PERSON SPECIFICATION

Behaviour & Inclusion Lead

The Academy is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment.

Knowledge, Skills and Experience	**Essential (E) / Desirable (D)**
GCSE Grade 4/C or above (or equivalent) in English and Mathematics	E
Significant experience of working within a secondary school pastoral, behaviour or inclusion setting	E
Experience of leading behaviour interventions and supporting students with challenging behaviour	E
Experience of managing or coordinating behaviour systems within a school environment	E
Experience of working with vulnerable students, including those with SEMH needs	E
Experience of working with parents/carers to secure positive outcomes for students	E
Experience of multi-agency working, including liaison with external support services	D
Experience of analysing attendance, behaviour and safeguarding-related data to inform intervention strategies	E
Experience of leading restorative and reintegration processes following suspension	D
Experience of line managing, supervising or coaching staff	D
Experience of alternative provision commissioning or oversight	D
Knowledge and understanding of current DfE guidance relating to behaviour, suspension and inclusion	E
Knowledge of safeguarding legislation and statutory responsibilities	E
Knowledge of SEND and strategies to support students with additional needs	E
Evidence of relevant professional development and commitment to continuous improvement	E
Skills and abilities	
Ability to build positive and professional relationships with students, families and staff	E
Ability to lead behaviour improvement strategies and secure positive outcomes for students	E
Ability to analyse information and identify trends, priorities and appropriate interventions	E
Ability to manage difficult conversations confidently and professionally	E
Ability to undertake investigations and produce accurate records and reports	E
Ability to coordinate support plans and monitor their impact	E
Ability to work independently whilst contributing effectively to wider academy priorities	E
Ability to remain calm, resilient and solution-focused under pressure	E

Strong organisational skills and ability to prioritise competing demands	E
Strong verbal and written communication skills	E
Ability to deliver training, guidance and support to colleagues	D
Personal Attributes	
Places the welfare, safeguarding and wellbeing of children at the centre of all decision-making	E
Demonstrates a commitment to the Christian ethos and values of the Academy	E
Has high expectations of behaviour, attendance and achievement for all students	E
Demonstrates integrity, professionalism and confidentiality at all times	E
Is resilient, proactive and committed to improving outcomes for young people	E
Promotes inclusion and equality of opportunity for all members of the academy community	E
Demonstrates fairness, consistency and sound professional judgement	E
Is reflective and committed to continuous professional development	E
Has the credibility and confidence to challenge underperformance and support improvement	E
Acts as a positive role model for students and staff	E