FIRST STEPS TOGETHER
FOR EVERY JOURNEY

# Job Description: Behaviour Specialist Lead

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| Job Title: | Behaviour Specialist Lead |
| Salary: | £25,800 - £30,800 |
| Location: | Greater Manchester |
| Hours of Work: | Monday-Friday 8:15-16:00 – Term Time Only |
| Line Manager: | Head of School |
| How to apply: | www.firststepseducation.uk/apply |
| Contact Details: | 0330 118 0974 |

**Job Purpose**
The Behaviour Specialist Lead plays a pivotal strategic and operational role in shaping, developing and embedding the school's behaviour and SEMH framework. As the lead practitioner for behaviour, the postholder ensures a consistent, trauma-informed and relational approach across the provision, supporting pupils with highly complex needs to feel safe, regulated and ready to learn.

A core element of this senior role is the leadership and management of the Behaviour Mentor team. The Behaviour Specialist Lead is responsible for coaching, guiding and holding Behaviour Mentors to account for delivering high-quality mentoring, consistent relational practice and effective interventions. They ensure that Behaviour Mentors uphold professional standards, follow agreed behaviour strategies, and contribute positively to the culture and expectations of the provision.

Working closely with senior leaders, teachers, therapists and external agencies, the postholder leads the design and implementation of personalised behaviour support plans, risk reduction strategies and crisis responses. They analyse behaviour data to identify patterns, refine systems, and drive targeted interventions that improve engagement, safety, wellbeing and long-term outcomes for pupils.

Central to the role is the commitment to ensuring all pupils develop the emotional regulation, resilience and life skills necessary for success both in school and beyond. The Behaviour Specialist Lead champions high expectations, professionalism and respect, and plays a key role in fostering a nurturing, inclusive and emotionally safe environment across the whole provision.

**Safeguarding**
Here at First Steps Together, we're committed to safeguarding the welfare of children and young people and promoting that commitment. We expect all our staff and volunteers to share in it, too, which is why, as part of the selection process, we will carry out all the necessary checks to ensure you don't pose any risk of harm in your role here.
Join us and you'll be expected to actively contribute to our safeguarding commitment and promote child welfare in line with the school's Child Protection Policy. If ever there's a concern or issue, you'll be ready to report it to your Designated Safeguarding Lead or, in their absence, any Deputy Safeguarding Lead.

**Key Responsibilities**
1. Leadership and Strategic Oversight
- Develop, review and implement whole-school behaviour policies, procedures and systems that reflect trauma-informed, relational and therapeutic practice.
- Lead, manage and hold to account the Behaviour Mentor team, ensuring consistently high standards of professionalism, intervention quality and relational practice.
- Ensure that behaviour support plans, risk assessments and personalised strategies are consistently used, understood and followed by all staff, providing coaching where needed.
- Oversee the regular review of behaviour plans to ensure they remain effective, relevant and responsive to pupils' changing needs.

- Contribute to long-term strategic planning for behaviour, wellbeing and safeguarding.
- Plan and deliver staff training on SEMH, behaviour management, trauma-informed practice, de-escalation and restorative approaches.
- Support senior leaders in promoting a consistent, emotionally safe whole-school culture rooted in respect, dignity and high expectations.

2. Student Support and Specialist Intervention
- Lead on the support of pupils with the most complex and high-risk SEMH or behavioural needs, providing expert guidance and direct intervention where required.
- Deliver tailored one-to-one sessions and small-group interventions focused on emotional regulation, resilience, problem-solving and positive behaviour change.
- Conduct detailed behavioural and SEMH assessments, using these to shape personalised support plans and risk reduction plans.
- Work directly with pupils to model positive behaviour, encourage self-reflection and inspire better decision-making.
- Support pupils in times of crisis, using accredited de-escalation techniques to ensure safety, dignity and regulation.
- Lead reintegration processes following incidents, ensuring pupils are supported to return to learning calmly and positively.

3. Collaboration, Communication and Multi-Agency Working
- Work closely with teachers, pastoral teams, therapists and senior leaders to ensure a coordinated approach to behaviour and wellbeing across the school.
- Liaise with parents and carers, providing updates, strategies and support to strengthen home-school consistency.
- Collaborate with external agencies such as CAMHS, social care and educational psychologists to support holistic provision.
- Contribute to EHCP reviews, safeguarding meetings, behaviour strategy discussions and multi-agency planning sessions.
- Contribute to daily briefings, assemblies and whole-school communication, ensuring staff are aware of pupil needs, updates and strategic priorities.

4. Monitoring, Data and Record-Keeping
- Track, analyse and interpret behaviour data to identify patterns, needs, concerns and opportunities for targeted intervention.
- Maintain accurate and detailed records including behaviour logs, incident reports, support plans and risk assessments.
- Produce clear reports for senior leaders and relevant stakeholders, highlighting impact, trends and recommendations.
- Use data and reflective practice to evaluate the effectiveness of interventions and drive continuous school improvement.

5. Contribution to Whole-School Culture
- Promote and model a culture of respect, professionalism, inclusion and emotional safety at all times.
- Champion the school's therapeutic, relational and trauma-informed ethos through daily leadership and visibility.
- Ensure consistent expectations and behaviour approaches across the staff team, supporting colleagues to maintain high standards.
- Contribute to whole-school initiatives, policy development, behaviour frameworks and practice reviews designed to enhance pupil experience and wellbeing.
- Support and participate in whole-school events, briefings and assemblies to reinforce key messages, values and relational practice.

**Person Specification**

**Qualifications & Training**
**Essential**
- Good standard of general education (e.g., GCSE English and Maths or equivalent).
- Evidence of professional development in behaviour management, SEMH support, or trauma-informed practice.
- Willingness to undertake further accredited training relevant to the role (e.g., de-escalation, safeguarding, therapeutic approaches).

**Desirable**
- Relevant Level 4 or above qualification in education, youth work, psychology, counselling, social care or a related field.
- Accredited behaviour/SEMH training (Team Teach, PRICE, MAPA, Nurture, Thrive, Restorative Approaches).
- Leadership or supervision training.

**Experience**
**Essential**
- Significant experience supporting young people with complex SEMH needs or challenging behaviour in a school, residential, youth work or therapeutic environment.
- Experience delivering behaviour interventions, mentoring or targeted SEMH programmes.
- Demonstrable experience remaining calm, professional and boundaried under pressure.
- Experience contributing to behaviour plans, risk assessments, and personalised strategies.
- Experience working collaboratively within a multidisciplinary team.

**Desirable**
- Experience leading or supervising other staff, including coaching, modelling and holding to account.
- Experience in specialist, therapeutic, independent, or alternative SEMH provision.
- Experience delivering staff training or contributing to whole-school behaviour development.

**Knowledge & Understanding**
**Essential**
- Strong understanding of behaviour management strategies and interventions, including trauma-informed and relational approaches.
- Knowledge of how social, emotional and mental health needs impact behaviour, engagement and learning.
- Understanding of safeguarding principles, professional boundaries and confidentiality.
- Awareness of the importance of promoting dignity, respect and inclusion for all pupils.

**Desirable**
- Familiarity with SEND processes, EHCPs, multi-agency working and holistic assessment.
- Understanding of therapeutic or psychologically-informed approaches (e.g., attachment theory, restorative practice, Zones of Regulation).
- Knowledge of effective data use in tracking behaviour, progress and intervention impact.

**Skills & Abilities**
**Essential**
- Excellent communication and listening skills, with the ability to build trust and rapport with pupils, families and staff.
- Ability to lead, coach, support and challenge Behaviour Mentors to maintain high standards of practice.
- Strong analysis and problem-solving skills, including interpreting behaviour data to inform decisions.
- Ability to create clear, effective behaviour plans and ensure they are consistently used across the team.
- Skilled in de-escalation, crisis intervention and maintaining emotional regulation during challenging incidents.
- Confident in managing complex cases and delivering structured 1:1 or group interventions.

- Strong organisational skills with the ability to prioritise, plan and maintain accurate records.

**Desirable**

- Ability to deliver whole-staff briefings, assemblies or training sessions.
- Ability to contribute to wider school strategy and policy development.

**Personal Qualities**

**Essential**

- Deep patience, empathy and the ability to remain calm, regulated and professional under pressure.
- Strong emotional resilience and reflective practice.
- A respectful, consistent and child-centred approach that aligns with therapeutic and relational values.
- Ability to maintain high expectations while understanding the individual needs of each pupil.
- Highly reliable, punctual and committed to providing stability and consistency for pupils.
- A collaborative and approachable leader who can motivate and guide others.
- Commitment to safeguarding, dignity, inclusion and equality of opportunity.
- Genuine passion for supporting young people to develop lifelong skills, resilience and positive future pathways.
- Creativity in designing interventions, activities or strategies that support engagement and wellbeing.
- Enthusiasm for continuous professional development and innovation in SEMH practice.

**Safeguarding**

**Essential**

- A strong commitment to safeguarding and promoting the welfare of children and young people.
- Understanding of safeguarding principles, including recognising concerns, responding appropriately, and following reporting procedures.
- Ability to maintain professional boundaries, confidentiality, and safe working practices.
- Ability to record concerns accurately and promptly using agreed systems.
- Willingness to work closely with the Designated Safeguarding Lead and follow all statutory and organisational policies.

**What We Offer**

- Competitive salary and holiday pay
- Term-time working pattern with potential for additional hours supporting school trips
- Comprehensive induction and ongoing training in SEN awareness, first aid, and safeguarding
- A supportive team culture driven by shared purpose and continuous improvement
- Opportunities for career progression within our expanding SEN transport and care network

**Review**

The nature of this role means that this job description will be subject to an annual review with the potential for amendment or modification at any time after consultation directly with you. It by no means acts as a comprehensive statement of procedures and is just a way of setting out all the main expectations we'll have of you, here in the role as you deliver an impassioned and truly caring experience to our young people.