BROMLEY BEACON ACADEMY

CANDIDATE PACK

Operational Behaviour Lead



Start date:
ASAP

Location:
Avalon Road,
Orpington BR6 9BD

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BROMLEY BEACON ACADEMY

About Us

Bromley Beacon Academy (BBA) is a member of London South East Academies Trust, a MAT consisting of schools which are a mix of special, alternative and main stream provisions. BBA converted to academy status in February 2016 and is designated as a Social Emotional Mental Health (SEMH) school, located on three sites in the London Borough of Bromley, namely, Midfield (BTAM -KS1), Orpington (BBAO - KS2&3) and Bromley (BBAB - KS4&5) of Bexley.

At the Orpington campus (BBAO) we cater specifically for 7-13-year olds (Key Stages 2 & 3) with a hub at Bromley Trust Academy, Midfield for our Key Stage 1 pupils. The focus is on developing core skills of literacy and numeracy, whilst offering a broad range of other curriculum areas to provide real interest for our pupils.



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About the Trust



Our school is part of London South East Academies Trust - a multi academy trust sponsored by London South East Colleges. In 2024 the Trust was formally recognised and awarded as the TES Small Trust of the Year.

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

Read more on the trust website: LSEAT.co.uk

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Bromley Beacon Academy strives to develop pupils who are responsible and respectful with a strong moral purpose. SMSC supports this development so that our pupils become life-long learners, who play constructive roles as citizens in our diverse and multi-cultural society.

Our Values

Learning

Independence

Friendship

Emotions

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Job Description

BROMLEY BEACON ACADEMY

Job title: Operational Behaviour Lead

Salary: H28 to H31 on the LSEAT Harmonised Payscale

Contractual Hours: 36 hours per week, Term Time Only (39 weeks)

Position Status: Fixed Term

Reports to: Behaviour Lead

We offer a comprehensive and bespoke CPD programme throughout the year and have a good record of upskilling staff at all levels. As all children have an EHCP and are working significantly below age-related expectations, the role is more likely to suit those who are trained/experienced within Early Years, Primary or Special settings. ECTs and those with SEN/autism experience are also welcome to apply. We operate an EYFS/Primary model of teaching up to and including Year 13 with some specialist teaching in Y10-13.



We are seeking an experienced and resilient Operational Behaviour Lead to join our dedicated team on a fixed-term maternity cover contract for one year. This is an exciting opportunity for a skilled behaviour professional to lead and coordinate behaviour support across the school, ensuring a safe, structured and positive learning environment for all students.

The successful candidate will work closely with senior leaders, staff, students and families to promote high standards of behaviour, oversee targeted interventions, support colleagues in managing challenging behaviours, and contribute to improving outcomes for young people with social, emotional and mental health needs.

This role is offered initially as a one-year maternity cover contract, with the possibility of an extension depending on organisational needs and funding arrangements. The position would suit an individual with strong behaviour management experience, excellent interpersonal skills and a commitment to helping students overcome barriers to learning and achieve success.

Job Description

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The Operational Behaviour Lead is responsible for leading and coordinating the school's operational behaviour systems, ensuring a safe, calm and purposeful learning environment where all students can achieve success. The postholder will provide strategic and practical leadership of behaviour support, working closely with teaching staff, pastoral teams and senior leaders to promote consistently high standards of behaviour, attendance, engagement and wellbeing.

The Operational Behaviour Lead will lead a team of Behaviour Mentors, oversee intervention programmes, analyse behaviour trends, coordinate responses to incidents, and contribute to the development of behaviour policies and practice across the school.

The role requires an experienced practitioner who can build positive relationships with students whilst confidently managing highly challenging behaviours and supporting staff in implementing effective behaviour management strategies.

The postholder will play a key role in embedding restorative practice, positive behaviour support and trauma-informed approaches, ensuring that students are supported to overcome barriers to learning and achieve positive outcomes.

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Main Duties and Responsibilities

Leadership and Management

- Lead and line manage Behaviour Mentors and other behaviour support staff, providing supervision, guidance and performance management.
- Coordinate daily behaviour support provision across the school, ensuring effective deployment of staff resources.
- Provide professional leadership in promoting the highest standards of behaviour and conduct.
- Contribute to the development, implementation and review of behaviour policies and procedures.
- Support senior leaders in maintaining a consistent whole-school approach to behaviour management.
- Lead behaviour briefings, debriefings and operational meetings as required.
- Contribute to staff induction and behaviour-related training programmes.

Behaviour and Inclusion

- Lead interventions for students displaying persistent, complex or high-risk behavioural difficulties.
- Provide immediate support during significant behaviour incidents and crisis situations.
- Develop and oversee personalised intervention plans for students with social, emotional and behavioural needs.
- Support students in overcoming barriers to learning and re-engaging positively with education.
- Promote restorative approaches and solution-focused practice throughout the school.
- Work proactively to reduce exclusions, internal suspensions and incidents of dysregulated behaviour.
- Support students during transitions, reintegration programmes and managed moves where appropriate.

Staff Support and Development

- Coach and support staff in effective behaviour management strategies.
- Model best practice in de-escalation techniques, relationship building and restorative conversations.
- Support colleagues in implementing behaviour plans and agreed interventions.
- Deliver training and workshops relating to behaviour, trauma-informed practice and positive behaviour support.
- Promote consistency in behaviour management across all areas of the school.

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Incident Management and Safeguarding

- Lead operational responses to serious behaviour incidents.
- Ensure appropriate recording, investigation and follow-up of incidents.
- Monitor behaviour data and identify patterns, trends and emerging concerns.
- Produce reports and information for senior leaders to support strategic planning.
- Work closely with the Designated Safeguarding Lead (DSL) where behavioural concerns may indicate safeguarding risks.
- Participate in risk assessments and support plans for vulnerable students.

Multi-Agency Working

- Develop positive working relationships with parents, carers and external agencies.
- Attend review meetings, annual reviews, Child in Need meetings, Team Around the Child meetings and other professional meetings as required.
- Liaise with local authority services, educational psychologists, social care, CAMHS and other professionals to support student outcomes.
- Support families in developing consistent approaches between school and home where appropriate.

Data and Quality Assurance

- Maintain accurate behaviour records and intervention documentation using Federation systems.
- Analyse behaviour, attendance and engagement data to evaluate the impact of interventions.
- Monitor behaviour targets, support plans and intervention outcomes.
- Contribute to self-evaluation, quality assurance and school improvement activities relating to behaviour and inclusion.
- Ensure all records are maintained in accordance with GDPR and school procedures.

Health, Safety and Physical Intervention

- Take a lead role in promoting a safe environment for students, staff and visitors.
- Support and advise staff in the safe implementation of PRICE strategies and approved physical intervention techniques.
- Lead or contribute to incident debriefs following significant behaviour events.
- Ensure all incidents are recorded, reviewed and used to inform future planning.
- Undertake PRICE Instructor responsibilities where qualified and maintain accreditation through refresher training.

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Professional Responsibilities

- Attend leadership meetings, staff meetings and training events as directed.
- Participate fully in performance management and professional development activities.
- Model the values, ethos and professional standards of the Federation.
- Maintain confidentiality and professionalism at all times.
- Undertake any other reasonable duties commensurate with the grade and responsibilities of the post.

Health, Safety and Discipline

- Promote the safety, welfare and wellbeing of all students.
- Maintain high standards of behaviour and discipline throughout the school.
- Actively contribute to the creation of a safe, inclusive and positive learning environment.
- Ensure compliance with school policies, risk assessments and health and safety procedures.

Safeguarding

- Work in line with statutory safeguarding guidance, including Keeping Children Safe in Education (KCSIE) and the Prevent Duty.
- Support the safeguarding and welfare of all students.
- Work closely with the Designated Safeguarding Lead (DSL) to identify and respond appropriately to concerns.
- Maintain accurate safeguarding records and contribute to safeguarding processes where required.

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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 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.

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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
- 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
- Excellent Pension Schemes - Including employer contributions to the Teachers' Pension Scheme, Local Government Pension Scheme, or Nest.
- Professional Development - Access to high-quality training, leadership development, and career progression opportunities
- Employee Assistance Programme - Providing free, confidential support.
- Travel Support - annual season ticket loan and cycle-to-work scheme.
- Well-being and Lifestyle Benefits - including access to gym discounts, discounts in our in-house college restaurant, and reduced-price hair and beauty treatments.
- Free Onsite Parking - available at our schools.
- Free mortgage and financial advice - Get 15% off wills with Radnew and Mortgages.

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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.

Person Specification

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Qualifications and Training	Essential	Desirable
GCSE Grade C/4 or above in English and Mathematics (or equivalent)	√	
Relevant professional qualification or substantial experience in behaviour management, youth work, education, social care or a related field	√	
Willingness to undertake further professional training, including PRICE and safeguarding updates	√	
Experience	**Essential**	**Desirable**
Significant experience supporting young people with SEMH needs and challenging behaviour	√	
Experience of leading behaviour interventions that demonstrate measurable improvements in outcomes for students	√	
Experience of managing behaviour incidents and implementing restorative approaches	√	
Experience of supporting and advising colleagues in behaviour management	√	
Experience of working effectively with families and external agencies	√	
Knowledge and Skills	**Essential**	**Desirable**
Excellent understanding of behaviour management, de-escalation and restorative practice	√	

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Knowledge of SEMH needs, autism spectrum conditions and additional learning needs	√	
Understanding of safeguarding responsibilities and legislation	√	
Ability to analyse behaviour data and use information to improve outcomes	√	
Excellent communication, leadership and organisational skills	√	
Ability to remain calm and effective in high-pressure situations	√	
High standards of professional integrity and resilience	√	
Other Criteria	**Essential**	**Desirable**
Current PRICE Instructor qualification		√
Current First Aid qualification		√
Experience of working within a specialist SEMH setting, Alternative Provision or Special School		√
Experience of line management and staff supervision		√
Knowledge of trauma-informed practice and attachment-aware approaches		√
Qualification in mentoring, coaching, youth work, counselling or behaviour support		√

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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 view our vacancies page here.



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