



**BISHOP HOGARTH**  
Catholic Education Trust

*We are* **HIRING!**

**APPLICANT INFORMATION PACK**



**SENIOR BEHAVIOUR LEAD**

*Christ at the Centre, Children at the Heart*



Proud to be a part of the  
**DIOCESE OF Hexham & Newcastle**

# JOB DESCRIPTION

**Post Title:** Senior Behaviour Lead

**Grade:** N, SCP 36–39 (£47,181 – £50,269)

**Reporting to:** Deputy Headteacher

**Job Purpose:** To provide strategic leadership and oversight in behaviour, safety, attendance, and pastoral care, ensuring a nurturing, high-achieving environment rooted in the school's Catholic/Christian ethos.

**Please note that successful applicants will be required to comply with all Trust policies.**

The successful applicant will be subject to relevant vetting checks, including a satisfactory enhanced disclosure before an offer of appointment is confirmed. Following appointment the employee will be subject to re-checking as required from time to time by the Trust.

Bishop Hogarth Catholic Education Trust is committed to safeguarding and promoting the welfare of children and expects all staff and volunteers to share this commitment.

# JOB DESCRIPTION

## Generic Duties:

**A person appointed as a Senior Behaviour Lead, in addition to carrying out specific leadership and management responsibilities associated with the particular post, must also:**

- Play a lead role in promoting and nurturing the Catholic/Christian ethos of the school in their daily work.
- Play a lead role in helping to ensure that there is an outstanding climate for learning in the school.
- Be a strong, visible, senior staff presence during the school day.
- Be a regular, senior staff presence at after school/evening events throughout the school year, when required.
- Undertake leadership team responsibilities such as assemblies and duty rota work.
- Line manage a range of staff.
- Act as a Deputy Designated Safeguarding Lead (DDSL), supporting the DSL in all aspects of safeguarding within the school.
- To be part of our Attendance team: to work and support families to improve their child's attendance and to discuss concerns with them in line with our policy.
- Build strong professional relationships with all staff and pupils.
- Build strong relationships with parents, governors, Bishop Hogarth Catholic Education Trust schools, partner primaries, parishes, Diocesan and LA schools.
- Take appropriate action where there are concerns regarding the welfare or safety of a child, ensuring timely referrals to external agencies when necessary.
- Maintain accurate and confidential records.
- Provide direct support to families in a time-effective manner, offering advice, guidance, and practical help to overcome challenges that may affect children's learning and well-being.
- Build strong, trusting relationships with parents and carers, as a school representative, signposting them to appropriate support in areas such as parenting, family difficulties and accessing external services.

# JOB DESCRIPTION

- Assist class teachers in the creation and implementation of individual support plans for vulnerable (in terms of child protection and disadvantaged) children and their families, ensuring they are effectively communicated and followed up.

## Specific Duties:

- To lead, develop and improve all aspects of Behaviour, Safety and Attendance in the school, aiming for the highest achievable standards.
- Work with children to provide early intervention support for those experiencing emotional, social, or behavioural difficulties, through planned interventions (e.g. Drawing & Talking).
- Support pupils to improve their attendance, well-being, and engagement with learning through one-to-one or small group interventions.
- Liaise with teachers and other school staff to monitor pupils' attendance, progress and welfare, offering strategies and interventions where needed.
- To be part of leading year teams, the pastoral staff and all areas of the school in maintaining and developing good behaviour and conduct in all its aspects – politeness, respect and consideration. To tackle poor behaviour through the appropriate programmes and systems so that it is no longer an obstacle to learning.
- To track achievement at KS3/ KS4 through work of the pastoral and data team and oversee the end of key stage graduation.
- To make the school a safe and secure environment (especially at social times) for all our students with a strong anti-bullying culture.
- To oversee pastoral care, guidance and support, co-ordinating Multi Agency Panels and Pastoral Support Plans.
- To lead both our rewards and sanctions systems so that they are used appropriately, consistently and have maximum impact.
- Report to stakeholders where appropriate.
- Maintain accurate and up to date records of safeguarding cases on CPOMS, meetings with families, and any interventions provided.
- Ensure that all confidential information is stored securely and handled in accordance with data protection laws and school policies.
- Regularly report on safeguarding matters to the Designated Safeguarding Lead, senior leadership, and governors.



# PERSON SPECIFICATION

## ESSENTIAL CRITERIA

| ESSENTIAL CRITERIA                | CRITERIA NO. | ATTRIBUTE  | STAGE IDENTIFIED |
|-----------------------------------|--------------|--|------------------|
| <b>EXPERIENCE &amp; KNOWLEDGE</b> | E1           | Participation in a range of relevant in-service training   | AF, I, R         |
|                                   | E2           | Experience of successful leadership in pastoral area of school life  | AF, I, R         |
|                                   | E3           | Experience of using and analysing a range of data to inform self-evaluation and shape development priorities       | AF, I, R         |
|                                   | E4           | Experience of leading or contributing to development planning  | AF, I, R         |
|                                   | E5           | Experience of building effective relationships with pupils, staff and other stakeholders                           | AF, I, R         |
|                                   | E6           | Understanding of the importance of strategic planning  | AF, I, R         |
|                                   | E7           | Understanding of how to lead others effectively  | AF, I, R         |
|                                   | E8           | Understanding of effective strategies of raising achievement   | AF, I, R         |
|                                   | E9           | Understanding of the role of other agencies supporting schools   | AF, I, R         |
|                                   | E10          | Keen interest in and knowledge of educational development at a system wide level                                   | AF, I, R         |
| <b>SKILLS</b>                     | E11          | Professional vision  | AF, I, R         |
|                                   | E12          | Resilience and the ability to respond to change  | AF, I, R         |
|                                   | E13          | Ability to think clearly, calmly and to complete tasks successfully  | AF, I, R         |
|                                   | E14          | Ability to self-evaluate accurately and efficiently  | AF, I, R         |
|                                   | E15          | Ability to inspire/ empower others to carry out vision moving forward  | AF, I, R         |
|                                   | E16          | Excellent powers of analysis   | AF, I            |
|                                   | E17          | Excellent oral and written communication skills  | AF, I            |
|                                   | E18          | Ability to monitor performance of others, providing high quality guidance, support and challenge where appropriate | AF, I, R         |
|                                   | E19          | Ability to work well under pressure and to deadlines   | AF, I, R         |

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## ESSENTIAL CRITERIA

| ESSENTIAL CRITERIA         | CRITERIA NO. | ATTRIBUTE  | STAGE IDENTIFIED |
|----------------------------|--------------|--|------------------|
| <b>SKILLS</b>              | E20          | Ability to represent the school effectively with a wide range of stakeholders  | AF, I            |
|                            | E21          | Ability to use initiative to solve problems and generate ideas   | AF, I            |
|                            | E22          | Effective leadership and management of a significant change or whole school initiative                                 | AF, I            |
| <b>PERSONAL ATTRIBUTES</b> | E23          | Outstanding role model for children  | AF, I            |
|                            | E24          | Ability to relate well to colleagues   | AF, I            |
|                            | E25          | Willing to be involved in the whole life of the school   | AF, I            |
|                            | E26          | Be a strong, supportive and loyal team player  | AF, I, R         |
|                            | E27          | Fully supportive of the school's Christian/ catholic ethos and a willingness to promote the ethos at every opportunity | AF, I            |
|                            | E28          | Show enthusiasm for all aspects of the job of Senior Behaviour Lead  | AF, I            |

## DESIRABLE CRITERIA

| DESIRABLE CRITERIA                    | CRITERIA NO. | ATTRIBUTE   | STAGE IDENTIFIED |
|---------------------------------------|--------------|---|------------------|
| <b>QUALIFICATIONS &amp; EDUCATION</b> | D1           | Degree  | AF, C            |
|                                       | D2           | Post-entry qualification  | AF, C            |
| <b>EXPERIENCE &amp; KNOWLEDGE</b>     | D3           | Experience in a Catholic school   | AF, I            |
|                                       | D4           | Good working knowledge of information technology systems and emerging resources | AF, I            |

### Key – Stage identified

|           |                              |
|-----------|------------------------------|
| <b>AF</b> | Application Form             |
| <b>C</b>  | Certificates                 |
| <b>D</b>  | Disclosure and Barring Check |
| <b>I</b>  | Interview                    |
| <b>R</b>  | References                   |



BISHOP HOGARTH

*We are*  
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*Thank you for your interest in our vacancy*



[www.bhcet.org.uk](http://www.bhcet.org.uk)



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