



Queen Katharine Academy



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Application Information Pack

Behaviour Support Co-ordinator



Working together to transform lives through education



Principal's Welcome



Dear Applicant,

Thank you for your interest in joining Queen Katharine Academy (QKA). I am delighted to introduce myself as the new Principal and to welcome you to a school celebrated for its vibrant and diverse community.

At QKA, both students and staff thrive in an inclusive and supportive environment, making our academy a truly exceptional place to work and learn.

Our commitment to academic excellence, character development, and a positive school culture is at the heart of everything we do. Guided by our core values — **Respect, Ambition, and Responsibility** — we aim to foster a collaborative and aspirational workplace where every colleague is valued and empowered to reach their full potential. Whether you are starting your career or bring a wealth of experience, you will find a culture that supports professional growth, innovation, and a shared dedication to continuous improvement.

Queen Katharine Academy is proud to be part of Thomas Deacon Education Trust (TDET), a forward-thinking network of academies dedicated to collaboration and educational excellence. As a member of TDET, our staff benefit from shared expertise, resources, and opportunities for professional development within a supportive and progressive network.

With over 20 years of experience in education, including senior leadership roles across a variety of schools, I know how vital a nurturing and ambitious staff culture is for student and school success. At QKA, I am dedicated to building on our strong foundations and working closely with colleagues to create an environment where staff are valued, supported, and empowered—so that together, we can ensure every student is supported, challenged, and inspired.

We are proud of the progress our academy community continues to make and excited about the opportunities ahead. If you are seeking a rewarding, dynamic, and supportive environment where you can grow your career and make a real difference, I encourage you to apply to join our dedicated team.

Thank you for considering Queen Katharine Academy as the next step in your professional journey.

Yours sincerely,

Mr. M. Taylor | Principal



Job Description

Job Title	Behaviour Support Co-ordinator
Reports to	Assistant Principal
Salary/Grade	Pathway 3
Date Last Evaluated	April 2026
Core Purpose	To coordinate and support the day-to-day running of the school's behaviour support (reset) room, ensuring students are given the opportunity to reflect, reset, and return to learning. The Behaviour Support Co-ordinator plays a key role in maintaining high standards of behaviour and supporting a calm, purposeful school environment ensuring our values and pledges are upheld.

Key Responsibilities

- Manage the daily operation of the behaviour support (reset) room.
- Ensure a calm, structured, and focused environment.
- Provide work that is appropriately challenging, engaging, and linked to students' current learning levels to maintain academic progress.
- Prepare students for a positive return to lessons by reviewing expectations, practising self-regulation and reinforcing success strategies.
- Celebrate achievements and progress, no matter how small to build confidence and motivation for rejoining lessons.
- Update teachers on completed work, and readiness for reintegration to ensure smooth transition back to lessons.
- Supervise students removed from lessons due to behaviour concerns.
- Support decisions around student readiness to return to lessons or escalation.
- Facilitate mediation with students.
- Include structured reflection activities to help students understand behaviour triggers, develop strategies to avoid repeat incidents using trauma informed practice.
- Reinforce school routines, standards, and expectations.
- Identify patterns of behaviour and share concerns with pastoral staff.
- Liaise with teaching staff regarding student removals and reintegration.
- Contact parents/carers to discuss behaviour incidents and outcomes.
- Work closely with Pastoral Leads.
- Drive a therapeutic approach liaising with the Head of Inclusion and SENDco and ensure reasonable adjustments and safeguarding measures are followed.
- Co-ordinate support from Student Intervention Officers.
- Maintain accurate records of incidents, actions, and outcomes.
- Support the consistent application of the school's behaviour policy.



- Assist in tracking repeat incidents and identifying trends.
- Promote a safe, respectful, and inclusive environment.
- Be vigilant to safeguarding concerns and report appropriately.
- Support students with additional needs and vulnerabilities.
- Support behaviour during lesson transitions and key times of day.
- Assist with duty rotas and corridor presence.
- Provide support to Student Intervention Officers (SIOs) where required.
- Creating Detention Data and monitoring attendance and impact.
- Administer medication/first aid as required.

General Responsibilities

- Comply with any reasonable request from a manager to undertake work of a similar level that is not specified in this job description.
- Create and maintain positive and supportive relationships with staff, parents, business, community and other stakeholders.
- Be aware of the School's duty of care in relation to staff, students and visitors and to comply with all health and safety policies at all times.
- To engage with appropriate training opportunities to promote professional effectiveness in this role.
- Participate in the ongoing development, implementation and monitoring of the Trust and Academy Improvement Plans.
- To treat all information acquired through employment, both formally and informally, in strict confidence.
- To be aware of the school's responsibilities under the General Data Protection regulations (GDPR) for the security, accuracy and relevance of personal data held on such systems and ensure that all processes comply with this.
- Be aware of and comply with policies and procedures relating to child protection, reporting all concerns to the Designated Safeguarding Lead.
- Be aware of and comply with the codes of conduct, regulations and policies of the Trust and Academy and its commitment to equal opportunities.

The duties and responsibilities listed above describe the post as it is at present. It cannot be read as an exhaustive list of duties and may be altered at any time with Academy approval.

Note: Every job description in the organisation will be subject to a review either:



- On an annual basis at the time of the annual appraisal meeting, or
- As a result of a change in strategic direction, or
- As a result of a team/operational requirements, or

It is the shared responsibility of the post holder and their manager to ensure that the job description is kept up to date.





Person Specification

Attribute	Essential or Desirable	Assessment
Qualifications		
GCSEs (or equivalent) in English and Mathematics at Grade 4/C or above	E	A/I
Relevant qualification or training in education, behaviour support, youth work, pastoral care, or inclusion (e.g. Level 3 or above)	E	A/I
First Aid qualification (or willingness to train)	D	A/I
Training in trauma-informed practice, restorative approaches, or behaviour management	D	A/I
Knowledge & Understanding		
A clear understanding of behaviour management strategies and their application within a secondary school setting	E	A/I
Understanding of safeguarding responsibilities, including recognising and reporting concerns	E	A/I
Understanding of how behaviour, learning, emotional regulation, and academic progress are interconnected	E	A/I
Knowledge of the importance of consistency in applying behaviour policies and school routines	E	A/I
Understanding of GDPR and the need for confidentiality and secure handling of sensitive information	E	A/I
Awareness of pastoral systems and multi-agency working within schools	E	A/I
Knowledge of trauma-informed and restorative approaches to supporting student behaviour	D	A/I
Awareness of SEND, inclusion, and the importance of reasonable adjustments for students with additional needs	D	A/I
Skills & Abilities		
Ability to create and maintain a calm, structured, and purposeful environment for students	E	A/I
Strong behaviour management skills, including de-escalation and conflict resolution	E	A/I
Ability to build positive, trusting, and professional relationships with students, staff, and parents/carers	E	A/I
Excellent communication skills, both verbal and written, including difficult or sensitive conversations	E	A/I
Ability to facilitate restorative conversations that encourage reflection, accountability, and positive change	E	A/I



Skilled in motivating students, recognising achievements, and building confidence and self-esteem	E	A/I
Ability to assess students' learning needs, provide appropriate work, and give constructive feedback	E	A/I
Strong organisational skills, including accurate record-keeping, data tracking, and monitoring trends in behaviour	E	A/I
Ability to work collaboratively with teaching staff, Pastoral Leads, SIOs, SEND staff, and senior leaders	E	A/I
Capacity to make informed judgements regarding student readiness to reintegrate into lessons or escalate concerns	E	A/I
Resilience, emotional intelligence, and the ability to remain calm under pressure	E	A/I
Ability to work flexibly, supervise key times of the school day, and support duties as required	E	A/I
Commitment to promoting a safe, inclusive, and respectful school environment aligned with the school's values and pledges	E	A/I
Experience		
Experience of working with children or young people in a secondary school or similar educational setting	D	A/I
Proven experience of supporting students with behaviour, emotional regulation, or social needs	D	A/I
Experience of supervising students withdrawn from lessons and maintaining a calm, structured learning environment	D	A/I
Experience of working with vulnerable students, including those with additional needs (e.g. SEND, SEMH)	D	A/I
Personal Commitment		
Demonstrate and adhere to TDET and Academy's Core Values.	E	A/I
Commitment to equality and diversity in the workplace.	E	A
Adhere to GDPR guidelines and the Academy's internal procedures.	E	A
Adhere to the Academy's Safeguarding and Prevent policy and procedures.	E	A/I
Adhere to TDET's Health and Safety policy and procedures.	E	A

Assessment methods

A – Application

I – Interview

T – Task/Activity

L – Lesson Observation

R – References



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