



Behaviour Support Worker

ROLE INFORMATION PACK

Role	Behaviour Support Worker
Main Location	Queensway School, across its North and South sites in Telford
School Website	https://queensway.school
Status	Permanent, term time plus agreed additional days
Contract Type	Support Staff
Salary	NJC Scale 6
Accountable to	Senior Leader responsible for Behaviour and Pastoral Support
Application deadline	12 th October by 5pm
Interview dates	w/c 19 th October
Enquiries and applications to	kerriann.hughes@lct.education



Mission Statement

Delivering an inclusive, compelling and transformative education that empowers young people, both in the classroom and beyond, preparing them for the rapidly changing world ahead.



Vision

Developing compassionate, resilient and inspirational young people who can thrive within an ever-changing global community.



Our values



A Trust With Heart

We place our young people, staff and families at the heart of everything we do; we empower our young people to become compassionate, caring, humble and inspirational individuals.



Never Leave A Child Behind

We support all our young people to ensure that - regardless of their background or starting point - they can achieve exceptional educational outcomes.



Thriving Community

We passionately believe that a positive, thriving community is the heartbeat of the academy. We embrace our collective strength to create a range of opportunities that enhance the lives of our young people and families whilst also acknowledging and celebrating the distinctiveness and individuality of each academy's community.



Together We Are Stronger

We are united in our vision to ensure the best learning experiences for our young people, staff, and community through strong relationships and effective



Successful Young People

We create a pride in our academies and a thirst for learning that raises aspirations and ensures our young people are ambitious - both within school life and through extensive enrichment offers - to prepare them for the global community.



Learning For All

We deliver compelling, transformative and reflective learning in our classrooms, celebrating the differences of each academy's community, inspiring all our young people and staff to be the very best that they can be.



Respect For All

We celebrate equality, diversity, inclusivity and individuality because we believe that we have far more in common than that which divides us.



Coping With The Challenges Of Life

We develop resilience within all our young people and staff to ensure a mindset for success and readiness to thrive in an ever-changing global community.

Together, with our families, our staff and our communities, we are stronger.

At the Learning Community Trust, we are proud to lead a family of academies that spans education from early years through to post-16 within our specialist settings. We serve thousands of young people and staff across our academies and take our responsibility seriously, placing our young people, staff, and families at the heart of everything we do.

Our mission is so important to us all, we all work tirelessly to deliver an inclusive, compelling, and transformative education that empowers young people both in the classroom and beyond, preparing them for the rapidly changing world ahead. We are united by a shared vision: to develop compassionate, resilient, and inspirational individuals who are ready to thrive in an ever-changing global community.

Our eight core values: A Trust With Heart, Successful Young People, Never Leave A Child Behind, Learning For All, Thriving Community, Respect For All, Together We Are Stronger, and Coping With the Challenges of Life create our daily moral compass and guide every decision we make and every service we offer.

We believe that every young person deserves access to a rich and inspiring educational experience, one that fosters a mindset for success and importantly, prepares them to be global citizens. Across our Trust, we are proud to celebrate equality, diversity, inclusivity, and individuality, recognising that we have far more in common than that which divides us. Each of our academies is distinctive, with its own ethos and community, yet all are united in our commitment to exceptional outcomes and shared trust values.

Our success is rooted in a steadfast commitment to the professional growth and well-being of our staff. We believe that when our teams are empowered, supported, and continually developing, they create the foundation for truly exceptional learning experiences. That's why we invest in high-quality training, leadership development, and well-being initiatives that nurture both personal and professional growth. By fostering a culture of care, collaboration, and continuous improvement, we ensure that our staff feel valued, inspired, and equipped to make a lasting impact in the lives of our young people.

To ensure we remain focused and forward-thinking, we have developed a robust Five-Year Strategic Plan. This plan is more than a roadmap; it is a commitment to realising our mission and values across every academy and community we serve. Grounded in our eight core values, the plan sets out clear priorities, aligns resources,

and establishes measurable goals. It unites leaders, educators, families, and partners around a shared vision, ensuring we are prepared to meet challenges and lead with clarity, compassion, and impact.

A key strength of our organisation is our commitment to investing in the people who work within our Trust. We believe that when staff are supported to grow, our academies flourish. That's why professional development is at the heart of our offer. Every colleague, whether in teaching, leadership, support, or operations, benefits from access to CPD pathways designed to build expertise, confidence, and career progression.

No academy within our Trust stands alone. We work collaboratively to share best practice, provide targeted support, and create opportunities for staff to connect, learn, and lead. From coaching and mentoring to leadership development and subject networks, our CPD offer is designed to meet the needs of every role and every stage of a career. Our aim is simple: to empower educators to deliver exceptional outcomes for young people, while building fulfilling and sustainable careers.

We are proud of our reputation, both regionally and nationally, for strong educational outcomes and community focus. Our academies work closely together, sharing best practice across phases and settings to create thriving learning environments. We believe that Together We Are Stronger, and through collaboration, we can build a resilient, inclusive educational system where every young person can flourish.

Thank you for considering the Learning Community Trust as your partner in education. We look forward to working with you to create lasting, positive change for your school and your community.



Paul Roberts

Chief Executive Officer



Working in Queensway

Queensway is a specialist school in Telford supporting children and young people with Social, Emotional and Mental Health needs and Communication and Interaction needs, including autism. Across its specialist provision, the school is united by a clear belief that every pupil can thrive when they feel safe, understood and supported.

Relationships are central to life at Queensway. As a Trauma Informed Gold school with Advanced Autism Accreditation, staff use consistent, nurturing and evidence-informed approaches to help pupils regulate, build trust and engage positively with learning. High expectations sit alongside empathy, clear boundaries and carefully personalised support.

Pupils benefit from a broad and ambitious curriculum, therapeutic support and opportunities that develop resilience, confidence, independence and preparation for adulthood. Queensway's strong academic, vocational and personal outcomes reflect the commitment of staff who focus on possibilities rather than barriers.

The school works closely with families, external professionals and the wider community so that support is coordinated around each child. Queensway is also entering an exciting period of development,

including new purpose-built SEMH facilities that will strengthen collaboration and create further opportunities for pupils and staff.

As a Behaviour Support Worker, you will be a visible and trusted member of this community. You will help pupils move safely around school, recognise and respond to early signs of distress, support emotional regulation and use relational, restorative and trauma-aware approaches to help pupils return to learning.

We are looking for someone calm, resilient and dependable who can build positive relationships while maintaining clear and consistent boundaries. You will work closely with teachers, pastoral and SEND colleagues, safeguarding staff and leaders to create a safe, orderly and nurturing environment in which every pupil can succeed. If you share our commitment to inclusion and believe in the potential of every child, we would be delighted to receive your application.

Alison Ashley

Director of Specialist Education, LCT



Why work for the Learning Community Trust?

The Learning Community Trust, is a large employer with staff working in all sectors of education as leaders, teachers, educational and pastoral support, business support, and other services across our growing trust.

We are committed to ensuring that Learning Community Trust is an outstanding employer. Recruiting, developing and supporting the best staff is essential to the success of our Trust and academies. Our head office is based in the heart of Telford, with academies across Telford and Shropshire and excellent road and rail links to the West Midlands and beyond.

- **Flexible working and work-life balance** — We recognise the importance of balancing work with personal commitments. Where the role allows, working patterns, core hours and home-working arrangements can be discussed and agreed, while ensuring the needs of the post, school and Trust continue to be met.
- **Generous pension provision** — Staff are automatically enrolled into the relevant pension scheme, with employer contributions through either the Teachers' Pension Scheme or the Local Government Pension Scheme.
- **Holiday and special leave** — Holiday entitlement varies by role, but support staff receive a generous annual leave allowance plus bank holidays, with additional entitlement awarded after five years' service. Our special leave policy also supports staff through important life events and family milestones.
- **Comprehensive induction, CPD and career development** — We are committed to helping colleagues grow throughout their careers, with structured induction, ongoing training, professional development, instructional coaching and opportunities for progression across our Trust.
- **Health and wellbeing support** — Staff have access to wellbeing resources, free eye tests, flu vaccinations, occupational health support and an Employee Assistance Programme offering confidential advice and support for employees and their families.



- **Counselling support** — Employees can access independent counselling support, helping colleagues and their families receive timely advice and support when they need it most.
- **Family-friendly policies** — We understand that family life and caring responsibilities matter. Our policies are designed to support colleagues through key life stages, including becoming a parent, growing a family or caring for dependants.
- **Financial protection and peace of mind** — We offer supportive sick pay arrangements and death in service benefits, providing reassurance and financial protection should the unexpected happen.
- **Salary sacrifice schemes** — Staff can access practical schemes to support financial wellbeing, including salary sacrifice options.
- **Modern working environments and the right equipment** — Our academies provide safe, modern and well-equipped working environments, with the technology, systems and resources colleagues need to work effectively, including remote access where appropriate.
- **Collaboration across a growing Trust** — Staff benefit from working across a diverse family of primary, secondary and specialist academies, sharing expertise, developing practice and contributing to Trust-wide improvement.
- **Additional staff perks** — Depending on the site, colleagues may benefit from discounted freshly prepared meals, free parking and access to facilities such as gyms and swimming pools at reduced rates or free of charge.



Behaviour Support Worker

ROLE OVERVIEW

This is a practical and highly visible role at the heart of Queensway's behaviour and pastoral provision. You will provide calm, skilled and consistent support for pupils with autism, communication and interaction needs, SEMH needs and associated complex needs, helping to keep the school safe, orderly and nurturing.

Working across classrooms, corridors, shared spaces, outdoor areas and designated support rooms, you will respond proactively during transitions, unstructured times and incidents of dysregulation. Using trauma-aware, relational, restorative and co-regulation approaches, you will reduce risk, promote emotional safety and support pupils to re-engage with learning.

You will need emotional resilience, sound judgement, professional curiosity and the ability to build trusting relationships while maintaining clear boundaries. Working closely with teachers, pastoral and SEND colleagues, safeguarding staff, leaders, families and external professionals, you will help each pupil feel understood, supported and ready to succeed.

Job Description

Main purpose

To work as part of Queensway School's behaviour and pastoral team, providing visible, calm and skilled support for children and young people with communication and interaction needs, autism, social, emotional and mental health needs and associated complex needs.

The postholder will help maintain a safe, secure and nurturing environment by supporting pupils to regulate, engage positively with learning and move safely around the school. They will respond proactively outside the classroom, during transitions and unstructured times, and following incidents of dysregulation or behaviour of concern.

Using trauma-aware, relational, restorative and co-regulation approaches, the postholder will reduce risk and help pupils return to learning as quickly and appropriately as possible. The role requires consistency, emotional resilience, teamwork and positive professional relationships with pupils, colleagues, families and external professionals.

Duties and responsibilities

Behaviour support, safety and supervision

- Provide visible behaviour support across the school site, including corridors, shared spaces, outdoor areas and designated support rooms.
- Work as part of a coordinated team to keep pupils safe, secure and appropriately supervised throughout the school day.
- Support safe and orderly movement during arrival, departure, transitions, break and lunchtime.
- Respond promptly and calmly to dysregulation, conflict, distress or behaviour of concern, following agreed procedures.
- Use de-escalation, co-regulation, restorative and relational approaches to reduce risk and help pupils regain emotional control.
- Support pupils to re-engage with learning in line with their individual needs, EHCP outcomes and agreed plans.

Specialist support for pupils' needs

- Support pupils with autism, SEMH needs, communication and interaction needs, ADHD, sensory processing differences and other complex needs.
- Apply individual behaviour support plans, risk assessments, positive handling plans and agreed regulation strategies consistently and sensitively.
- Recognise early signs of distress, anxiety, sensory overload or escalating behaviour and take appropriate preventative action.
- Use clear, predictable communication, adapting language, pace, tone and approach to individual pupils.
- Promote independence, resilience, confidence and self-regulation through consistent routines and positive reinforcement.
- Contribute to a nurturing, inclusive and therapeutic culture where pupils feel known, understood and supported.

Team working, communication and intervention

- Work closely with teachers, teaching assistants, pastoral leaders, SEND staff, safeguarding colleagues and senior leaders to provide consistent support.
- Share timely information so pupil support is coordinated, proportionate and responsive.
- Contribute to planned behaviour, pastoral and SEMH interventions for individuals or small groups.
- Support pupils to reflect on incidents, repair relationships and understand the impact of their choices where appropriate.
- Liaise professionally with parents, carers and external professionals when directed by senior staff.
- Attend relevant briefings, handovers and meetings to support effective information sharing and risk management.

Recording, monitoring and safeguarding

- Maintain accurate, timely and objective records of incidents, interventions, pupil responses and follow-up actions using school systems.
- Report safeguarding concerns immediately in line with school and Trust procedures.
- Support the implementation and review of pupil risk assessments through accurate factual observations.
- Follow agreed procedures for searching, supervision, withdrawal, physical intervention and emergency responses where trained and authorised.
- Maintain confidentiality and handle sensitive pupil information appropriately.
- Promote a safe, respectful and orderly environment in line with safeguarding, behaviour and health and safety policies.

Professional standards and school ethos

- Model calm, respectful and professional behaviour, including in challenging or unpredictable situations.
- Uphold Queensway School's values and help pupils become resilient, confident, happy and successful.
- Maintain high expectations while recognising the impact of SEND, trauma, communication needs and emotional regulation difficulties on behaviour.
- Promote positive relationships, emotional safety and belonging for every pupil.
- Work flexibly across the school day and wherever behaviour support is most needed.
- Undertake required training, including safeguarding, behaviour, autism, SEMH, de-escalation and physical intervention.

Partnership and continuous improvement

- Contribute factual observations and practical insight to reviews of pupil support and risk management.
- Work consistently with agreed whole-school approaches and support colleagues to maintain clear routines and boundaries.
- Reflect on practice, seek feedback and contribute constructively to team learning.
- Support the wider life of the school and contribute to improvement priorities relevant to behaviour, attendance, inclusion and pupil wellbeing.

Professional development

- Keep knowledge and understanding current by reflecting on practice, seeking guidance and identifying relevant development needs.
- Take opportunities, with school support, to build the skills, qualifications and experience required for the role.
- Undertake regular training in safeguarding, SEND, behaviour, autism, SEMH, de-escalation and physical intervention as required.
- Attend briefings, supervision, meetings and professional development activities relevant to the role.
- Keep up to date with educational developments, relevant legislation and school and Trust procedures.
- Participate fully in performance management and agreed development planning.

Other Responsibilities

- Responsibility for safeguarding and promoting the welfare of children.
- Comply with and assist with the development of policies and procedures relating to child protection, health, safety and security, confidentiality and data protection, reporting all concerns to an appropriate person.
- Be aware of and comply with all schools policies and procedures
- Be aware of and support difference and ensure equal opportunities for all
- Contribute to the overall ethos and aims of the Schools and Trust
- Appreciate and support the role of other professionals
- Attend and participate in relevant meetings, training and learning activities as required

The postholder may be required to carry out any other duties that are commensurate with the post. Whilst every effort is made to explain the main duties and responsibilities of the post each individual task undertaken may not be identified.

This job description is subject to review by the line manager in negotiation with the post holder at any time. However, an annual review of this job description and allocation of responsibilities will take place as part of agreed performance management arrangements.

Person Specification

Person Specification	Essential	Desirable
Qualifications	GCSE in English and maths, or equivalent.	- Relevant qualification in education, youth work, behaviour support, counselling, mentoring, SEND or pastoral support. - Training in autism, trauma-informed practice, restorative practice, Team Teach, MAPA or equivalent approaches. - Professional development in safeguarding, SEND, behaviour, pastoral support or working with children and young people.
Work or Relevant Experience	- Experience of working with children and young people in education, specialist provision, youth, care or a similar setting. - Experience of supporting behaviour, emotional regulation, SEMH or additional needs. - Experience of responding calmly to challenging situations and following agreed procedures. - Experience of working as part of a team to maintain safety, supervision and consistency.	- Experience in a special school, alternative provision or SEMH/autism setting. - Experience supporting pupils during transitions, unstructured times or after dysregulation. - Experience contributing to behaviour support plans, risk assessments or pastoral interventions.
Skills and Knowledge	- Understanding of safeguarding, child protection, confidentiality and professional boundaries. - Understanding of how SEND, autism, ADHD, sensory needs, trauma and SEMH can affect behaviour and communication. - Ability to build trusting relationships while maintaining clear, consistent boundaries. - Ability to use de-escalation, co-regulation and restorative approaches appropriately. - Clear, professional and sensitive communication with pupils, staff, families and professionals. - Ability to record information accurately, objectively and promptly using school systems.	- Knowledge of EHCPs, behaviour support plans, positive handling plans and pupil risk assessments. - Knowledge of therapeutic, relational or trauma-aware approaches to behaviour. - Confidence using school information systems and Microsoft Office.

Person Specification

Personal Attributes	• Calm, resilient and emotionally regulated when managing challenging situations. • Warm, approachable and able to engage pupils who may find trust difficult. • Reliable, observant and proactive in identifying and reducing risk. • Team-focused, flexible and willing to support colleagues across the school. • Committed to equality, inclusion and the dignity of all pupils. • Able to combine high expectations with empathy and understanding of individual needs.	• Commitment to specialist education and improving outcomes for pupils with complex needs. • Reflective practitioner who is open to feedback, supervision and ongoing professional learning.
Special Conditions	• Sufficiently fluent in spoken English to perform the role effectively. • Able to work flexibly across the school site and school day to meet pupils' needs. • Willingness to undertake an enhanced Disclosure and Barring Service check. • Committed to safeguarding and promoting the welfare of children and young people.	• Ability to support pupils safely in a range of indoor and outdoor school environments.



How to apply

Please complete our application form which can be downloaded from [Our vacancies - Learning Community Trust](#) following the relevant job advert. Please complete highlighting your relevant experience, skills, and personal qualities. Once completed email to the email address on the front of this role information pack by the deadline.

Interviews will be offered to applicants who best match the person specification and job description.

If invited for an interview, bring evidence of essential and desirable qualifications and documents for the DBS application process.

We are committed to providing a fair and accessible recruitment process. If you require any adjustments at any stage, please contact us using the email address provided at the start of this pack.

Important Notes:

- Please complete all elements of the application form, incomplete forms will not be put through shortlisting.
- CVs are not accepted.
- If shortlisted, references will be requested before interview
- All shortlisted candidates will be visited in their current setting ,where possible.

Please note that by submitting an application you agree for your personal data to be processed in line with the trust's privacy notices. Further information can be found at [Privacy Policy - Learning Community Trust](#)

Trust commitment to Safer Recruitment and Safeguarding:

The Learning Community Trust is committed to safeguarding and promoting the welfare of children and expects all staff and volunteers to share this commitment:

- All offers of employment are subject to an Enhanced DBS check, children's barred list check and, where applicable, a prohibition from teaching check.
- An online social media check will be undertaken for all shortlisted candidates prior to the interview.
- This post is exempt from the Rehabilitation of Offenders Act 1974 (Exceptions) Order 1975 (2013, 2020 and 2023). Guidance on disclosing convictions can be found on the Ministry of Justice website.
- Under the Immigration Act 2016, candidates for customer-facing roles must meet the necessary standard of spoken English.
- It is an offence to apply if barred from engaging in regulated activity relevant to children.
- Any offer of employment is subject to medical fitness, satisfactory references, right to work in the UK, satisfactory online check and an Enhanced DBS check.
- References will be requested and checked prior to any interview and in line with the Learning Community Trust recruitment and selection process.
- Applicants must have current right to work visa status, this role does not support visa applications

For more information regarding our commitment to safeguarding, visit

<https://lct.education/statutory-information/safeguarding> to find view the latest statutory guidance.



Learning
Community Trust

Learning Community Trust
2.02-2.06 Grosvenor House
Central Park
Telford
TF2 9TW



For more information please visit lct.education