

**JOB DESCRIPTION**

<b>Post Title</b>	<b>Student Engagement and Inclusion Officer</b>
<b>Salary Scale / Grade</b>	<b>NJC Scale 5</b>
<b>Hours / Weeks per year</b>	<b>37 hours per week, term time plus 1 week (5 additional days)</b>
<b>Responsible to</b>	<b>Assistant Headteacher - Pastoral Care</b>

**Job Purpose**

The Student Engagement and Inclusion Officer supports the implementation of the school’s Behaviour and Culture Policy by providing proactive, relational and targeted support to students whose behaviour may impact their learning or the learning of others. The role promotes high expectations alongside inclusive practice, ensuring students are supported to regulate, reflect, repair relationships and successfully re-engage with learning.

Working closely with teaching staff, pastoral leaders, SEND and families, the postholder delivers early intervention, coordinates restorative approaches following incidents and contributes to behaviour support planning. Through this work, the Student Behaviour and Inclusion Officer plays a key role in maintaining a calm, safe and inclusive environment where all students can thrive.

**Operational Responsibilities – Student Engagement and Inclusion Officer**

**1. Relational Behaviour Support**

- Provide calm, relational support to students experiencing dysregulation, conflict or behavioural difficulty.
- Facilitate restorative conversations between students and staff following incidents, supporting reflection and repair.
- Support students to understand expectations using the school’s graduated approach to behaviour.
- Model positive relational language, de-escalation strategies and inclusive practice.

**2. Visibility, Patrol and Early Intervention**

- Maintain a visible presence across the school throughout the day, including lesson changeovers, corridors and social spaces.
- Undertake regular “on patrol” duties to identify emerging issues, provide early intervention and prevent escalation.
- Respond to on-call requests and support staff with behaviour incidents in a calm and consistent manner.
- Build positive relationships with students through proactive check-ins and informal mentoring.

**3. Classroom, Removal and Reintegration Support**

- Support students who require short-term removal from lessons, ensuring they are regulated, supervised and able to complete reflection or learning tasks.
- Facilitate structured reintegration back into lessons following incidents or absence.

- Work alongside teachers to implement supportive strategies and reasonable adjustments.
- Support transitions at key pressure points during the day.

#### **4. Targeted Intervention**

- Deliver targeted behaviour and inclusion interventions for students identified through behaviour data or pastoral referral.
- Contribute to the development, implementation and review of Behaviour Support Plans.
- Provide mentoring, check-ins and coaching to support self-regulation, attendance and engagement.
- Support students following suspension, off-site provision or significant behaviour incidents.

#### **5. Social Time Support (Including Lunchtime Duty)**

- Support the supervision of lunchtime and other social times, focusing on positive engagement, safety and early intervention.
- Identify and support students who may find unstructured time challenging.
- Facilitate structured activities, calm spaces or restorative conversations during social times where appropriate.
- Work collaboratively with duty staff to maintain a safe, inclusive environment.

#### **6. Data, Recording and Communication**

- Maintain accurate records of interventions, restorative work and student support.
- Monitor behaviour patterns and share concerns with pastoral leaders.
- Support evaluation of behaviour strategies and contribute to behaviour review meetings.
- Communicate effectively with staff and families regarding support strategies when required.

#### **7. Collaboration and Inclusion**

- Work closely with Heads of Year, SEND, safeguarding and teaching staff to coordinate support.
- Attend pastoral meetings as required.
- Contribute to whole-school approaches that promote belonging, inclusion and positive behaviour.
- Support students to access learning by reducing barriers linked to behaviour, anxiety or regulation.

#### **8. Professional Responsibilities**

- Uphold the school's values and relational practice principles.
- Maintain calm, consistent professional conduct at all times.
- Participate in training relating to behaviour, safeguarding, SEND and trauma-informed practice.
- Carry out other reasonable duties in line with the purpose of the role.

**Review:**

This job description is subject to annual review and / or change at other times in response to identified needs. It is expected that the post holder will undertake additional duties, as required, and in agreement with their line manager, to operate in a flexible environment.

February, 2026.

## PERSON SPECIFICATION

### Qualifications & Training

**Essential**

- GCSE English and Mathematics (or equivalent).
- Commitment to ongoing professional development.

**Desirable**

- Relevant qualification in education, youth work, psychology, counselling or social care.
- Training in behaviour support, restorative practice, trauma-informed practice or SEND.

### Experience

**Essential**

- Experience working with children or young people in an educational, youth or care setting.
- Experience supporting students with behavioural, emotional or social needs.
- Experience building positive relationships with young people and managing challenging situations calmly.

**Desirable**

- Experience working in a secondary school pastoral or behaviour role.
- Experience delivering interventions or mentoring programmes.
- Experience supporting students with SEND, SEMH or anxiety-based needs.
- Experience facilitating restorative conversations.

### Knowledge & Understanding

**Essential**

- Understanding that behaviour is a form of communication.
- Knowledge of strategies to support regulation, de-escalation and inclusion.
- Understanding of safeguarding responsibilities when working with young people.
- Awareness of the importance of consistency and high expectations.

**Desirable**

- Understanding of relational practice and restorative approaches.
- Knowledge of behaviour data systems (e.g. Arbor or similar).
- Awareness of graduated responses to behaviour and targeted support planning.
- Understanding of barriers to learning including SEND, trauma and attendance issues.

## **Skills & Abilities**

### **Essential**

- Excellent interpersonal and communication skills.
- Ability to remain calm under pressure and respond to incidents in a measured way.
- Ability to build trust while maintaining professional boundaries.
- Strong observation skills and ability to identify emerging issues.
- Ability to work collaboratively with staff, families and external professionals.
- Ability to record information accurately and maintain confidentiality.
- Good organisational skills and ability to prioritise during a fast-paced school day.

### **Desirable**

- Coaching or mentoring skills.
- Confidence supporting classroom practice and reintegration.
- Ability to analyse behaviour patterns and contribute to intervention planning.
- Facilitation skills for group work or reflection sessions.

## **Personal Attributes and attitudes**

### **Essential**

- Warm, approachable and consistent presence.
- Resilient, patient and solution-focused.
- Committed to inclusion and maintaining high expectations for all students.
- Reflective and open to feedback.
- Able to be visible across the school and proactive in providing support.

### **Desirable**

- Passion for relational practice and school culture.
- Interest in behaviour research or youth development.
- Confidence leading aspects of provision such as reset spaces or interventions.