

Role Profile

Role Title	Behaviour Manager
Base School	Rowhill School For the Inclusive Education Trust (IET)
Reports to (role title)	Head of School
Date Role Profile was created	April 2026

Description

The below profile describes the general nature of work performed at this level as set out in the job family. It is not intended to be a detailed list of all duties and responsibilities, which may be required. The role will be further defined by annual objectives, which will be developed with the role holder. The Trust reserves the right to review and amend the job families on a regular basis.

Role Purpose including key outputs

To lead, implement and continuously develop whole-school behaviour systems in line with IET expectations, providing specialist expertise in behaviour management, intervention, and policy execution. The post-holder will work with senior leaders to analyse behaviour trends, design targeted support, and ensure that all students can learn in a safe, respectful, and positive environment.

Behaviour Strategy & Leadership

- Lead on the operational implementation of the Trust's behaviour policy, ensuring consistency and expertise.
- Analyse complex behaviour data, identify trends and propose strategic interventions to senior leaders.
- Advise on and contribute to whole-school/Trust improvements in behaviour systems, restorative practice and culture.
- Lead behaviour initiatives that support long-term improvements in learning and attendance.

Specialist Behaviour Support for Students

- Respond to and manage high level behaviour incidents, exercising professional judgement aligned with autonomy expected at this level of seniority.
- Conduct restorative meetings, conflict resolution sessions and structured reintegration meetings.
- Develop, monitor and review behaviour support plans, risk assessment, and personalised interventions.
- Provide targeted SEMH and behaviour sessions for identified students.

Staff Support, Training & Professional Expertise

- Provide expert guidance, modelling and coaching to teaching and support staff behaviour strategies
- Deliver CPD/training on de-escalation, trauma – informed practice, positive behaviour approaches and IET's safeguarding expectations.
- Support staff during complex or high risk behaviour incidents.

Parent, Carer & Agency Liaison

- Work collaboratively with parents/carers to support improved behaviour outcomes.
- Engage with external agencies such as Behaviour Support Services, CAMHS, Social Care and educational psychologists.
- Attend multi-agency meetings and contribute professional reports and recommendations.

Administration, Reporting and Compliance

- Maintain accurate behaviour logs using relevant MIS and ensure compliance with IET's safeguarding procedures.

	<ul style="list-style-type: none"> • Produce reports for senior leaders, governors and external agencies • Track interventions, sanctions, rewards and outcomes to evaluate impact and inform future planning.
Work Context	The Behaviour Manager is responsible for promoting positive behaviour and maintaining a safe, inclusive learning environment by supporting students with behavioural, social, and emotional needs. The role involves implementing behaviour policies, working closely with teachers, senior leaders, families, and external agencies, and providing targeted interventions to help students develop self-regulation and resilience. Through consistent strategies and restorative approaches, the Behaviour Manager helps reduce barriers to learning and supports improved engagement and wellbeing across the hub.
Line management responsibility if applicable	Manage and/or guide staff in line with policy to ensure effective performance and consistency of practice across the school to secure effective service delivery
Budget responsibility if applicable	None
Representative Accountabilities Typical accountabilities in roles at this level in this job family	<p>Planning & Organising</p> <ul style="list-style-type: none"> • Deliver projects and/or audits within a defined area of work as directed to input to relevant strategies and contribute to the delivery of directorate objectives. <p>Policy and Compliance</p> <ul style="list-style-type: none"> • Input as required to the development of strategies and policies. • Provide guidance and support to stakeholders as required to ensure policy and specification compliance. <p>Work with others</p> <ul style="list-style-type: none"> • Deliver high quality services engaging a range of stakeholders. • Liaise, communicate and build relationships with other departments, parents, partner organisations, agencies and/or contractors. • May manage a team to deliver standardised processes and ensure all officers are appropriately supervised, managed and trained. • Resolve issues/queries independently, recommend alternative solutions if unable to assist, and ensure efficient, day-to-day customer service is delivered. Escalate issues as appropriate. <p>Resources</p> <ul style="list-style-type: none"> • Ensure that work and projects are delivered within agreed resources and assist with budget/resource management in accordance with organisation's policies and procedures. • May have delegated responsibility for a budget(s) or equipment. <p>Analysis, Reporting & Documentation</p> <ul style="list-style-type: none"> • Assess data and conduct analysis in a technical area, presenting results and putting forward recommendations to support decision making. <p>Duties for all</p> <p>Values: To uphold the values and behaviours of the organisation. Equality & Diversity: To work inclusively, with a diverse range of stakeholders and promote equality of opportunity. Health, Safety & Welfare: To maintain high standards of Health, Safety and Welfare at work and take reasonable care for the health and safety of themselves and others.</p> <p>The Core National Standards for Supporting Teaching & Learning: To understand and carry out the role in line with agreed standards, expectations & qualifications. Contribute to and influence children's learning and personal development. To have regard to and comply with safeguarding policy and procedures.</p>

Education, Knowledge, Skills & Abilities, Experience and Personal Characteristics	<ul style="list-style-type: none"> • Appropriate technical qualification at Degree, HND or HNC level or significant relevant experience. • May require a specialist technical qualification or membership of an appropriate professional institution. • Sound understanding of subject matter, legislation, principles and practices relevant to the technical area. • Ability to apply project management principles and techniques to manage a range of projects through to completion. • Competent in a range of IT tools. • Practical or professional experience and understanding of a specialist area or supporting service teams and/or providing support to the public. • Ability to work on own initiative, with solution focused problem solving skills. • Proven written and oral communication with the ability to engage and work in collaboration with others.
Details of the specific qualifications and/or experience if required for the role in line with the above description	<p>Additional skills & Experience:</p> <ul style="list-style-type: none"> • Experience of/ ability to lead and/or guide a team • Previous experience in behaviour management in a school setting • Use of a car with the appropriate level of insurance for use whilst on school business. <p>Personal characteristics:</p> <ul style="list-style-type: none"> • Friendly, caring, patient, fair, and consistent • Resilient and calm under pressure and level headed in emergencies • An excellent communicator • Enthusiastic with a positive attitude.
Role Summary	<p>Roles at this level are specialists professionally qualified in their specialist area. They will provide technical and regulatory guidance and advice to a range of stakeholders in order to assess and mitigate risk and monitor and ensure compliance with relevant requirements. They will have a fair degree of autonomy and work closely with a range of technical and non-technical stakeholders. Forward planning could be for months ahead and the role will contribute to longer-term development.</p>