

Part A - Grade & Structure Information

Job Family Code	5CLES	Role Title	Behaviour, Intervention & Pastoral Manager
Grade	p5	Reports to (role title)	Inclusion Manager
JE Band	161-191	School	The Howard Partnership Trust
		Date Role Profile created	July 2026

Part B - Job Family Description

The below profile describes the general nature of work performed at this level as set out in the job family. It is not intended to be a detailed list of all duties and responsibilities which may be required. The role will be further defined by annual objectives, which will be developed with the role holder. THPT reserves the right to review and amend the job families on a regular basis.

Role Purpose including key outputs

The role of the Behaviour, Intervention & Pastoral Manager - working collaboratively with Heads of Year, SEND, safeguarding staff, teaching staff, parents and external agencies, you will provide targeted interventions that promote positive behaviour, emotional wellbeing, attendance and achievement. You will build trusting relationships with vulnerable students and act as a consistent adult who supports them in making positive choices and reaching their potential.

Key duties include but are not restricted to:

- Promote student welfare, safety and wellbeing across the school, enabling all students to achieve their academic and personal potential.
- Provide high-quality pastoral, behavioural and emotional support for students experiencing barriers to learning.
- Develop positive, trusting relationships with students through consistent relational practice and restorative approaches.
- Deliver targeted intervention programmes to improve behaviour, emotional regulation, attendance, resilience and engagement with learning.
- Manage the Internal Suspension Room, ensuring it provides a calm, structured and purposeful environment where students can reflect, complete learning and prepare for successful reintegration.

	• Support students in understanding the impact of their behaviour and developing strategies to make positive choices. • Work collaboratively with parents, carers, teachers, safeguarding staff, SEND, Heads of Year and external agencies to coordinate support for vulnerable students. • Monitor and evaluate student progress, maintaining accurate records and contributing to intervention planning. • Promote the inclusive ethos, values and aims of Thomas Knyvett College and The Howard Partnership Trust.
THPT Work Context and Generic Responsibilities	• Maintain confidentiality in and outside of the workplace • Be pro-active in matters relating to health and safety and report accidents as required • Support aims and ethos of the school setting a good example in terms of dress, behaviour, punctuality and behaviour, punctuality and attendance • Uphold and support the School's Policies and procedures on the Safeguarding of young people.
Line management responsibility if applicable	None
Budget responsibility if applicable	None
Representative Accountabilities Typical accountabilities in roles at this level in this job family	Student Intervention and Relational Support • Build positive, professional relationships with students who require additional behavioural, emotional or pastoral support. • Deliver one-to-one and small-group intervention programmes tailored to individual student needs. • Provide mentoring focused on emotional regulation, resilience, self-esteem, organisation, behaviour for learning, attendance and conflict resolution. • Support students in identifying barriers to learning and developing strategies to overcome them. • Deliver restorative conversations following incidents to repair relationships and encourage accountability. • Develop and monitor personalised intervention plans. • Maintain accurate records of mentoring sessions and interventions. • Evaluate the impact of interventions and adapt support accordingly. • Identify emerging safeguarding concerns and report these promptly through CPOMS in line with safeguarding procedures. • Liaise regularly with parents and carers regarding student progress and intervention programmes. • Attend pastoral meetings, review meetings and multi-agency meetings where appropriate.

- Work alongside Heads of Year and pastoral colleagues to identify students requiring additional support.

Pastoral Support

- Provide day-to-day pastoral support for vulnerable and identified students.
- Support students experiencing social, emotional or mental health difficulties.
- Promote positive attendance, punctuality and engagement with learning.
- Support reintegration meetings following suspension or periods of absence.
- Contribute to behaviour support plans, pastoral support plans and risk assessments where appropriate.
- Work closely with safeguarding staff to ensure students receive appropriate support.
- Promote positive mental health and wellbeing throughout the school.

Safeguarding Responsibilities

- Coordinate effective communication with parents and carers regarding safeguarding and welfare concerns.
- Maintain an up-to-date understanding of safeguarding legislation and statutory guidance.
- Be a key adult for vulnerable students, developing trusted relationships.
- Undertake Level 3 Safeguarding Training (or be willing to complete training) to support the Designated Safeguarding Lead as a Deputy DSL where appropriate.
- Support safeguarding investigations through gathering factual information and written statements.
- Record safeguarding concerns accurately using CPOMS.
- Maintain confidentiality and act professionally at all times.

The Isolation Area

- Lead the day-to-day operation of the Internal Suspension Area.
- Create a calm, safe and purposeful learning environment.
- Supervise students completing work set by teaching staff.
- Ensure students remain engaged with learning during periods of internal suspension.
- Monitor the quality and completion of work.
- Support students in reflecting on the reasons for their suspension and identifying positive strategies for future success.

- Deliver restorative conversations before students return to mainstream lessons.
- Communicate regularly with teaching staff regarding student progress.
- Liaise with parents and carers throughout periods of internal suspension.
- Maintain accurate behaviour records using SIMS (or the school's management information system).
- Ensure all procedures are carried out in accordance with the school's Behaviour Policy.

Behaviour Support

- Promote consistently high standards of behaviour across the school.
- Support colleagues in managing challenging behaviour using restorative and relational approaches.
- Assist with behaviour investigations where appropriate.
- Support students returning from suspension to successfully reintegrate into school life.
- Monitor behaviour trends and contribute to strategies for improving behaviour across the school.

Communication and Partnership Working

- Develop effective working relationships with students, parents, carers and staff.
- Work collaboratively with Heads of Year, SEND, safeguarding staff and senior leaders.
- Liaise with external agencies including Early Help, Social Care, CAMHS and other support services where appropriate.
- Communicate professionally, sensitively and confidentially at all times.

General Responsibilities

- Attend staff meetings, briefings and professional development sessions.
- Participate in the school's appraisal process.
- Undertake break, lunch and before-school duties as required.
- Maintain accurate records and reports.
- Comply with Health and Safety requirements.
- Promote equality, diversity and inclusion.
- Carry out other reasonable duties commensurate with the grade of the post.

Be committed to safeguarding and promoting the welfare of children and young people.

Education, Knowledge, Skills & Abilities, Experience and Personal Characteristics	• Minimum 3 GCSEs at Grade C or above (Including English & Maths), or equivalent, or able to evidence ability at an equivalent level. • Relevant Level 3 qualification or equivalent experience. • First Aid qualification (or willingness to undertake training). • Commitment to ongoing professional development. • Competent in a range of IT tools. • May be required to hold practical knowledge or experience relevant to the role. • Ability to work with others to provide excellent customer service. • Good written and oral communication skills with the ability to build sound relationships with staff and customers. • Able to prioritise and plan own workload in the context of conflicting priorities. • Ability to guide and support less experienced or more junior colleagues. • Experience of working in a similar service environment. • Some roles may require work out of office hours in outdoor environments.
Details of the specific qualifications and/or experience if required for the role in line with the above description	The successful candidate will be subject to a satisfactory enhanced disclosure from the Disclosure and Barring Service (DBS). THPT is committed to the safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment.
Role Summary	Roles at this level typically provide a practical support as part of team. They work within established processes and procedures, resolving problems or extending activities with the more difficult issues or behaviours referred to others. They support more senior staff by covering specific aspects of the teaching/learning programme and will be fully versed in the procedures of their specialism. They will usually be subject to supervision but will be expected to organise their own workload and set their own priorities within short, e.g. day-to-day timescales.