based in the South West of England. All our academies provide for children and young people who have special educational needs and/or disabilities (SEND).



ACE Tiverton is a new specialist secondary school, educating students with ASC and linked social, emotional and mental health needs. Our learning family is built upon strong, trusting relationships, a deep sense of belonging and high aspirations for our students in every area of their lives. We challenge everyone in our school team to embrace learning, take risks and be the very best they can be.



ACE Schools, based over three localities, is an alternative provision academy based across Cornwall, Plymouth, and Devon. We support up to 500 pupils each year ranging from Year 1 to Year 11. Pupils that we work with often have complex needs and don't currently attend mainstream or special schools' settings. Our aspiration for all pupils is that we can support them to return to a specialist or mainstream settings and our focus is providing our young people with the skills necessary to make this transition successful.



Courtlands Special Academy in Plymouth supports 100 primary aged children who have Moderate Learning Difficulties, Social, Emotional and Mental Health Difficulties (SEMH), and other complex needs from across Plymouth, Devon and Cornwall.



What we are learning today

Tuesday

Wednesday

Thursday

Friday

March 2020

Monday

Harley

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SENSORY AREA

Harley

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Working With Us



Transforming Futures Trust is a great place to work - across our schools we have over 300 talented members of staff, in a variety of teaching and support roles. Our alternative provision and special school academies are nurturing, inclusive communities which combine creative and engaging learning opportunities with a culture of respect.

The Trust attracts people who are up to the challenge of working in our innovative and exciting environment to improve outcomes for children and young people. The rewards are seeing the difference we make every day and being part of a caring and supportive team.

As a large alternative provision that is part of a Trust we can offer you as future employee many exciting benefits:

SCHOOL DAY

The school day for pupils runs from 9.00am – 2.45pm

VivUp

VivUp provide our employees with support to enable you and your immediate family the best in life. Their 24/7 confidential support service can be used for a variety of issues including;

- Legal information
- Housing concerns
- Family issues
- Financial information

CPD

All members of staff have CPD sessions that take place on Wednesday from 3.30pm – 4.45pm.

INDUCTION AND QUALIFICATIONS

When you join us, you will be given an induction to our school and provided with Safety Intervention (physical intervention training) as part of this induction. This induction will continue with a comprehensive package which includes, trauma informed practice and in-depth safeguarding training.

DELT SHARED SERVICES

Delt provide management and assistance in IT, HR, Finance and Estates functions for Transforming Futures Trust. Staff within these teams may work for Delt but they support Transforming Futures Trust solely.