



Job Description

Post Title	Salary	Reviewed
Engagement Lead	<i>Grade 11</i>	May 2026

Managed by: Assistant Headteacher

Responsible for: The engagement team

Job Purpose

- This role plays a key leadership function in shaping a consistent, trauma-informed culture across the school, ensuring that behaviour systems remove barriers to learning and enable all pupils to succeed academically and socially.
- Under the direction of the Head Teacher lead the engagement team in their responses to calls for behaviour support across the school.
- Under the direction of the Head Teacher determine which member of the hub team should carry out behavioural mentoring with students. This will include liaison with other professionals within and outside of the school.
- Work with other engagement leads and members of the Executive Leadership Team to consider and implement the strategic direction of the Trust around behaviour, including trauma informed practices, school behaviour policies, systems and processes for graduated responses to overcoming barriers to learning.
- Work with other members of the school SLT to enable students to overcome individual barriers to learning, by identifying the problems, creating solutions and providing a support service for designated students. This will include participating in SLT meetings, Safeguarding and Welfare meetings, daily SLT briefings, leading daily behaviour meetings, etc.
- Work with the SENDCo and Head Teacher to update and maintain strategies and documents, related to the behavioural and pastoral needs of the students. This includes steps to behaviour, reintegration documents and managing behaviour data.
- To lead the work of the engagement team around operating the Learning Support Room
- As a middle leader, observe classrooms and support the development and skillset of classroom staff to respond to behaviours and to ensure that classes are safe, orderly and create an environment for learning.
- Where contracts include work outside of term time, to lead, manage and review holiday provision for groups of pupils, in-line with the school's relevant protocols.
- Liaise with LAs to ensure those students entitled to home to school transport have a reliable service.

- Carry out duties to support the safe running of the school eg taking a core role in fire evacuation, start and end of school day procedures, leading after-school catch-ups, supporting the development of playground rotas, etc

Key Job Outcomes

Teaching and Learning

- Under the direction of the Head Teacher and SENDCo to plan, develop and deliver in and out of class behaviour/engagement for learning support based on individual and group learner needs.
- Contribute to, providing learner information, delivering advice and guidance, and induction programmes.
- Evaluate and review courses and other learning opportunities provided.

Monitoring and Assessment

- Contribute and manage the engagement team to be able to record and present behaviour data for individual students and data that is school wide that leads to measurable successes for example:
 - Reduction in behaviour incidents over time
 - Improved attendance and engagement for targeted pupils
 - Successful reintegration from support provision
 - Staff confidence in managing behaviour (e.g. through surveys or QA)
 - Impact of interventions evidenced through data.
- Ensure relevant staff have completed paperwork such as learning agreements, supporting behaviour plans and risk assessments.
- Assess the needs of individual learners and groups of learners on key engagement skills, provide on-going support and liaise with relevant staff to meet specific support needs, e.g. access requirements, learning support, sensory needs and barriers to learning.
- Where appropriate liaise with relevant awarding bodies and contribute to verification and moderation procedures.
- Contribute to review, self-assessment and other equality procedures of programme area by providing information on outcomes of learner SEMH assessment and feedback and course review and by collecting and monitoring information particularly focusing on behaviour for learning.

Behaviour and Safeguarding

- Contribute to behaviour improvement by sharing good practice and support sessional tutors under the direction of the SENCo and SLT.
- Lead and manage behaviour/out of class data collection and analysis and behaviour/engagement for learning strategies.
- Monitor and evaluate the effectiveness of behaviour interventions.
- Maintain accurate records of behaviour incidents and interventions.
- Analyse behaviour data to identify trends and inform practice.
- Prepare reports for senior leadership and governing bodies as required.
- Support staff in managing challenging behaviour and promoting positive behaviour.
- Lead and manage support for the emotional health and wellbeing of individual children
- Under the direction of the Head Teacher, support with effective safeguarding processes.

Teamworking and Collaboration

- Supervise and manage other members of the engagement team.
- Contribute to staff training cycles to ensure staff have the skills to complete their job.
- Deliver training sessions for staff on behaviour management and SEMH strategies.
- Stay updated with the latest research and best practices in SEMH and behaviour management.
- Promote a culture of continuous improvement within the Behaviour Support Team.
- Conduct regular team meetings to review progress and plan interventions
- Share good practice and disseminate national and local curriculum developments.
- Lead and manage mentoring strategies within the school, to include (for example transition strategies, supporting behaviour plans and risk assessments)
- To direct other support staff (where necessary).
- To develop positive relationships with parents/guardians in order to approach school-related problems in a more holistic way by maintaining regular contact with families/carers of students receiving support and to encourage family involvement in the student's learning and acting as a point of contact for the parents in the school.
- To enable the students to raise standards of achievement; improve attendance; raise standards of behaviour, for example through -
 - Developing a 1:1 mentoring relationship with students identified as needing support and to devise, implement and evaluate individual student action plans
 - Supporting students identified as at risk of underachieving.
 - Supporting students with behavioural difficulties and to liaising with class staff to support the entry, exit and re-integration of students who require support unit provision (where applicable) or with the schools providing outreach services in order to support pupils with behaviour management strategies and techniques
 - Liaising with the Senior Leadership Team to support the identification of underachieving pupils to devise, implement and evaluate individual student action plans.
 - Liaising with school staff, personal advisors and education welfare officers to identify pupils at risk of disaffection to devise, implement and evaluate individual students action plans
 - Visiting teaching, pastoral staff and external agencies as appropriate, participating in the comprehensive assessment of students to identify those in need of extra help to overcome barriers to learning inside and outside of school. This to include existing students or those transferring or returning to school
 - Building up detailed knowledge of the support services available, serving as a point of contact for students and accessing specialist support as appropriate.
 - To support partnership working with, CAMHS, Social care, Alternative provisions, Educational psychologists.

Developing North Star Academy Trust

- Contribute to achieving the vision and aims of the Trust.
- Contribute to the development of the Trust as an outstanding provider of SEMH provision.
- Contribute to the development of collaborative and team working between schools in the Trust, as a means of affecting change and improving standards.
- Contribute fully to the improvement of pupils' attitudes to learning and behaviour across the Trust.
- To lead cross trust initiatives

General Accountabilities

- So far as is reasonably practicable, the post holder must ensure that safe working

practices are adopted by employees in school/work areas for which the post holder is responsible to maintain a safe working environment for employees and pupils. These practices are defined in the Trusts Health and Safety Policy and departmental codes of practice.

- Work in compliance with the Code of Conduct, Regulations and policies of the Trust, and its commitment to equal opportunities.
- Take responsibility for your own professional development by keeping up to date with new initiatives and current best practice.
- Ensure that output and quality of work is of a high standard and complies with current legislation and standards.
- Carry out any other duties as requested which are commensurate with the grade of the post.