

Matford Brook Academy

Behaviour & Welfare Lead Practitioner (non-teaching)



ABOUT YOUR NEXT ROLE & OUR OFFER



Key details & how to apply

About Matford Brook Academy & this role

Job Description & Person Specification

About our Trust



Key Details

Salary scale

NJC Grade E
£30,024-£33,143

Actual Salary (pro-rata)

£25,823-£28,506

Hours

37 hours/ 39 weeks

Location

Matford Brook Academy

Closing date

Sunday 10th May 2026
Midnight

Required from

1st September 2026

Interview date

Friday 15th May 2026

This advert may close earlier than the stated deadline if sufficient applications are received. If you're interested, we encourage you to apply as soon as possible.

Find out more



We welcome interested candidates to request a call with one of our senior team to discuss the role and any questions you might have prior to application. To arrange this, please contact Kate via hr@matfordbrook.academy.

How to apply



All Ted Wragg Trust vacancies can be found here: <https://www.tedwraggtrust.co.uk/vacancy> - filter by school or role and follow the link to apply (or contact us as above)

Application advice

When completing your online application:

- Include any essential experience and qualifications as detailed in the person specification
- Include all previous employment with dates
- Account for any gaps - e.g. periods of non-employment
- When writing your supporting statement, write about your experience and skills against the requirements of the role. This is the primary source of information for our shortlisting panel when shortlisting candidates for interview.

Our Mission

Our mission at Matford Brook Academy is to provide an excellent, all-through education that empowers children to believe they can, and should, change the world around them.

We summarise this in one mantra that is woven through the fabric of our school: at Matford Brook Academy, **we write our story.**

We are providing a school with an excellent education and broad opportunities for our children, rooted in the core understanding that, in order for children to thrive both now and in their future, they need to believe that the greatest influence on their lives is themselves.



Staff Testimonials



Emma

Assistant
Headteacher -
Science

Being part of the team at Matford Brook Academy is an absolute privilege. From the moment I heard about MBA's all through concept I knew it was somewhere I wanted to work. This is a fabulous opportunity to be part of shaping the lives and education of young children right from Early Years to KS4.



Laura

Teacher &
Coordinator for
Mathematics

I thoroughly enjoy working at MBA - I love being a part of a team that is incredibly supportive and there for one another. Pupils and staff alike are incredibly welcoming and appreciate your efforts and contributions to the community.



Mike

Early Years
Teacher

It's a privilege to improve the lives of the children and families of the community we serve! Matford Brook Academy is a place that allows children to thrive under the guidance of a nurturing, passionate and professional team where the values of scholarship, kindness and community come alive everyday!



Bekah

Pastoral Support
Mentor

Working at Matford Brook Academy has been incredibly rewarding; I have never felt more supported in a role. Every pupil, and member of staff is known and valued, and where your contributions matter and professional growth is encouraged, and supported.



Behaviour & Welfare Lead Practitioner

At Matford Brook Academy, our small but rapidly growing community gives us the unique opportunity to shape something special! We are building a school where scholarship, kindness and community sit at the heart of everything we do and we're looking for someone who is passionate about the behaviour and welfare of young people to be part of our story.

As Behaviour and Welfare Lead Practitioner, you will contribute powerfully to this mission: supporting pupils to love coming to school, helping them remove barriers to learning, and strengthening the partnerships that help them flourish. If you are excited by the idea of helping to define how pupils and families are supported throughout their academic journey, and you are dedicated to ensuring every child's personal development is front and centre, then this is the role for you.

The Role

In this pivotal position, you will support the welfare, behaviour and attendance of pupils across the school. You will work closely with phase leaders, tutors, parents, and external agencies to provide early intervention, personalised support packages, and strategic pastoral guidance. From leading meetings with families, to tracking attendance patterns, to supporting pupils in 1:1 or small group settings, you will help to create the conditions in which every child can thrive.

This is a varied, dynamic role with real impact. You will support the reduction of suspensions, help tackle persistent absence, organise provision for pupils out of school, and contribute to smooth transitions into Year 7 and beyond Year 11. You will also play an active part in our wider pastoral and attendance teams, championing positive behaviour and excellent learning attitudes across the academy.

Who We're Looking For...

We're looking for an energetic, ambitious and creative professional who is excited by the chance to shape a growing all-through school. You will be collaborative, emotionally intelligent and committed to inclusion, able to build strong relationships with pupils, families and colleagues. You'll bring experience supporting pupils with barriers to learning, confidence in leading interventions, and a positive, growth-minded approach that aligns with our school and Trust values.

What We Offer

- We offer the chance to help shape a pioneering, community-centred school from the ground up, within a culture that values innovation, inclusion and excellence. You'll join a supportive, forward-thinking team where your voice matters, your professional growth is prioritised, and your impact on pupils and the wider community is meaningful and lasting.

Job Description

Key Purpose of Role

Enable the Trust to realise its mission to 'Transform lives, strengthen communities and make the world a better place by supporting students to learn and flourish

Your Responsibilities

& Key Objectives

- Live our mission and values every day
- Promote safeguarding policies and procedures to protect pupils and maintain a culture in which pupils are protected and achieve the best outcomes
- Support learning by planning, implementing and evaluating pastoral support, adjusting activities and resources to enable all pupils to achieve well
- Support and observe learning behaviour in lessons and provide support for staff.
- Organise and lead regular meetings with parents to discuss pupil progress, behaviour and/or attendance.
- To support phase leaders with behaviour incidents and promote excellent attendance by monitoring attendance patterns.
- To work as part of the attendance team to ensure all first day absence phone calls are made and carry out administrative tasks for attendance.
- Provide strategic support to the phase leaders as necessary; taking calls/messages, taking statements, filing, making appointments and updating calendars.
- Take responsibility for the administration of year group activities and paperwork as directed by the phase leader.
- Support pupils to increase engagement in learning and reduce barriers to learning to support overall attitudes to learning. .
- Support the team to reduce suspensions and decrease persistent absences to support increased attendance overall.
- Support the attendance of pupils, maintaining records and tracking pupils attendance.
- Liaise with tutors and phase leaders about suitable return structure following long term absence.
- Organise work for students who are suspended or have long term illness.
- Work with the wider pastoral team and attendance team to support transition into year 7 and progression from year 11.
- Support parents and/or pupils with barriers to learning or learning difficulties which may involve home visits.
- Lead 1 to 1 or small group sessions with pupils on developing interpersonal and learning behaviours.
- To meet and liaise with external agencies, including parents both on and off site. This could involve off site activities with pupils.
- Work with classroom teachers in monitoring data and impact of interventions.
- Create and monitor personalised support packages for pupils in and out of sessions, including the use of off site provisions.

Support pupils to

Love coming to school
Achieve well
Live a life of opportunity

Support colleagues to

Love coming to work
Build high quality
professional relationships
with Trust networks
Inspire others

Support communities to

Love our schools
Value working together
Make the world a better
place

Person Specification

Essential
Desirable

Qualifications

- Completion of relevant training/qualifications at NVQ4/HNC or equivalent level of Knowledge and skills
- Good numeracy and literacy skills with a GCSE (or equivalent) in English and Maths (grade 4 or above)

Experience

& Key Skills

- Excellent Communication
- The ability to relate well to children and adults
- The ability to promote inclusion and acceptance of all pupils
- Proven experience of working with disaffected children
- The ability to work effectively in a team, with a positive and collaborative manner
- Experience of preparing, prioritising, initiating and delivering effective intervention strategies.
- Ability to evaluate learning needs and actively seek learning opportunities
- Ability to lead and manage teams and effectively manage individuals
- Commitment to safeguarding and promoting the welfare of children and vulnerable adults
- Able to fulfil all aspects of the role with confidence and fluency in English

Align with Our Trust Values

- **Ambitious:** works hard, has the highest standards and is positive for the future
- **Selfless:** self-aware and emotionally intelligent to support self and others to thrive
- **Collaborative:** builds strong relationships and networks

At Matford Brook Academy...



We exist to provide an excellent all-through education that empowers children to believe they can, and should, change the world around them

What we believe

Scholarship



To be a scholar is to strive for the highest education possible, valuing learning and the process - including making mistakes - and taking responsibility for doing so. The story we are writing is for every Matford Brook Academy pupil to be successful, lifelong learners, progressing to university or another aspirational equivalent.

Kindness



The way we interact with and treat those around us has a direct impact on them. The story we are writing is for every Matford Brook Academy pupil to be caring, thoughtful individuals who proactively help and support the people around them, recognising their role in helping everyone to feel safe and succeed.

Community



School is a 'team sport': we are working together to create a limitless environment where everyone succeeds. The story we are writing is for every Matford Brook Academy pupil to feel a sense of connectedness and belonging in their community - school, local national, international - and positively contribute to it.

What we do

| I am the author of my own story | We do this because: | We do this by: |
|---|--|--|
| We expect and model the highest of standards | We take pride in our roles and recognise our responsibility for enabling our pupils' success | <ul style="list-style-type: none"> • Codifying our expectations- what excellence looks like • Prioritising coaching & deliberate practice |
| We enable high aspirations and potential for everyone in our community | We are aspirational for every child to proceed to University or another real equivalent | <ul style="list-style-type: none"> • Investing in our professional development - TWT networks, reading, wider opportunities • Showing fidelity to our consistent approach • Planning opportunities within and beyond the curriculum |
| I empower others to write their story | We do this because: | We do this by: |
| We commit to a culture of constructive feedback, immediate and for long-term development, and celebrating success | We strive to be even better | <ul style="list-style-type: none"> • Prioritising coaching and deliberate practice • Investing in great people management |
| We assume goodwill and take responsibility for how our actions affect others | We believe in a collective responsibility; our created culture is a 'Team Sport' | <ul style="list-style-type: none"> • Clarifying the 'Why' • Apologising when required • Showing fidelity to our consistent approach |
| We write our story together | We do this because: | We do this by: |
| We build, maintain and strengthen relationships with all in our community | Success is made possible when we all feel safe and connected | <ul style="list-style-type: none"> • Using first names with staff, families and pupils • Phoning or meeting in person • Showing our love through consistent high expectations ('Challenge Directly') |
| We tenaciously empower the participation of all | We recognise our role, as a school, in championing social justice | <ul style="list-style-type: none"> • Identifying and mitigating potential barriers (Planning for All) • Caring Personally but Challenging Directly • Advocating for our pupils and their families with strong community connections |

About our Trust

Our Mission
To transform lives
and strengthen our
communities
to make the world
a better place.

The graphic features a central white circle with a blue border containing the mission statement. Surrounding this is a larger blue ring containing 25 circular logos of member schools and organizations. The logos include: All Saints Academy Plymouth, Cambridge Education Centre, Ewick Heights Primary School, Honiton College, ISCA Academy, Lipson, Marine Academy Primary, Marine Academy Plymouth, Matford Brook Academy, QE, Sidmouth College, St James, St Lukes, Tor Bridge High, West Exe School, South West, SWTT, and Wimpston Barton Federation.

A Warm Welcome from our CEO



An ambitious and inclusive Trust of schools strengthening our communities through excellent education.



Moira Marder, OBE

On behalf of the Ted Wragg Trust, I would like to thank you for your interest in working for our Trust. This is an excellent opportunity to join our Trust and work in one of our 17 schools.

In our **ambitious** and **inclusive** Trust of schools we know that every individual is critical to help us to achieve our collective mission to **transform lives, strengthen communities** and **make the world a better place**.

Our values driven, growing 2-18 Trust, has the highest expectations for every child, every day, with social justice at our core. In this pack you will find out more about how we **support, develop** and **grow great people**.

This is a hugely exciting time for our Trust as we continue to grow, embed, improve and innovate to **improve the life chances of all children** in the South West.



We demonstrate our love through our values



How we will succeed



#lifeattedwragg

We know that our people are our **greatest asset** and research tells us that happiness at work is directly linked to student happiness and consequently **student outcomes**.

We are working hard to make sure that all our employees **love coming to work**.



Our Trust is dedicated to fostering an environment where employees can **reach their full potential, with dignity, respect, and equal opportunities for all**.

We value the unique contributions of each individual, recognising that **diversity strengthens our community and makes our Trust a positive place to work and grow**.

We are committed to excellent employment practices that attract and retain talent from a variety of backgrounds and communities.

The aim of our people strategy is to be the **greatest place to work in the South West**.

We know that to realise our ambitious aim we must **welcome, retain and develop our great people** who work day in day out to **transform the lives of the children in our Trust**.



#lifeattedwragg is focussed on ensuring all our employees:

- **Love coming to work** and have a strong sense of belonging
- **Experience high quality development** through our dedicated development curriculums delivered by the Ted Wragg Institute
- **Inspire others** with their open and collaborative approach

To find out more about what it is like to work at the Ted Wragg Trust, explore our development curriculums and hear from our employees please visit our website at [www.tedwraggtrust.co.uk/workwith us](http://www.tedwraggtrust.co.uk/workwithus)

Love coming to work



Experience high quality development



Inspire others



The Ted Wragg Institute



We want to ensure that our people feel **invested** and **fulfilled in their role** by providing personalised, relevant and engaging professional development. Our brand-new **Ted Wragg Institute (TWI)** delivers our **high-quality development** offer for all, across our family of schools.

Our incredible offer includes Trust CDP, Leadership Development, Networks, Cohort-specific training and NPQs. Take a look at our offer this year here.

Early Career Teachers

If you are an Early Career Teacher you will benefit from our tailored Early Career Framework combining weekly instructional coaching, asynchronous independent learning, online 'clinics' and in-person conferences. With a dedicated mentor or coach and access to supportive networks the ECTs in our Trust are supported and developed to reach their full potential.

Our professional development delivery model

Our professional development delivery is underpinned by our Education key concept (see page 8). We believe that professional development should build knowledge, motivate, develop techniques and embed practice.

At the Ted Wragg Trust, we are research informed and believe that it is important that everyone involved in sharing ideas understands the underlying rationale and evidence base. We ensure that professional development is:



Sustained

Frequency is critical, not time span



Practice-Based

Create new habits



Domain-Specific

Create new habits



External Expertise

Challenge the familiar & refresh ideas



Professional Buy-In

Purpose & benefits eclipse volunteering

We believe this slightly adapted model from 'Teaching Walkthrus 2', Tom Sherrington and Oliver Caviglioli is applicable to all professional development and will underpin the delivery of all our professional development networks, seminars and webinars.



Our Ted Wragg Standard



Our Ted Wragg Standard provides a **minimum set of high standards** across all our schools to establish clear structures, implement effective processes and hold each other to account **to enable excellence**. It is based on our three key concepts: Leadership, Education and Every Child Succeeds.

Key Concept: Leadership



We believe that great leadership:



Fiercely educates



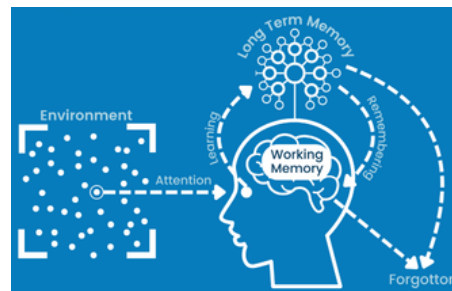
Thrives in a complex system



Is locally enabled

Key Concept: Education

We have a clearly defined and articulated learning model that is understood by all teaching staff. This model of the learning process uses the concepts of Working Memory and Long-Term Memory. It draws on ideas from Cognitive Load Theory and the work of Daniel Willingham.



Key Concept: Every Child Succeeds



We believe individual development is well explained using Maslow; that an individual grows in an ecosystem and can be interpreted using Bronfenbrenner's work, and that we are interdependent.

We believe that to enable our children to live a life of opportunity, we need to understand what true inclusion means. To us, our model is based on Maslow's hierarchy of needs and the Bronfenbrenner's ecology of inclusive education.

Microsystem

Child

- sleep well
- eat breakfast
- Follow school rules and routines
- attend school regularly

Family

- healthy sleep patterns
- nutritional diet including breakfast
- Online safety parental controls
- adequate housing
- clean clothing
- Support school policies
- Protect from dangers
- attend medical appointments
- Ensure attendance is good

School

- Behaviour, Health and Safety, Accessibility, Safeguarding, Supporting Pupils with Medical Conditions and Anti-Bullying Policy
- Online Safety lessons and workshops for parents/carers
- Early Help support
- First Aid trained staff
- Attendance Engagement Officer and Attendance Policy
- Nutritional lunches and free breakfast
- Foodbank support
- Wrap around care

Mesosystem

- We endeavour to provide a safe and welcoming environment for pupils and their families.
- We listen to our pupils and families and take seriously what they tell us.
- We work in partnership with other agencies such as CAMHS and Early Help

Macrosystem

- Keeping Children Safe in Education
- Teacher Standards
- Devon and Plymouth Children's Social Services
- 0-25 SEND Team
- Virtual School

Our Benefits

A critical part of our People Strategy is to ensure that we welcome and retain our great employees and ensure that they are supported both at home and at work.

When you join our Ted Wragg family we are here for you every step of the way. Here are some of the benefits we offer:

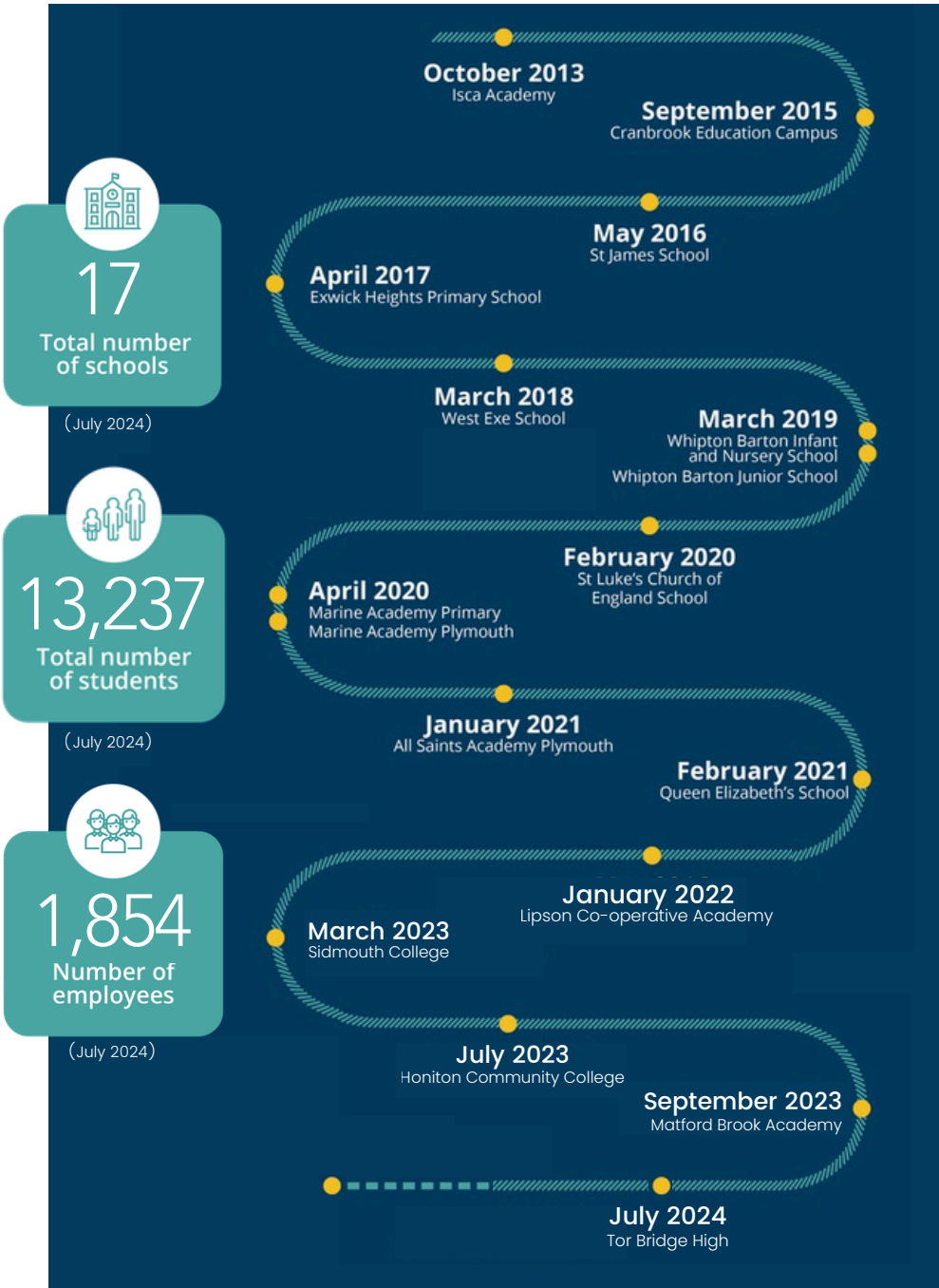
| | |
|--|--|
|  <p>Exceptional development and networking opportunities</p> |  <p>Cost of blue light cards can be claimed through expenses</p> |
|  <p>Free annual flu jab, eye test and allowance for glasses</p> |  <p>Exclusive discounts, cashback and vouchers</p> |
|  <p>Free, confidential employee helpline. Available 24-7 through Health Assured</p> |  <p>Access to Wisdom app to support your mental health</p> |
|  <p>Up to 10% off all Pure Gyms</p> |  <p>up to the value of £2,000. cyclescheme.co.uk</p> |
|  <p>Up to 2 days paid emergency time off for dependants</p> |  <p>Generous public sector pension schemes for all staff</p> |
|  <p>Timetabled instructional coaching for all teachers</p> |  <p>Family friendly policies and flexible working opportunities</p> |



Our Trust Journey



Professor Ted Wragg, in whose memory the Ted Wragg Trust is named, was passionate about how education can transform young people's futures.



Thank you for your interest in working with us

