

Post title	Pastoral and Intervention Specialist
Salary and grade:	Grade 6
FTE	£33,143 to £37,280
Line manager/s: Team	Line Manager as defined in staffing structure



Main purpose of the job:

At our core, we are **kind, resilient, and patient** team who believe that **no two days are the same** when working with young people. Guided by the principle that **behaviour is communicate**, we provide a **trauma-informed, student-centred** approach that recognises and responds to the **complex needs** of every learner.

We are committed to **inclusion** and practice **unconditional positive regard**, ensuring each student feels valued, respected, and safe. Through a culture of **nurture** and adaptability, we create learning environments where trust can grow and progress can be made.

As **team players**, we are **reliable** and collaborative, working together to deliver consistent support that leads to **improved student outcomes**. We celebrate the small wins, and understand that every journey is unique, and we adapt our approach to meet students where they are, empowering them to achieve their full potential.

Key duties and responsibilities

The Role

Key focus areas:

- Responding to behaviour incidents via the “On Call” system
- Supporting students in crisis.
- Leading debriefs and reflective practice.
- Coaching and upskilling staff.
- Contributing to behaviour strategy and data analysis.
- Promoting positive, trauma-informed approaches.

Key Responsibilities

- Respond to incidents and support de-escalation
- Work directly with students and support regulation.
- Support tutor teams with behaviour strategies.
- Maintain and review ISPs and Risk Assessments
- Lead debriefs and reflective and discussions
- Deliver and contribute to CPD
- Collaborate with families, staff and external agencies.
- Record and analyse behaviour data
- Promote safeguarding and wellbeing across school

Person Specification

You will be someone who:

- Understands that all behaviour is communication.
- Has experience supporting students with autism and SEMH needs.
- Has strong interpersonal and communication skills.
- Is confident in high-pressure situations
- Holds Team Teach training
- Can challenge and support colleagues constructively.
- Is trauma-informed and values unconditional positive regard.
- Has good IT and written skills
- Is committed to safeguarding and inclusion.
- Thrives as a member of a hardworking, fast paced and reliable team.

Safeguarding

- Bents Green School is committed to safeguarding and promoting the welfare of children and vulnerable adults. An enhanced DBS check and medical assessment will be required. We value diversity and welcome applications from all backgrounds. As a Disability Confident employer, we guarantee an interview for disabled applications who meet the essential criteria .

Person Specification

		Essential	Desirable
Qualifications	GCSE's Grades 4-9, or evidence of the equivalent level of knowledge gained through work experience.	X	
	Training in relevant behaviour and intervention strategies.	X	
	Evidence of participation in recent professional development of study.	X	
Experience	Experience of working in a school setting.	X	
	Experience of supporting young people with challenging behaviour.	X	
	Experiences of working with students with special/additional education needs.	X	
Skills and Knowledge	Ability to work within a professional team and to develop and promote the school's ethos and values	X	
	Future working knowledge of relevant policies/codes of practice/legislation	X	
	Be resilient and able to adapt to change.	X	
	Knowledge of student needs and barriers to learning that may affect behaviour and effective trauma informed strategies to support.	X	
	Good understanding of brain development and of how trauma and other conditions impact on the ability to regulate emotions.		X
	Ability to plan and deliver training to other staff members		X
	Ability to organise, lead and motivate others when responding to and debriefing on incidents.	X	
	Ability to work constructively as part of a team, understanding school roles and responsibilities and your own position within these.	X	
	Constantly improve own practice/knowledge through self-evaluation/reflection and learning from others.	X	
	Ability to relate well to children and adults.	X	
	Ability to respond calmly and use initiative, responding effectively to unexpected or unplanned situations or reactions throughout the school day.	X	
	Can use ICT effectively	X	
	Familiar with the confident at writing reports and collating data.	X	
	Understand and value the processes of planning, monitoring and evaluation as an aid to raising standards.	X	

		Essential	Desirable
	Ability to interpret data to inform planning and develop practice.		X
	Can approach all students in a calm, positive, nurturing and safe manner.	X	
	Have a caring positive attitude towards student welfare.	X	
	Willingness to supervise and support the personal care needs of students.	X	
	Can maintain trust and confidentiality where appropriate	X	
	Can assist the school in forming a partnership with parents and wider multi-disciplinary team.	X	
	Have practical and organisational skills	X	
	Experience of supporting teams and leading by example.	X	
	Good understanding of Trauma Informed Approaches and able to confidently discuss and promote these with staff teams.	X	
	Excellent numeracy/literacy skills – equivalent to NVQ Level 2 in English and Maths.	X	
	Have Team Teach training and be confident about using positive physical intervention when this is required.	X	
Equal Opportunities and Safeguarding	An understanding of safeguarding issues and promoting the welfare of children and young people.	X	
	A commitment to safeguarding students.	X	
	Suitability to work with children	X	
	Evidence of a commitment to an equal opportunities policy both in service employment	X	
Personal Qualities	Be enthusiastic and determined.	X	
	Able to work under pressure and recognise and manage stress	X	
	Commitment to ongoing professional development	X	
	Be confident, positive, calm and tenacious	X	
	Be committed to Trauma Informed and Nurture approaches	X	
	Be student centred	X	