



BEHAVIOUR SUPPORT WORKER

| Job Advert | |
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| Salary: | TA3 pts 14 -18 (Full time, £29,540 - £31,537 ACTUAL £24,928 - £26,613) |
| Hours: | Permanent / Term time only |
| Required: | As soon as possible |
| <p>The governors of All Hallows RC High School wishes to appoint an exceptional individual to join our dedicated pastoral team to work as part of the pastoral team in supporting and managing the behaviour of our pupils.</p> <p>The successful candidate will work under the direction of the Senior Assistant Headteacher for Behaviour and Learning Support Centre Manager to promote positive attitudes towards behaviour of pupils. They will actively work with pupils and parents to intervene where there are issues surrounding behaviour.</p> <p>Visits to the school are warmly welcomed and encouraged. Contact Ms Gemma Perkins, Heateacher's PA for an informal chat or to arrange a visit to school on 0161 921 1900.</p> <p>The successful candidate must be willing to uphold the Catholic ethos and policies of the school, including commitment to confidentiality of information and safeguarding and promoting the welfare of pupils and colleagues.</p> | |

| Next Steps |
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| <p>Application packs be returned to: Ms Gemma Perkins, All Hallows RC High School, 150 Eccles Old Road, Salford, M6 8AA. Telephone: 0161 921 1900 or email: g.perkins@allhallowsrc.co.uk</p> |

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| Closing date for applications: | Friday 17th April 2026 at midday |
| <p><i>All Hallows is committed to safeguarding and promoting the welfare of children and young people and expect all staff and volunteers to share this commitment. The post is subject to an enhanced DBS disclosure.</i></p> | |

| Job Description | |
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| Post title: | Behaviour Support Worker |
| Responsible to: | Senior Assistant Headteacher |

| Main Duties | |
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| 1 | To work under the direction of the Senior AHT for Behaviour. |
| 2 | To support Heads of Year. |
| 3 | To support Head of Department. |
| 4 | To support pupils that work in the Learning Support Centre (LSC). |
| 5 | To contribute to the whole school strategic development of behaviour systems and policies. |
| 6 | To provide short term intervention programmes to support behaviour and welfare of identified pupils. |
| 7 | To safeguard children and observe the School's Child Protection procedures. |
| 8 | To promote pupils moral, social, health and cultural development. |
| 9 | To provide regular progress reports to AHT for Behaviour. |

| Specific Roles and Responsibilities | |
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| 1 | To support the management of the Learning Support Centre (LSC). |
| 2 | To set high standards of consistency within the pastoral team. |
| 3 | To support staff with behaviour management. |
| 4 | To be aware and support differences and ensure all pupils have equal access to opportunities to learn and develop. |
| 5 | To provide further interventions for pupils who hit trigger points for behaviour. |
| 6 | To participate in Pastoral meetings and assemblies as appropriate. |
| 7 | To attend Parents Evenings/Open Evenings and other events as appropriate. |
| 8 | To liaise with SLT/HOY/HOD about pupil behaviour. |

| Key Tasks | |
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| 1 | To support all aspects of the behaviour systems in school. |
| 2 | To support the pastoral team to develop and implement support plans and behaviour management strategies. |
| 3 | To plan, deliver and evaluate group and individual behaviour intervention programmes. |
| 4 | To lead and manage pupils in the Learning Support Centre which may include break, lunch time and after school. |
| 5 | To deal with parental calls and concerns. |
| 6 | To use data to identify pupils who would benefit from additional behavioural support. |
| 7 | To maintain a high profile and promote a high standard of behaviour around the school in lesson and unstructured time. |
| 8 | To assist with the supervision of pupils on visits, trips and out of school activities as and when required. |
| 9 | To prepare paperwork and attend meetings (internal and external) as required. |
| General Responsibilities | |
| This is not a comprehensive list of all tasks, which may be required of the post holder. It is illustrative of the general nature and level of responsibility of the work to be undertaken, commensurate with the grade. | |
| 1 | To have due regard at all times to the School's policies, organisation and arrangements for Safeguarding. |
| 2 | To provide a high quality service to pupils, parents, visitors and staff, working as a member of a team and providing cover and support to colleagues as necessary. |
| 3 | To maintain confidentiality of information acquired in the course of undertaking duties for the school. |
| 4 | To undertake such other duties appropriate to the grade of the post as the Headteacher may from time to time reasonably determine. |

| Person Specification | |
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| Qualifications and Experience | |
| E | Must be numerate and literate (minimum GCSE Maths, Science & English Grades A* - C). |
| D | Good standard of education to A Level (or equivalent). |
| D | Educated to degree level. |
| D | Experience of successful working with young people aged 11 to 16 years and their parents/carers in a similar pastoral capacity. |
| D | Experience of working in a school. |
| D | Experience of working with young people to produce positive outcomes. |
| D | Experience of multi-agency working. |
| Person Specification | |
| Skills and Abilities | |
| 1 | Ability to work in a fast-paced environment, responding effectively to changing demands and circumstances. |
| 2 | Effective time-managements skills. |
| 3 | Ability to support students and manage challenging behaviour constructively and consistently using a range of strategies. |
| 4 | Ability to communicate with and motivate young people. |
| 5 | Ability to take a restorative approach to conflict. |
| 6 | Providing a safe environment to ensure the physical and psychological safety of the students. |
| 7 | A commitment to the holistic development of students - specifically the character development of students. |
| 8 | A willingness to contribute to the enrichment activities, the community work of All Hallows. |
| 9 | Ability to react and de-escalate difficult situations. |

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| 10 | Knowledge and understanding of national education priorities/developments. |
| 11 | Ability to use IT for communication, record keeping and data analysis. |
| 12 | Ability to make sound decisions, identify and solve problems and seize opportunities. |
| 13 | Well-developed interpersonal and communication skills (including written, oral and presentation skills). |
| 14 | Positive disposition towards inclusion of all students including those with learning difficulties in mainstream learning. |
| 15 | Ability to confidently meet with parents, develop good relationships and resolve issues. |
| 16 | Ability to relate well to a range of staff, students and parents/carers. |
| 17 | Able to build strong relationships with key people in relevant organisations. |
| 18 | Ability to work independently and as part of an effective team. |
| 19 | Ability to carry out verbal and written instructions. |
| 20 | Commitment to equal opportunities. |
| 21 | Ability to prioritise effectively, use initiative and common sense. |
| 22 | Appropriate attitude to authority. |
| 23 | Emotional resilience and positive attitude. |
| 24 | Commitment to the school ethos and aims. |
| 25 | Deep understanding and commitment to the safeguarding of children. |
| 26 | Flexible approach to working hours. |
| 27 | Accurate and fluent spoken English. |



LOVE

COURAGE

JUSTICE

FORGIVENESS

COMPASSION

KINDNESS

PEACE