Job Description

JOB TITLE	Behaviour Intervention Officer (BIO)
JOB FAMILY	Pastoral
PHASE	Secondary
HOURS	37 Hours per week, 38 weeks per year
REPORTING TO	Behaviour & Pastoral Manager
RESPONSIBLE FOR	Not Applicable

Job Purpose

The Behaviour Intervention Officer (BIO) will provide a proactive, visible and responsive behaviour intervention service across the school, supporting the consistent implementation of the Behaviour and Culture Policy and maintaining a safe, calm and orderly environment in which students can learn.

The BIO will act as a frontline responder to behaviour incidents, using effective communication, conflict management and de-escalation techniques to manage challenging situations, minimise disruption and support students to return to learning. The role involves maintaining a strong operational presence throughout the school day, proactively patrolling corridors and communal areas, responding to classroom incidents, locating and supporting students who are out of lessons, and ensuring the safe and orderly movement of students around the school.

The BIO will work confidently with students displaying persistent, disruptive, confrontational or potentially aggressive behaviours, applying clear boundaries, sound professional judgement and a consistent, relational approach that promotes positive behaviour, personal responsibility and student wellbeing.

This is a highly active and demanding role requiring emotional resilience, situational awareness, adaptability and the ability to respond calmly and effectively to unpredictable and challenging situations.

Duties and Responsibilities

Frontline Behaviour Intervention and Incident Response

- Act as a first responder to behaviour incidents across the school, providing timely and effective intervention to minimise disruption and maintain a safe learning environment.
- Respond promptly to requests for behaviour support from teaching and support staff, assessing situations and taking appropriate action in accordance with the school's Behaviour and Culture Policy.
- Manage challenging, confrontational and potentially aggressive student behaviour using effective communication, conflict resolution and de-escalation techniques.
- Maintain a calm, confident and professional approach when responding to difficult situations, applying clear boundaries and expectations without unnecessarily escalating incidents.
- Exercise sound professional judgement when responding to incidents, recognising potential risks, taking appropriate immediate action and escalating serious concerns to relevant senior or safeguarding staff.
- Support the safe and appropriate movement of students from classrooms or other areas to designated supervision, reflection or inclusion provisions, in accordance with school procedures.
- Work collaboratively with teaching staff and school leaders to resolve behaviour incidents, restore calm and minimise disruption to learning.
- Apply the school's behaviour procedures consistently, ensuring interventions are reasonable, proportionate and appropriate to the individual circumstances.

Proactive Behaviour Management and School Supervision

- Maintain a highly visible and proactive presence throughout the school day, regularly patrolling corridors, communal areas and other designated locations.
- Identify and respond promptly to students who are out of lessons without authorisation, establishing the reasons for their absence and supporting their return to classrooms or appropriate supervision.
- Proactively identify emerging behaviour concerns, potential conflicts and situations likely to cause disruption, intervening early to prevent escalation.
- Support the orderly and safe movement of students between lessons, during transitions and at other key points throughout the school day.
- Monitor identified behaviour hotspots and areas of concern, taking appropriate action to address disruption and maintain a calm and purposeful school environment.
- Collect, escort and supervise students within designated inclusion or behaviour support provisions, ensuring that school expectations and procedures are followed.
- Support the supervision of students during breaks, lunchtimes, before and after school, and other designated periods as required.
- Supervise student access to toilets and other designated facilities in accordance with school procedures.
- Support the administration and safe escorting of students attending alternative suspension arrangements, where required.

- Model and reinforce the school's behaviour expectations, promoting consistency and positive conduct across the school.

Student Behaviour Support, Reintegration and Restorative Practice

- Build positive, professional relationships with students, using relational practice, clear communication and consistent boundaries to promote positive behaviour.
- Support students to regulate their emotions and behaviour, understand expectations and consequences, and make appropriate choices.
- Undertake appropriate follow-up discussions following behaviour incidents, using restorative approaches where suitable to encourage reflection, accountability and positive relationships.
- Support students to return successfully to classrooms following behaviour incidents, working with teaching staff to minimise further disruption.
- Develop and implement agreed behaviour intervention strategies for individual students or groups to address recurring concerns and remove barriers to learning.
- Identify students experiencing persistent behaviour difficulties and share relevant information with pastoral and senior staff to inform appropriate interventions.
- Provide mentoring and targeted support to students where required, encouraging improved engagement, behaviour and achievement.
- Support students experiencing difficulties arising from school, home or personal circumstances, referring concerns to appropriate pastoral or safeguarding colleagues.
- Participate in intervention and reintegration meetings with parents and carers, contributing to the development and implementation of agreed behaviour support plans.
- Promote an inclusive and respectful environment, recognising that challenging behaviour may reflect additional needs, emotional distress or other underlying difficulties.

Behaviour Investigations, Recording and Communication

- Undertake investigations into student behaviour incidents as directed, gathering relevant information and preparing accurate and factual incident records.
- Prepare serious incident documentation and supporting evidence in accordance with school procedures.
- Record behaviour incidents, interventions and follow-up actions accurately and promptly using the school's designated information systems.
- Communicate significant incidents, emerging concerns and patterns of behaviour to relevant staff to support consistent and effective management responses.
- Monitor the implementation of agreed behaviour actions and interventions, identifying matters requiring further follow-up or escalation.
- Work closely with teachers, Student Engagement Workers, pastoral colleagues and senior leaders to ensure a coordinated approach to behaviour management.
- Support the administration of suspension arrangements, including coordinating work provided by teaching staff and ensuring appropriate arrangements for collection and marking.
- Maintain confidentiality and ensure sensitive student information is shared appropriately in accordance with Trust procedures

Safeguarding, Student Welfare and Professional Practice

- Promote and safeguard the welfare of children and young people, recognising and reporting concerns in accordance with the Trust's safeguarding and child protection procedures.
- Recognise when challenging behaviour may indicate unmet needs, emotional distress, additional learning needs or safeguarding concerns, and take appropriate action.
- Maintain appropriate professional boundaries and demonstrate respectful, non-discriminatory and child-centred practice.
- Follow the school's policies, procedures and training requirements relating to behaviour management, physical intervention, restrictive practices, health and safety and incident reporting.
- Use physical intervention only where lawful, necessary and proportionate, in accordance with relevant guidance and school procedures.
- Support student welfare and wellbeing, including administering first aid where appropriately trained and authorised.
- Model the Trust's values and expected standards of professional conduct in all interactions with students, colleagues and parents.

Support for The ARCH

- Supervise and manage the school's internal alternative provision (The ARCH), ensuring a structured, supportive, and purposeful learning environment.
- Coordinate and oversee students placed in The ARCH, maintaining high expectations for behaviour, attendance, and engagement.
- Ensure students complete curriculum-aligned work that enables them to remain on track with their learning during time away from mainstream lessons.
- Liaise with teaching staff and curriculum leaders to secure appropriate learning materials and monitor academic progress.
- Deliver and coordinate intervention programmes that address behavioural, social, emotional, and educational needs to support successful reintegration.
- Develop and implement personalised reintegration plans for students returning to mainstream education following internal provision, suspension, or prolonged absence.
- Monitor the progress and wellbeing of students accessing The ARCH and evaluate the impact of interventions.
- Provide targeted support for students returning to education following long-term absence, including those supported through Fair Access Panel placements.
- Maintain accurate records, reports, and documentation relating to student placement, intervention, progress, and reintegration outcomes.
- Promote positive behaviour, resilience, and engagement, supporting students to develop the skills needed for sustained success within the school community.
- Ensure safeguarding procedures are followed at all times and raise concerns in line with school policy.
- Contribute to whole-school strategies aimed at reducing exclusions, improving attendance, and increasing student engagement and achievement.

Working with colleagues and other relevant professionals

- Work with colleagues to achieve school objectives and targets
- Collaborate and work with colleagues and other relevant professionals within and beyond the school
- Develop effective professional relationships with colleagues

Whole-school organisation, strategy and development

- Contribute to the development, implementation and evaluation of the school's policies, practices and procedures, so as to support the school's values and vision
- Make a positive contribution to the wider life and ethos of the school
- Ensure that pupils work together positively and co-operatively, with good behaviour in line with the school's policy and procedures.
- Encourage and promote the social and emotional development of pupils

Professional development

- Help keep own knowledge and understanding relevant and up-to-date by reflecting on their own practice, liaising with school leaders, and identifying relevant professional development to improve personal effectiveness
- Take opportunities to build the appropriate skills, qualifications, and/or experience needed for the role, with support from the school
- Take part in the school's appraisal procedures
- Attend meetings and training sessions as required

Personal and professional conduct

- Uphold public trust in the education profession and maintain high standards of ethics and behaviour, within and outside school
- Have proper and professional regard for the ethos, policies and practices of the school, and maintain high standards of attendance and punctuality
- Demonstrate positive attitudes, values and behaviours to develop and sustain effective relationships with the school community
- Respect individual differences and cultural diversity

Generic Duties relevant to all members of Staff

The Trust

- The ethos of our Trust is "Transforming Life Chances." All staff are expected to be committed to this aim in everything they do.

- It is expected that all staff work collaboratively as members of the Trust to share good. practice, resources and ideas and realise the Trust's visions and aims. All staff should act with professional integrity at all times, following the "Code of Conduct."
- You will be based at The Portsmouth Academy. However, you may be asked to work at any of the other academies within the Trust or partner schools, and you should expect to travel between sites as required.

Teaching and Learning

- This is our core business and therefore it is an absolute priority. You are expected to support all teaching staff, irrespective of seniority, to ensure they concentrate on the core business.
- This may mean undertaking tasks outside of your area of responsibility where required.

ICT

- It is expected that all teaching and support staff follow the ICT Vision of the Trust.
- All staff will be expected to utilise ICT and to improve communication and reduce paper use.
- Security procedures must be followed when using ICT systems.
- All staff are expected to follow (and ensure students follow) the procedures as laid out in the Trust's Acceptable Use Policy. Staff are also expected to ensure that they follow Trust policies with regard to professional conduct when using ICT systems or Trust ICT equipment.

Health and Safety

- Employees are required to work in compliance with the Academy's Health & Safety Policies and under the Health and Safety At Work Act 1974 (as amended), ensuring the safety of all parties they come into contact with, such as members of the public, in premises or sites controlled by the Trust.

- In order to ensure compliance, procedures should be observed at all times under the provision of safe systems of work through safe and health environments, including information, training, and supervision necessary to accomplish those goals.

Safeguarding

- The Thinking Schools Academy Trust is committed to safeguarding and promoting the welfare of children and young people and all staff must ensure that the highest priority is given to following the guidance and regulations to safeguard children and young people.

  All staff are to have due regard for safeguarding and promoting the welfare of children and young people and to follow the child protection procedures adopted by the Thinking Schools Academy Trust. Any safeguarding or child protection issues **must** be acted upon immediately by informing the Designated Safeguarding Lead.

Equal Opportunities

- Actively promote the Trust's Equal Opportunities Policy and observe the standard of conduct which prevents discrimination taking place, maintaining awareness of and commitment to Equal Opportunity Policies in relation to both employment and professional relationships.

Data Protection

- Ensure confidentiality of personal data at all times by sharing, processing, obtaining, and advising on data in line with Trust Data Protection policies and procedures. Having due regarding for the high level of personal and special category data processed within your role.

- The Thinking Schools Academy Trust takes the responsibility of protecting and securing the data of Pupils, Staff, Parents, and all associated individuals very seriously. The Trust requires all staff to complete data protection training and to adhere to its Data protection policies and procedures. All staff must ensure that if they suspect a data breach, they must inform the Trust Data Protection officer immediately.

This job description forms part of the contract of employment of the person appointed to the post. The duties, responsibilities and accountabilities highlighted in this job description are indicative and may vary over time at the discretion of the Trust. This job description will be reviewed annually and is an integral part of the Appraisal and line management process.

The duties and responsibilities in this job description are not restrictive, and the post-holder may be required to undertake any other duties that may be required from time to time. Any such duties should not however substantially change the general character of the post.

I understand and agree to the job description of a **Behaviour Intervention Officer** within Thinking Schools Academy Trust.

Name:……

Signed: ……..

Date: ……

Person Specification

Education & Professional Qualifications

Essential	Desirable
GCSEs (or equivalent) in English and Maths at Grade C/4 or above	Relevant qualification in education, youth work, community safety, conflict management, security, care or a related discipline Relevant training in conflict management, de-escalation or positive behaviour support First Aid at Work Certificate or willingness to train

Experience

Essential	Desirable
At least 6 months experience of managing challenging, confrontational or unpredictable situations in a professional setting Experience of successfully managing conflict and de-escalating difficult situations Experience working in a demanding environment requiring resilience, adaptability and sound judgement Experience of establishing and maintaining clear professional boundaries when dealing with challenging individuals	Experience working with children or young people in an educational, care, youth work or similar setting Experience in security, armed forces, emergency services, community safety, youth justice, residential care or other relevant operational environments Experience implementing behaviour management strategies or supporting individuals with complex behavioural needs

Knowledge

Essential	Desirable
Computer literate: Ability to use IT systems to record information accurately and communicate effectively Understanding of effective conflict management and verbal de-escalation techniques Understanding of how to assess risk and respond appropriately to challenging or unpredictable situations Understanding of the importance of professional boundaries, proportionality and appropriate use of authority	Understanding of positive behaviour management, restorative practice and trauma-informed approaches

Personal Skills & Attributes

Essential	Desirable
Models the TSAT Values: Child First, Aspire, Challenge, Achieve Confident and professional when managing challenging behaviour and confrontation Remains calm, composed and effective under pressure Demonstrates strong situational awareness and sound professional judgement Establishes clear, fair and consistent boundaries without intimidation or unnecessary confrontation Demonstrates emotional resilience, self-awareness and the ability to manage personal responses to challenging situations Able to build positive, respectful relationships with young people Demonstrates initiative and the ability to make appropriate decisions within established procedures Adapts quickly to changing priorities and unpredictable situations Ability to quickly establish positive working relationships with a wide range of people from within the school Demonstrates empathy, fairness, inclusion and respect for individual differences	

Able to undertake the inherent physical requirements of a highly active role, with reasonable adjustments where appropriate Maintains confidentiality and accurate records Demonstrates high levels of accuracy & attention to detail Possesses the right to work in the UK	
Safeguarding & Welfare of the School Community	
Essential	Desirable
Knowledge, awareness, understanding & commitment to the protection and safeguarding of children & young people The ability to maintain appropriate relationships with all members of the school community Ability to maintain appropriate professional relationships and boundaries with children Demonstrates an awareness , understanding & commitment to equal opportunities	