

# CANIDATE PACK

Operational Behaviour Lead



Start date:  
ASAP

Location:  
South Gypsy Road  
Welling  
DA16 1JB

Part of

# Our Mission

Passionate about potential, we promise to realise the unique talents and abilities of the children and young people entrusted to London South East Academies Trust.

Ambitious for every child, we will work tirelessly to ensure that progression and their 'next step' is always in reach. We recognise and respect the diversity and strength that our different schools bring to our community, within the school and beyond.

Our mission is to create a network of outstanding schools that:

- Promote excellence
- Celebrate diversity
- Enable personal development and achievement
- Foster social value in their communities





# Our Vision

Our vision is to create a future where every child, in every school, can flourish every day.

- Give all children an inspirational school offer
- Ensure the educational achievement of every child and young person entrusted to us.
- Have a relentless focus on accelerating learning
- Reward ambition and high aspirations through all of our schools
- Maximise the strength of our diversity
- In areas of social and economic deprivation we will improve the life chances of children and young people
- We will actively challenge social inequality
- Create a diverse network of high performing schools



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The Trust's commitment to improving outcomes for some of the most vulnerable children in Surrey has been impressive and continues to make a significant difference enabling these boys to achieve and thrive.

”

*Maria Dawes - CEO, Schools Alliance for Excellence*

# Job Description

**Job Title: Operational Behaviour Lead**

**Salary: H30 - H34 on the LSEAT Payscale**

**Hours: 37 hours over 39 weeks**

**Contact Type: Permanent**

## About the role:

This is a truly unique and rewarding opportunity to make a lasting difference in the lives of pupils at Aspire Academy Bexley. As the Operational Behaviour Lead, you will play a key role in creating a safe, structured, and nurturing environment where every child can thrive.

By leading and embedding effective behaviour approaches, supporting staff in managing and understanding behaviour, and guiding pupils to make positive choices, you will help remove barriers to learning and promote a culture of respect, resilience, and personal growth.

At Aspire Academy Bexley, we offer a bespoke programme of continuous professional development throughout the year and have a strong track record of nurturing and developing staff at every stage of their careers.

This role would particularly suit candidates with experience in primary settings or specialist provisions who are confident supporting pupils with social, emotional and mental health (SEMH) needs, including those who may have faced challenges in mainstream education.

This is an excellent opportunity for professionals who thrive in a collaborative, supportive, and forward-thinking environment, and who are passionate about helping children build resilience, confidence, and a positive relationship with learning.

We are especially keen to hear from candidates who have experience in building strong, trusting relationships with pupils, supporting behaviour and engagement, and contributing to personalised approaches that enable every child to achieve success within a nurturing specialist setting.



# Job Description

## Purpose of the role:

The Operational Behaviour Lead will play a key role in establishing and maintaining a safe, structured, and nurturing learning environment. The postholder will lead on the implementation and development of effective behaviour systems, supporting staff and pupils to ensure that all children can engage positively with their education and achieve their full potential.

## Key Responsibilities:

- Lead the implementation of the school's behaviour policy and ensure consistency across the academy
- Promote a positive, inclusive, and restorative approach to behaviour management
- Support pupils in developing self-regulation, resilience, and positive attitudes to learning
- Monitor and evaluate behaviour data to inform interventions and improvements
- Work collaboratively with teachers and support staff to implement personalised behaviour plans
- Build strong, trusting relationships with pupils, particularly those with SEMH needs
- Lead interventions to support behaviour, emotional regulation, and engagement
- Support reintegration of pupils following absence or challenging incidents
- Contribute to the development of individual support plans





**LONDON  
SOUTH EAST  
ACADEMIES  
TRUST**

# Our Values

## **SUCCESS**

Success is for all. We create a culture of continuous improvement, encouraging all learners and staff to strive to be better, and succeed.

## **TEAMWORK**

We work together to maximise the talent and abilities of all, with our learners central to every choice we make.

## **ACHIEVEMENT**

We have ambition for our learners and staff so that they can achieve and exceed with courage, resilience and determination, realising their own unique potential

## **RESPECT**

We empower our learners and our staff to be respectful, to value diversity and to maximise this as a talent and strength.

## **SERVICE**

Our purpose is to serve our learners and our communities. Leaders at every level serve with integrity, ensuring our learners achieve and progress in society.

# General Requirements

***Safeguarding: Demonstrate a clear commitment to safeguarding and promoting the welfare of children and young people, adhering to all policies and statutory guidance, and reporting concerns promptly in line with our procedures.***

***Equity, Diversity and Inclusion: Promote an inclusive culture that values diversity, ensures equality of opportunity, and challenges discrimination in all its forms.***

***Health and Safety: Take reasonable care for your own health and safety and that of others, complying with all relevant policies, procedures and risk assessments.***

***STARS Values: Consistently model and promote the our STARS values, contributing positively to our culture and reputation.***

***Sustainability: Support our commitment to environmental sustainability through responsible use of resources and sustainable working practices.***

# What We Offer:

- *Friendly, enthusiastic, delightful pupils and students who teach us something new every day*
- *A committed and caring staff team who support and develop each other*
- *A proactive and supportive SLT who are actively mindful of workload*
- *A collaborative approach to planning and problem-solving*
- *A comprehensive induction and an ongoing extensive CPD programme*
- *Opportunities to develop your skills and talents*
- *Small class sizes with high staff/pupil ratio*
- *Free parking on site*
- *Advantages of belonging to a multi-academy trust, e.g. discounts on gym and wellbeing services, access to free and confidential Occupational Health and Employee Assistance Programmes*
- *Free financial and mortgage advice for employees*
- *Excellent pension schemes, including employer contributions to the Teachers' Pension Scheme, Local Government Pension Scheme, or Nest*
- *Professional development, with access to high-quality training, leadership development, and career progression opportunities*
- *Employee Assistance Programme, providing free, confidential support*
- *Travel Support, with an annual season ticket loan and cycle-to-work scheme*
- *Wellbeing and Lifestyle Benefits, including access to gym discounts, discounts in our in-house college restaurant, and reduced-price hair and beauty treatments*
- *Free mortgage and financial advice - Get 15% off wills with Radnew and Mortgages.*

Attributes	Essentials	Desirable	Evidence
<p><b>Education, Training and Qualifications</b></p>	<ul style="list-style-type: none"> <li>• Relevant qualification or substantial experience working with children with SEMH needs, ideally in a primary, special or alternative provision setting.</li> <li>• Team Teach qualification (or willingness to train as a Tutor with the expectation of leading training across the school).</li> <li>• Commitment to ongoing professional development in behaviour, trauma-informed practice and inclusion.</li> </ul>		

Attributes	Essentials	Desirable	Evidence
<p><b>Experience and knowledge</b></p>	<ul style="list-style-type: none"> <li>• Significant experience supporting children with social, emotional and mental health needs.</li> <li>• Proven experience of:</li> </ul> <p>Managing and responding to challenging behaviour using de-escalation strategies.</p> <p>Working strategically across a school, influencing whole-school behaviour practice.</p> <p>Supporting staff in-class with behaviour management, modelling effective practice.</p> <p>Leading or contributing to behaviour interventions and mentoring programmes.</p>	<ul style="list-style-type: none"> <li>• Experience working in a primary SEMH or specialist provision.</li> <li>• Experience leading Team Teach training or acting as a Tutor.</li> <li>• Experience contributing to school improvement planning or policy development.</li> <li>• Knowledge of exclusion processes, reintegration planning and statutory guidance.</li> </ul>	

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|  | <ul style="list-style-type: none"><li>• Experience of liaising with parents/carers, including difficult conversations around behaviour, exclusions or reintegration.</li><li>• Experience of working closely with senior leaders and contributing to decision-making.</li><li>• Experience of line managing or coordinating a team, such as Behaviour or Learning Mentors.</li><li>• Strong understanding of trauma-informed, attachment-aware and relational approaches to behaviour.</li><li>• Ability to interpret behaviour as a form of communication and respond appropriately.</li><li>• Experience supporting pupils with emotional regulation, sensory needs and adverse childhood experiences.</li><li>• Ability to remain calm, reflective and professional during high-pressure incidents.</li></ul> |  |  |
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Attributes	Essentials	Desirable	Evidence
<p><b>Skills and Abilities</b></p>	<ul style="list-style-type: none"> <li>• Experience of collecting, analysing and using behaviour data to identify patterns, triggers and areas for improvement.</li> <li>• Ability to use data to: Inform behaviour strategies and interventions</li> <li>Support reintegration planning after exclusions</li> <li>Contribute to reports and discussions with SLT</li> <li>• Strong organisational skills, including accurate record-keeping.</li> </ul>		

<b>Attributes</b>	<b>Essentials</b>	<b>Desirable</b>	<b>Evidence</b>
<b>Leadership and Team Working</b>	<ul style="list-style-type: none"><li>• Ability to lead, motivate and support a team of Behaviour Learning Mentors.</li><li>• Commitment to consistent practice, professionalism and high expectations.</li><li>• Willingness to model best practice and support whole-school consistency.</li><li>• Ability to work collaboratively while also taking initiative and responsibility.</li></ul>		

Attributes	Essentials	Desirable	Evidence
<p><b>Communication and Relationships</b></p>	<ul style="list-style-type: none"> <li>• Ability to build positive, professional relationships with pupils, staff, parents and external professionals.</li> <li>• Confident communicator, able to:               <ul style="list-style-type: none"> <li>Advise and coach staff</li> <li>Lead meetings with parents/carers</li> <li>Liaise effectively with SLT and external agencies</li> </ul> </li> <li>• Strong written and verbal communication skills.</li> </ul>		



# How to apply

If you wish to discover more about this exciting opportunity, request a copy of this candidate pack or an application form please contact:

**Closing date:**

**Interviews:**

Part of

