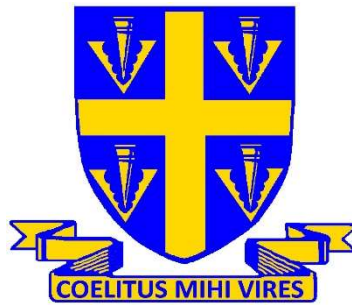


RANELAGH SCHOOL



BEHAVIOUR SUPPORT MANAGER





April 2026

Dear Colleague

Thank you for your interest in the post of Behaviour Support Manager at Ranelagh School. In this letter, we aim to provide you with some further insight into our school and our priorities.

Ranelagh is an 11-18 coeducational, Anglican Academy based in the centre of Bracknell, a short walk from the railway station and with good road links. The school is always oversubscribed and currently has over 1100 students on roll, including 196 in the sixth form.

Our school has an excellent reputation at local and national level. The last inspection by Ofsted in 2024 judged us to be outstanding in all areas. This was our fifth outstanding report and, whilst we are very proud of this achievement, we are in no way complacent.

In addition to excellence in terms of academic outcomes, our purpose is to provide a supportive, stimulating and secure environment in which young people and staff can thrive. As such we seek to employ inspirational and energetic staff, committed to the school's ethos. In return, we aim to provide opportunities for continuing professional growth and development for all staff, beginning with a well-established induction programme.

Given that we spend such a significant proportion of our time in the workplace, it is important to take pride and pleasure in what we do here. Teaching and non-teaching staff collaborate well. They are mindful of one another's well-being and there is a strong sense of collective purpose.

If you are interested in learning more about the role, then please do contact me. I look forward to reading your applications.

Yours sincerely

Mr Timothy Griffiths
Headteacher

JOB DESCRIPTION

Job title	Behaviour Support Manager
Hours	37 hours per week, term time only
Salary	BG-G 25-30 – Actual annual salary £31,372 - £35,106 depending on experience
Contract	Permanent
Pension	Eligible for the Local Government Pension Scheme
Accountable to	Headteacher and line managed by the Assistant Headteacher
KEY FUNCTIONS OF THE ROLE	
Roles and Responsibilities of all Ranelagh staff	<p>As members of a cohesive team, all staff have a common section to their job description which identifies their general responsibilities.</p> <ol style="list-style-type: none"> 1 To implement the aims of the school 2 To contribute to school reviews, evaluation and forward planning and actively to support the implementation of the school development plan 3 To ensure the implementation of all school policies 4 To ensure that all safeguarding procedures are understood and implemented 5 To maintain practices which lead to the highest standards of teaching and learning, pastoral care and guidance 6 Actively to maintain order and discipline in the school as well as to reward good conduct 7 To attend meetings as and when required according to responsibility and to communicate effectively with colleagues 8 To attend in service training sessions as appropriate and work with advisory staff 9 To liaise with parents and governors as appropriate 10 To encourage a stimulating, secure, safe and attractive environment 11 Actively to support the school in a public forum.
General Responsibilities	<p>To lead and manage behaviour support provision across the school, promoting high standards of behaviour, attendance, punctuality and student conduct so that all students are able to learn in a safe, calm and purposeful environment. The Behaviour Support Manager will work closely with senior leaders, heads of year, safeguarding staff, learning support staff, teachers, external agencies and families to support students whose behaviour presents a barrier to learning. The postholder will play a key role in implementing the school's behaviour policy, coordinating targeted interventions, reducing repeat incidents and help students develop self-regulation, resilience and positive relationships.</p>

<p>Specific Responsibilities</p>	<p>Behaviour Leadership and Coordination</p> <p>Support the implementation of the school’s behaviour policy and pastoral systems.</p> <p>Promote a consistent, restorative and inclusive approach to behaviour management across the school.</p> <p>Lead and manage the reflection room.</p> <p>Lead operational responses to behaviour incidents, ensuring timely, appropriate and proportionate action including removing students from class when their behaviours are disruptive.</p> <p>Monitor patterns and trends in behaviour, identifying students who require additional support or intervention.</p> <p>Contribute to the development, review and evaluation of behaviour systems, routines and procedures.</p> <p>Support senior leaders in maintaining a calm, orderly and purposeful school environment.</p> <p>Student Support and Intervention</p> <p>Provide direct support to students whose behaviour is impacting on their learning or the learning of others.</p> <p>Design, coordinate and review behaviour support plans, risk reduction strategies and reintegration plans.</p> <p>Deliver or coordinate targeted interventions for students with social, emotional and behavioural needs.</p> <p>Support students following suspension, time in internal isolation, managed moves or pastoral intervention.</p> <p>Work with students to improve self-regulation, emotional literacy, conflict resolution and readiness to learn.</p> <p>Act as a key adult for vulnerable students and those at risk of disengagement, exclusion or poor attendance.</p> <p>Staff Support</p> <p>Advise and support teaching and support staff in responding effectively to behavioural concerns.</p> <p>Help ensure consistent follow-up to incidents, sanctions, restorative conversations and reintegration meetings.</p> <p>Contribute to staff training and development in behaviour support, de-escalation and restorative practice.</p> <p>Work collaboratively with Heads of Year, Learning Support staff and safeguarding colleagues to ensure integrated support.</p> <p>Family and Multi-Agency Working</p> <p>Build positive working relationships with parents and carers to support improvements in behaviour and engagement.</p> <p>Attend and contribute to meetings with families, professionals and external agencies as required.</p> <p>Liaise with services such as Children’s Services, Early Help, CAMHS, youth justice, alternative provision and the police where appropriate.</p> <p>Ensure referrals are made promptly and accurately in line with school procedures.</p>
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Monitoring, Recording and Reporting

Maintain accurate, confidential and timely records of incidents, interventions, meetings and outcomes.

Analyse behaviour data to identify trends by year group, student group, location, lesson and type of incident.

Produce reports for senior leaders and governors as required.

Evaluate the impact of interventions and recommend next steps for individual students and whole-school practice.

Safeguarding and Inclusion

Promote the safeguarding and welfare of all students.

Be alert to safeguarding concerns and report these in line with school policy and statutory guidance.

Work closely with the Designated Safeguarding Lead and SENDCo where behaviour may be linked to safeguarding, trauma, unmet need or special educational needs.

Ensure that behaviour support strategies are inclusive, proportionate and aligned with statutory guidance and the school's equality duties.

General Responsibilities

Uphold and promote the ethos, values and policies of the school.

Attend relevant meetings, training and development activities.

Contribute to the wider life of the school where appropriate.

Undertake any other reasonable duties commensurate with the grade and nature of the post.

PERSON SPECIFICATION

Attributes	Essential	Desirable
Education and Qualifications	<p>GCSE English and Mathematics at grade C/4 or above, or equivalent.</p> <p>Relevant qualification in education, youth work, behaviour support, safeguarding, counselling, social care or a related field, or significant relevant experience.</p> <p>Evidence of continuing professional development relevant to behaviour, inclusion or pastoral support.</p>	<p>Team Teach, MAPA, de-escalation or similar behaviour support training.</p> <p>Safeguarding training.</p> <p>Mental health, trauma-informed practice or restorative practice training.</p>
Knowledge and understanding	<p>Good understanding of effective behaviour management in a secondary school context.</p> <p>Understanding of child development and the factors that can affect behaviour, engagement and wellbeing.</p> <p>Knowledge of safeguarding responsibilities and professional boundaries.</p> <p>Understanding of inclusive practice and the need to differentiate behaviour support for individual students.</p> <p>Awareness of the relationship between behaviour, attendance, SEND, safeguarding and attainment.</p>	<p>Knowledge of current guidance relating to behaviour in schools, suspension and exclusion.</p> <p>Understanding of restorative approaches, trauma-informed practice and relational practice.</p> <p>Knowledge of relevant school information systems and behaviour tracking software.</p>
Experience	<p>Significant experience of working with children or young people in a school or similar setting.</p> <p>Experience of supporting students with challenging behaviour, emotional needs or barriers to learning.</p> <p>Experience of working with parents/carers and external agencies.</p> <p>Experience of recording incidents, interventions and outcomes accurately.</p> <p>Experience of implementing strategies to improve student behaviour and engagement.</p>	<p>Experience in a UK secondary school.</p> <p>Experience of coordinating behaviour interventions or leading a pastoral support provision.</p> <p>Experience of working with students at risk of exclusion or persistent absence.</p> <p>Experience of supporting students with SEND, SEMH needs or trauma-related behaviours.</p>

<p>Skills and attributes</p>	<p>Excellent interpersonal and communication skills, with the ability to build positive relationships with students, staff and families.</p> <p>Ability to remain calm, professional and solution-focused in challenging situations.</p> <p>Strong organisational skills and the ability to manage competing priorities.</p> <p>Ability to analyse behaviour information and use it to plan effective interventions.</p> <p>Ability to motivate and influence students positively.</p> <p>Ability to work both independently and as part of a team.</p> <p>Competent ICT skills, including the use of email, word processing and school data systems.</p> <p>Ability to maintain accurate records and write clear reports.</p>	<p>Ability to deliver staff training or student workshops.</p> <p>Ability to coach or mentor colleagues.</p> <p>Confidence in leading meetings with parents and professionals.</p>
<p>Personal Qualities</p>	<p>A strong commitment to inclusion, equity and high expectations for all students.</p> <p>Resilience, patience and emotional intelligence.</p> <p>Professional integrity, discretion and sound judgement.</p> <p>A reflective and proactive approach to problem-solving.</p> <p>Commitment to safeguarding and promoting the welfare of children.</p> <p>Commitment to the values and ethos of the school.</p>	

Ranelagh School Vision

'Though we are many, we are one body.'

[Eucharistic Prayer, Common Worship]

Following the ministry of Jesus, we empower all to use their gifts in faithful service. We inspire and encourage each individual to develop and nurture unique skills, interests and talents, in order that they can flourish. Our school is a unifying heartbeat, enabling everyone to feel welcomed and valued as members of our community.

Context

We draw students from over forty primary schools spread over a diverse geographical area. Some of our young people and their families have experienced worship from a range of Anglican traditions, whilst others practise different denominations and faiths, or hold a wide variety of beliefs, values and ways of looking at the world. Our aim is for Ranelagh to offer a unifying heartbeat. Our vision is rooted in the example of Jesus' ministry – we are all one body, part of one church; we are all known and welcome and our unique skills and attributes are valued.

We endeavour for each individual to be included within our supportive community in which those of all circumstances and contexts are able to learn and work together to experience love, hospitality, service, solidarity, forgiveness and the possibility of new beginnings.

We are unrelenting in our support of each individual, in order that we all might have hope and aspiration for the future. Everyone is enabled to develop their unique skills and talents and to aspire for excellence, being empowered to take responsibility for making wise choices. In order for all students to thrive and excel, we aim to foster confidence and delight in learning through a rich diet of scholastic, practical, cultural and spiritual opportunities.

In addition to encouraging intellectual rigour, we nurture a vibrant and creative environment in which members of the school community are able to work together to seek the wisdom, knowledge, truth, understanding and skills which will support all to fulfil Jesus' promise of life in all its fullness.

How to Apply

Please complete the online application form available via the school website:

www.ranelagh.bonitas.org.uk

Please note that CVs cannot be accepted.

No agencies please.

