BARKING ABBEY SCHOOL

BEHAVIOUR AND INCLUSION MANAGER

RECRUITMENT PACK



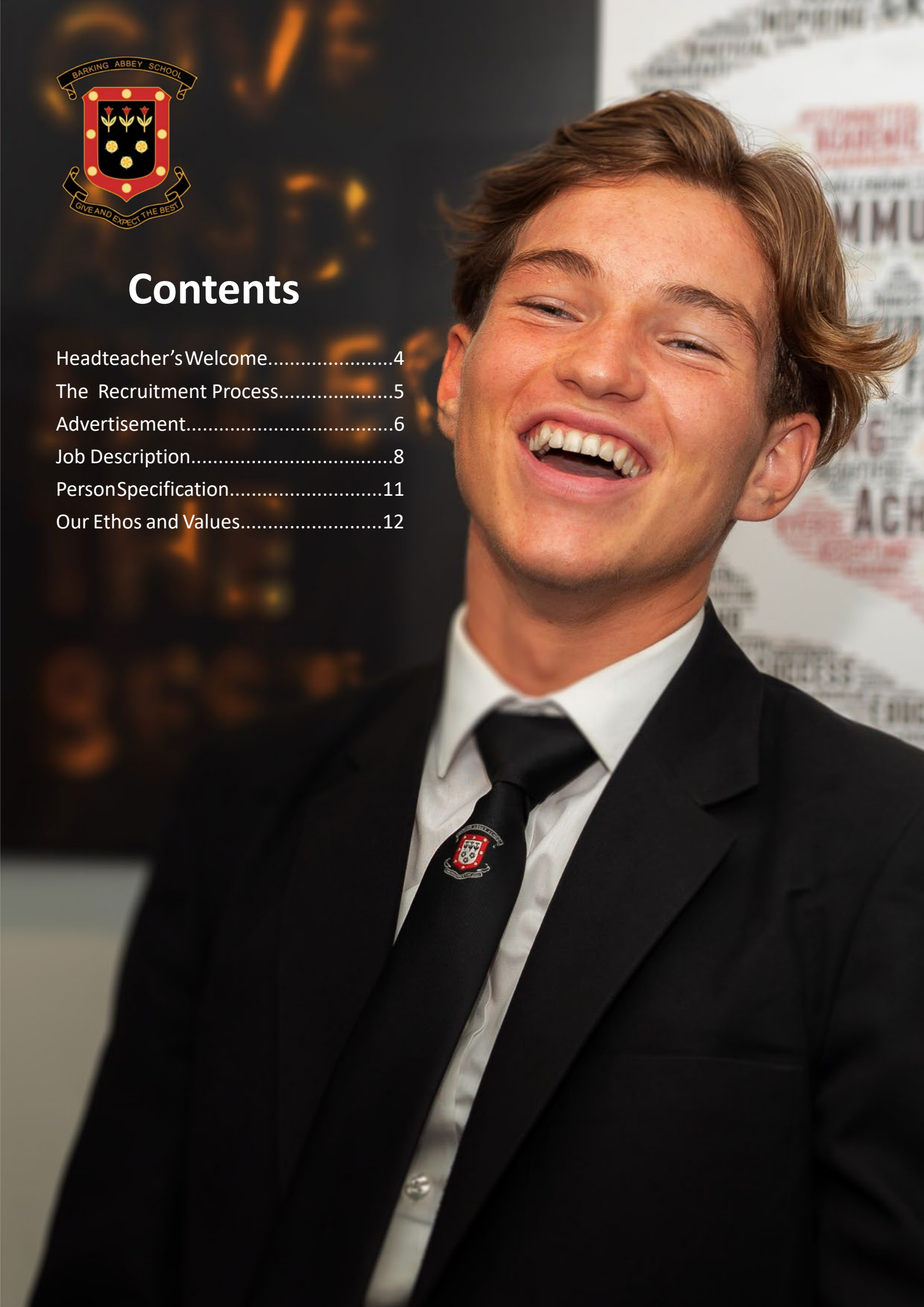
WE ARE AN **OUTSTANDING** SCHOOL

Ofsted

BELONG BARKING **ASPIRE** ABBEY **SUCCEED** SCHOOL

www.barkingabbeyschool.co.uk


GIVE
AND
EXPECT
THE
BEST



Contents

Headteacher's Welcome.....4
The Recruitment Process.....5
Advertisement.....6
Job Description.....8
Person Specification.....11
Our Ethos and Values.....12

Headteacher's Welcome

Welcome to Barking Abbey school and thank you for expressing an interest in applying for the position of Behaviour and Inclusion Manager.

For me there are three simple things that I want us to achieve at Barking Abbey school.

First, our motto 'Give and Expect the best' leads us to want to be the best in everything we do. We have some of the best results in the area, we have pupils at the best universities, we have the most pupils on apprenticeships in the entire country, we have basketball players in the best leagues and so much more. We have all of this because we push our pupils and each other to excel. All of us try to be our best every day.

Second, I firmly believe that if you can't see it you can't be it. We want to give our pupils the chance to see successful people of every religion, colour and background whilst they are at school. Whatever their dreams we want to support them and provide the networks and contacts to help them to achieve.

Finally, we want our pupils to have a voice in the world. To be confident enough to express their views and also to have the knowledge to be able to make an effective contribution. The more you know the more powerful you can be in the world.

Sir Tim Brighouse said "If a teacher makes the weather the school creates the climate." and I firmly believe this. It is our role as a leadership team to create the best possible learning environment for our teachers to teach in. In return we expect the best possible teaching from them and our results show this over time. We have created systems and structures that support high quality learning, whilst minimising workload and maximising impact.

If you share our ethos and values and absolutely believe in the potential of all young people then we can offer you the chance to make a difference and change our community for the better, and look forward to receiving your application form and welcoming you to our school.



Tony Roe
Headteacher

The Recruitment Process

All interested applicants must complete the online application form on the MyNewTerm website.

The interview process will be organised to provide a range of assessment tasks and opportunities for candidates to find out more about the school and demonstrate their ability to fulfil the role.

Key Dates

Closing Date for Applications	Friday 27th November 2026
Interviews week commencing	Tuesday 8th December 2026

Please note all dates are subject to change.

We warmly welcome visits to the school. To arrange this please email: **jobs@barkingabbeyschool.co.uk**



Advertisement

Behaviour and Inclusion Manager

Salary
P02 Pt 29–32, £44,184 - £47,262 (FT), prorated salary approx. between £38,980 - £41,696, subject to experience, working days and continuous service

Hours
35 hours per week, term time plus 10 days working during school holiday periods

Location
Barking Abbey School

Start Date
As soon as possible

Do you want to join a highly successful, committed, student centred pastoral team?

Are you prepared to work hard with exceptional young people and staff committed to going the extra mile?

Do you have the skills and experience to lead our dedicated Pastoral Support Team?

We are seeking to appoint an outstanding, innovative, and committed Behaviour and Inclusion Manager who will play a significant part in the pastoral development of the school. The successful candidate will have excellent knowledge and understanding of implementing and embedding pastoral support and interventions.

The successful candidate will be able:

- To work collaboratively and proactively with students and their families to ensure that children and young people can have full access to the educational opportunities offered at Barking Abbey.
- To support and promote the safeguarding, and welfare of all children and young people attending Barking Abbey School at the Sandringham and Longbridge Campuses; working closely to support the DSL's and DDSL's.
- To work in partnership with the Pastoral Teams to improve opportunities and engagement for students.
- To manage the Pastoral Support Team and all staff attached to the PSR.
- To manage the organisation and supervision of the Pastoral Support Room.
- To encourage, enable and, where necessary, enforce the school behaviour policies of all children, working with the wider family, community, and external agencies.
- To promote the welfare, mental wellbeing, appropriate development and protection of children and young people.

In return we can offer:

- A student-centred, progress focused student ethos.
- A welcoming and supportive community.
- The opportunity to work with a passionate, hardworking and supportive staff.
- A commitment to develop your skills through continued professional development.

- A supportive and committed Leadership Team and Governing Body.
- A cohort of students with high aspirations and a willingness to learn.

Barking Abbey is an Ofsted Outstanding heavily over-subscribed dual campus secondary school in the London Borough of Barking and Dagenham, with a well-deserved reputation for academic excellence and a supportive professional environment.
The school is located less than 10 minutes walk from Upney tube and 15 minutes from Barking mainline station.

Barking Abbey celebrates its diversity, and we positively welcome applications from all sections of the community. If you are interested in making a difference in young people's lives whatever your background or history please apply.

We are proud that Ofsted recently judged the school to be Outstanding in all areas. The report states; "This is a large and diverse school where difference is valued. Pupils, and students in the sixth form, are supportive and respectful of each other. Pupils' conduct is exemplary, both inside lessons and around the school. Leaders have established simple and clear rules that everyone understands. Pupils are focused, engaged and participate well in lessons. Staff feel that their workload and well-being has been carefully considered by leaders. They appreciate their open-door policy". (Ofsted, February 2024)

Please click here to find out more information about what it is like to work at Barking Abbey:
https://www.barkingabbeyschool.co.uk/home/join-us/staff-vacancies/

Barking Abbey is committed to safeguarding and promoting the welfare of children and is an Equal Opportunities Employer.

This post is exempt from the Rehabilitation of Offenders Act 1974 and a comprehensive screening process, including Disclosure check, will be undertaken on all successful applicants.

Online searches may be conducted for all shortlisted candidates and will be conducted for all successful candidates as part of our due diligence checks.



Job Description

Job Title	Behaviour and Inclusion Manager
Grade	P02 Pt 29–32, £44,184 - £47,262 (FT), prorated salary approx. between £38,980 - £41,696, subject to experience, working days and continuous service
Department	Pastoral
Location	Across both Campuses
Line Manager	AHT for Behaviour and Inclusion at Longbridge AHT for Behaviour and Inclusion at Sandringham
Line Management of	Pastoral Co-Ordinators

Purpose of the role

- To oversee the response to pastoral concerns referred through the Pastoral Support Room (PSR), providing an appropriate triage system of support for pupils.
- To manage the Pastoral Co-ordinators and other pastoral support staff.
- To respond to pupils removed from lessons, ensuring accurate records are maintained and pupils have access to appropriate work.
- To respond to pupils attending the PSR, ensuring appropriate support and safeguarding escalation where a pupil experiences a mental health crisis.
- To respond to serious incidents and undertake fact-finding investigations, including gathering pupil statements, as directed by senior leaders.
- To work proactively with pupils and families to support full access to educational opportunities.
- To support safeguarding and pupil welfare, working closely with DSLs and DDSLs.
- To work with pastoral teams to manage challenging behaviour and support vulnerable pupils.
- To oversee the caseload of pupils demonstrating persistent disruptive behaviour, liaising with teachers and departments to reduce repeat incidents.
- To support consistent implementation of the school behaviour policy, working with families, the community and external agencies.
- To promote pupil welfare, mental wellbeing, development and protection.
- To lead a proactive approach to early identification, targeted intervention and reintegration for pupils at risk of repeated sanctions, suspension or disengagement.
- To use behaviour and pastoral data to identify patterns, coordinate support and evaluate the impact of interventions.

General responsibilities

- To undertake reasonable duties requested by the Headteacher or Head of Campus, consistent with the post and grade.
- To comply with school policies and procedures, including safeguarding, data protection and health and safety.
- To maintain knowledge of relevant school and local authority behaviour, attendance and safeguarding policies and procedures.
- To liaise with the DSL/DDSL where pupil conduct raises safeguarding concerns.
- To liaise with pastoral teams where pupil conduct causes concern.
- To communicate and meet with families where pupil conduct causes concern.
- To maintain timely, accurate and confidential records of decisions, interventions, contacts and follow-up actions in designated school systems.
- To uphold equality, inclusion, professional boundaries and appropriate information sharing in all aspects of the role.
- To ensure the school's Behaviour Policy is followed.
- Liaise with Assistant Head Teacher for Behaviour and Inclusion, identifying pupils who have received periods of exclusion; speaking to families and pupils about any barriers, ensuring that all information is

shared with pastoral teams.

Management and PSR operations

- To manage the effective organisation of the PSR, including supervision rotas, staff deployment, break and lunchtime arrangements and a calm working environment.
- To monitor accurate completion of PSR registers.
- To ensure appropriate resources, accurate registers and tracking are in place for all pupils attending the PSR.
- To line manage and appraise Pastoral Co-ordinators.
- To work collaboratively with Student Engagement Officers, Learning Mentors, Behaviour TAs and other pastoral support staff.
- To meet regularly with AHTs and Heads of Year, using information on repeat PSR attendance to recommend interventions to reduce removals.
- To work with pupils to understand the reasons for lesson removals and identify solutions.
- To prepare individual pupil behaviour reports where required.
- To develop restorative practices to support improvements in pupil behaviour.
- To ensure PSR provision is structured, purposeful and supportive, with suitable supervision, meaningful learning and clear reintegration arrangements.
- To oversee consistent recording of referral reasons, time in provision, actions taken and outcomes; quality assure records and identify repeat referrals.
- To allocate staff responsibilities, monitor completion of agreed actions and provide regular supervision, feedback and professional development.
- To analyse PSR patterns by pupil, year group, campus and referral reason, reporting emerging issues and recommendations to senior leaders.
- To analyse punctuality patterns by pupil, year group, campus and referral reason, reporting emerging issues and actioning interventions as discussed and recommended by senior leaders.

Safeguarding and incident response

- To contribute to the wider safeguarding team.
- To meet regularly with the DDSL to identify pupils requiring additional support.
- To support accurate recording, reporting and responses to safeguarding concerns.
- To attend appropriate Early Help meetings.
- To oversee completion of paperwork for relevant agencies, where delegated.
- To work collaboratively and communicate with pastoral teams and relevant staff.
- To ensure immediate safety and prompt referral to the DSL where serious incidents, child-on-child abuse, bullying, discrimination or mental health concerns may involve safeguarding risks.
- To carry out proportionate, factual incident enquiries under delegated authority, preserving accurate accounts and escalating safeguarding matters without delay.
- To contribute to pupil behaviour risk assessments and safety plans, ensuring agreed actions are communicated to authorised staff and reviewed.
- To coordinate access to appropriate safeguarding or specialist support in a mental health crisis; clinical assessment is not part of this role.

Attendance

- To ensure school attendance procedures are followed.
- To identify pupils with irregular attendance, discuss barriers with pupils and families and share relevant information with appropriate colleagues.
- To reinforce with parents and carers the importance of regular school attendance.
- To liaise with Attendance and Educational Welfare colleagues in supporting vulnerable pupil groups.
- To support with the direction of or the process of completing home visits to check on student wellbeing or attendance concerns.

Family engagement

- To build positive relationships between pupils, families and the school.
- To lead initiatives that improve parental engagement with pupil progress and achievement.
- To support planning of whole-school and family learning events, including engagement with families who are harder to reach.

- To discuss barriers to attendance, learning and achievement with parents and carers.
- To identify issues and develop and implement appropriate action plans.
- To provide a link between home and school through regular communication with families.
- To liaise with external agencies to facilitate access to support.
- To maintain knowledge of relevant local services and support agencies.

Pupil wellbeing and engagement
- To adopt a child-centred approach that supports the development of the whole child.
- To promote the school's character education ethos and positive choices.
- To signpost pupils to appropriate external agencies and support.
- To be approachable and demonstrate effective communication and listening skills.
- To contribute as a Strong Minds Champion to the mental wellbeing steering group.
- To ensure the school behaviour policy is followed.
- To liaise with AHTs for Behaviour and Inclusion regarding pupils who have received suspensions, sharing relevant information with pastoral teams.
- To work closely with pupils at risk of disengagement, particularly those returning from suspension.
- To oversee targeted group interventions for pupils at risk of suspension or disengagement.
- To offer mentoring and coaching for pupils at risk of disengagement.

Targeted inclusion, intervention and reintegration
- To coordinate support plans for pupils experiencing repeated incidents or significant barriers to participation, with clear actions, named owners and review dates.
- To work with the SENCO, safeguarding team and pastoral leaders to ensure interventions take account of SEND, vulnerability and individual circumstances.
- To support reintegration following suspension, prolonged absence, PSR placement or alternative provision, as directed by senior leaders.
- To monitor intervention outcomes using appropriate baseline and follow-up information, adapting approaches where progress is limited.
- To identify families who may benefit from Family Help and refer or escalate through agreed safeguarding processes.

Data, reporting and quality assurance
- To provide concise, regular updates to the AHTs for Behaviour and Inclusion on behaviour patterns, PSR usage, intervention progress and unresolved concerns.
- To maintain an accurate overview of pupils receiving targeted support and ensure actions and reviews are completed within agreed timescales.
- To undertake routine quality assurance of PSR registers, pupil records, supervision arrangements and intervention documentation.
- To contribute evidence and practical recommendations to the ongoing evaluation and improvement of behaviour and inclusion provision.

The above-mentioned duties are neither exclusive nor exhaustive and the post holder may be called upon to carry out such other appropriate duties as may be required by the Head Teacher within the grading level of the post and the competence of the post holder.

The school will endeavour to make any necessary reasonable adjustments to the job and the working environment to enable access to employment opportunities for disabled job applicants or continued employment for any employee who develops a disabling condition.

This job description is current at the date below but will be reviewed on an annual basis and, following consultation with you, may be changed to reflect or anticipate changes in the job requirements which are commensurate with the job title and grade.

Employees Signature		**Date**	
Line Managers Job Title		**Date**	

Person Specification

	Criteria	Essential	Desirable	Assessment Method Application **A** Interview **I** Task **T**		
				A	I	T
Knowledge & Skills	Ability to connect with young people and gain their respect and support.	√		√	√	
	Able to establish a boundary with young people beyond which they do not step but to do so in a quiet and confident way retaining their respect.	√		√	√	
	Knowledge of student welfare and behaviour management strategies, skills and techniques.	√		√	√	
	A high level of enthusiasm, commitment, drive and determination to operate both independently and collaboratively at the highest possible standard.	√			√	
Qualifications	Current safeguarding training.	√		√		
	Designated Safeguarding Lead Training.		√	√		
Experience	Experience of working with young people 11-18.	√		√	√	
	Confident ICT skills.	√		√		√
	Confident with using Microsoft 365.	√		√		√
	Proven leadership experience or clear potential to develop high levels of leadership skills.	√		√	√	
	Knowledge of the use of SIMS.	√		√	√	
Attitude & Personal Qualities	Passion for working with young people 11-18.	√		√	√	
	Sensitive to young people's feelings and needs and able to be flexible in implementing policy and strategy in relation to managing their welfare needs.	√		√	√	
	Consistently calm and reflective in pressure situations.	√		√	√	
	Good organiser and administrator, able to meet tight deadlines.	√		√		√
	Ability to build positive relationships with, and gain the confidence of, staff and parents.	√		√		
	Honesty and Integrity.	√			√	
	Understanding the need to use discretion and respect confidentiality.	√			√	√
	Commitment to safeguarding and promoting the welfare of children and young people	√		√	√	
	Understanding of the requirements of data protection and disclosure of information.	√		√		√
	Ability to demonstrate an awareness of equality and diversity and to promote these through working practices.	√			√	
	Ability to work flexibly and outside of normal school hours.		√	√	√	
	Current driving licence and car for travel and transport between Sandringham & Longbridge sites.		√		√	

Our Ethos and Values

BRAVERY
EXCELLENCE
SELF-DISCIPLINE
TEAM-BA

The Barking Abbey way is to give and expect the **BEST**.

We asked pupils to select three words that describe Barking Abbey to them. The most popular responses became the core values of our school.

BELONG BARKING **ASPIRE** ABBEY **SUCCEED** SCHOOL

Our vision is to provide a happy, caring and stimulating environment where all students will recognise and be given opportunities to maximise their potential – academically, spiritually and socially - and ensure that they are well equipped to meet the challenges of education, work and life.

Barking Abbey aspires to:

- Develop confident, articulate, assertive young people.
- Foster well-rounded, empowered, resilient, independent young people.
- Nurture young people who will go out and change the world for the better.
- Enhance opportunities through creating an inspirational learning environment where all students aspire to achieve their potential - ensuring that no student is left behind.
- Raise aspirations – giving students the necessary tools to explore and be who they want to be.
- Encourage individuals to be adaptable, aspirational and unafraid to question and evaluate.
- Engender a sense of belonging, and of pride in the school, themselves and their wider community.

Barking Abbey is a heavily over-subscribed split site secondary school in the London Borough of Barking and Dagenham, and has a well-deserved reputation for its friendly and supportive atmosphere and its excellent academic achievements. With a large KS5 provision and an Additional Resourced Provision (ARP) on both of our campuses, the school provides a varied role for the right individual.



Sandringham Campus
Sandringham Road
Barking
Essex
IG11 9AG

Longbridge Campus
Longbridge Road
Barking
Essex
IG11 8UF

www.barkingabbeyschool.co.uk