



Trinity

LEARNING • LOVING • LIVING

JOB APPLICATION PACK

2025 -2026

Behaviour Officer & Head of Year

Required – 01/09/26

Mr David Lucas - Executive Headteacher

PRIMARY PHASE

Leahurst Road, London SE13 5HZ Tel: 0208 325 4551

SECONDARY PHASE

Taunton Road, Lee, London SE12 8PD Tel: 0208 852 3191

admin@trinity.lewisham.sch.uk

www.trinitylewisham.org



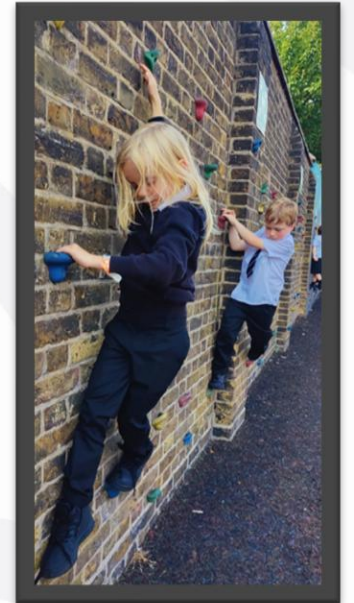


Trinity

LEARNING • LOVING • LIVING




*Join
the
family*
LEARNING • LOVING • LIVING



www.trinitylewisham.org



Welcome to Trinity CoE School.

Thank you for your enquiry about the post of a Behaviour Officer and Head Year at Trinity School, Lewisham. I hope this pack gives you all the information you need at this stage, and that we can look forward to your application. If you require any additional information or have any questions, please do not hesitate to contact us straight away.

Trinity all-through school is a thriving community, where our staff and pupils are enthusiastic, conscientious, talented and caring. We take appointing new staff very seriously and seek other professionals who are committed to young people and supporting Trinity to continue to move forward. We are very proud of our school and are seeking like-minded people to join us with our vision and ethos of enabling all pupils succeed in a happy and caring environment. The successful candidate will help support our inclusive vision in providing the very best education for all children and help us to achieve the next level of success.

Trinity is one school on two sites: are a two-form entry Primary School on Leahurst Road, London, SE13 5HZ; and a four-form entry Secondary School on Taunton Road, Lee, London SE12 8PD. Just a short walk between them.

The Primary Phase is in a renovated Victorian building that has a vast amount of space and facilities. We have a dedicated music room, food technology room and a large computer room alongside our library. We have 2 indoor spaces to use for PE / Whole School Worship and other events. We are lucky to have a large outdoor space as well.

The Secondary Site is a modern purpose-built building that has all the latest facilities. The building has a sense of space for all the school community. The Primary and Secondary Phase operate as one school to enable all pupils to gain the benefits from the through school ethos.

This academic year (2025/6) we volunteered for an early Ofsted inspection, and our full report can be found online. We are clearly 'Strong' in all areas. At Trinity pupils make rapid progress from their starting points. Pupils of all ages demonstrate detailed understanding across the subjects they study. Leaders are highly ambitious for children. Leaders systematically evaluate strengths and priorities for further improvement. Robust systems, and a keen analytical approach ensure that the school makes strategic decisions that put pupils' interests first. Trinity has established a highly positive culture that is conducive to learning. Pupils are settled and calm in the school. At Trinity pupils want to attend school and take their education seriously.





Trinity

LEARNING • LOVING • LIVING

Transition, Curriculum and Assessment is shared across the phases, as well as Staff Expertise. Students from both phases benefit from being part of a through school as well as our staff. Despite separate buildings our pupils share a set of distinctive characteristics which make them true Trinitarians.

We have a strong Character Education that ties us together from early years through to Year 11. From the start of their academic career our young people are skilled, nurtured and supported through a family structure.

We have a strong Christian community, in which children and adults can flourish. A community where pupils fulfil their potential and achieve the very best educational outcomes, enabling them to make good life choices, to uphold British Values, and to take their place as citizens of the wider world.

Our ethos says:

- We are a Learning Community
- We are a Loving family
- We are Living good lives

To find out more about our school please do visit our website, www.trinitylewisham.org, where you can look at the all-through school elements or the distinctiveness of each of the two phases.

The specific Job Description and Person Specification give the details for the job and highlight what we are looking for through this selection process. This booklet also provides you with our strategic plans which outlines our vision, ethos, distinctive characteristics and our priority work streams to help us develop towards outstanding. If you are interested, please do complete the application form. The details of the deadline can be found in the job advert attached at the back of this pack, as well as on our website.

We look forward to welcoming you to our family.

Thank you,



David Lucas - BSc (Hons), MA,
NPQH
Executive Headteacher



Janet Hills
Chair of Governors

The Interview Process

The best way to find out about the school is to visit and have a guided tour of the site.

- The deadline for applications will be at 9am on Sunday 28th June, 2026.
- Please email our Admin and HR manager (u.ezirim@trinity.lewisham.sch.uk) or post your application to her attention to ensure it arrives before this deadline.
- In the personal statement please give your reasons for applying for this post and say why you believe you are suitable for the position.
- Study the job description and person specification and describe any experience and skills you have gained in other jobs or similar environments which demonstrate your ability and aptitude to undertake the duties of the post. Continue on a separate sheet if necessary.
- Our governors are keen to ensure our staff team are representative of our schools diverse community and therefore welcome applicants from people from the BAME community.

The selection panel will shortlist from the application forms and candidates will be informed soon after. If you have not heard from us by 10th July 2026, please assume that you have been unsuccessful on this occasion, and we do welcome future applications from you.

The Interview will be immediately after the closing date.

Each task will be scored and those with the highest score will be offered the post. We will inform you at interview of when candidates will be informed of the outcome, and some feedback will be given at this time.

Interviews are a two-way process, please ask as many questions as possible and make sure you feel like this is the school for you.



Job Description:

The core focus of this job is;

- To complement the professional work of teachers by assisting the Behaviour Manager to take responsibility for implementing the school's Behaviour Policy and improving the behaviour of identified pupils whose behaviour is a barrier to their performance.
- To provide professional academic leadership for a Year Group, which secures success and continuous improvement in teaching and learning, ensures a high quality education and school experience for all learners.

Reporting to:	Assistant Head, Behaviour
Hours:	35 hours per week term time only.
Grade:	SO2 (£42,912 – 44,235) Pro-Rata

Salary:

- This role is a support role and will be paid at Inner London SO2 – currently at £42,912. Your actual salary will be calculated over 39 weeks but paid over 12 months. The actual annual salary is estimated at £36k.

Job Context

- Works within the school, promoting good behaviour and identifying pupils with poor behaviour and working with them and their family to improve their behaviour at school.
- Available at all times to assist the Behaviour Manager during the school day to respond to infringements of the school Behaviour Policy. Responsible for recording and reporting on behaviour data. A typical working day would include mentoring and on call
- The Head of Year is the leading professional in the Year Group. Working with the SLT, Inclusion Team and other professionals, the Head of Year leads and manages the Year Group to meet the aims of the school and improvement targets.
- Enhanced DBS clearance required. An ability to fulfil all spoken aspects of the role with confidence through the medium of English.
- The Year Progress Leader also secures the commitment of the wider school community, all teachers, support staff and parents by developing effective networks based on communication and high quality leadership.

Main Duties and Responsibilities:

Behaviour Officer

- Communicates with parents/carers as required and report the outcome of such calls to relevant parties
- Accurately input incidents onto SchoolVue
- Overseeing behaviour interventions within the school and reporting to the Behaviour Manager.
- Work with identified poorly behaved pupils and their parents/carers on short and medium-term strategies to remove barriers to improve behaviour at school, using advisory and persuasive skills as appropriate
- Assist in development and implementation of appropriate behaviour management strategies
- Work with the school's agreed Behaviour Policy to anticipate and manage behaviour constructively, promoting self-control and independence
- Monitor and evaluate the effectiveness of strategies with individual pupils
- Actively promote good behaviour with all pupils
- Undertake general administration duties, as required
- Provide time out if there is a classroom incident or where a pupil's behaviour difficulties lead them to leave the classroom, and monitor the pupils' behaviour whilst in their care
- Organise and manage an appropriate learning environment and resources to provide appropriate educational provision in liaison with subject staff for pupils temporarily removed from lessons within the Trinity Centre
- To work to raise pupils' achievement, particularly those at risk of underachievement through their behaviour or personal circumstances
- To promote and manage the rewards and sanctions system
- To supervise pupils at break
- To supervise the Trinity Centre when needed
- To respond to on call when needed
- To undertake mentoring with identified pupils as directed by the Deputy Headteacher

Head of Year

- ensuring the highest standards of achievement for all learners;
- enrichment provision and tracking for the year group
- creating a productive, disciplined learning environment;
- line manage the Deputy Progress Leader;
- ensuring a positive ethos which reflects the schools commitment to high achievement, effective teaching and learning and good relationships;
- ensuring the life of the Year Group and the curriculum effectively promote Pupils' moral, social and cultural development and prepare them for adult life;
- ensuring high expectations for their Pupils are set and maintained.

- The progress of all Pupils in line with Progress 8.
- Narrowing any gaps in performance between any groups in particular PP, AA and SEND.

Communication and partnership working

- Communicate with school staff to update them on pupil behaviour and work with the staff to identify pupils with issues that are affecting their performance at school
- Meet regularly with the Behaviour Manager to discuss current issues and developments relating to behaviour
- To actively monitor and follow up Pupil progress to ensure it is in line with Progress 8 measures;
- To implement School Policies and Procedures, e.g. Equal Opportunities, Health and Safety, Behaviour;
- To work with colleagues to formulate aims, objectives and strategic plans for the year group which have coherence and relevance to the needs of Pupils and to the aims, objectives and strategic plans of the School.
- To set up, monitor and track intervention to narrow the gap in performance of all subgroups across the year group.
- To implement School Policies and Procedures, e.g. Equal Opportunities, Health and Safety, Behaviour;
- To work with colleagues to formulate aims, objectives and strategic plans for the year group which have coherence and relevance to the needs of Pupils and to the aims, objectives and strategic plans of the School.
- To ensure that all members of the year group are familiar with year group aims;
- To ensure effective communication/consultation as appropriate with the parents of Pupils and disseminate information from meetings.
- To ensure letters from the year group are approved via the line leadership structure;
- To liaise with partner schools, higher education, industry, examination boards, awarding bodies and other relevant external bodies;
- Lead on Year group Pupil and parent voice and represent the year group's views and interests.0020
- To set up, monitor and track intervention to narrow the gap in performance of all sub groups across the year group.
- Attends meetings with external agencies and parents as appropriate and follow up on actions required
- Liaise with external agencies and share information appropriately
- Liaise with specialist support service to ensure appropriate support is in place for pupils as required
- Respond to enquiries from parents/carers by telephone, email or letter and direct them to relevant sources of advice and guidance as appropriate
- Develop and maintain regular contact with parents of pupils with behavioural difficulties to inform them of incidents and identify triggers for poor behaviour
- Provide advice for pupils returning after long periods of absence and assist in planning their re-integration
- Communicate work as set out by the classroom teacher to the pupils
- Challenge inappropriate behaviour where appropriate
- Provide pastoral support where required
- Provide challenge and encouragement to the pupils to persuade them to learn

Provision including Curriculum

- To liaise with the Deputy Head responsible for curriculum planning to ensure the delivery of an appropriate, comprehensive, high quality and cost-effective curriculum programme which complements the School Improvement Plan/School Evaluation;
- To work with staff to set up intervention, clubs and other activities outside of timetabled lessons to secure the progress and develop the life experiences of all Pupils.
- To review and develop the year group curriculum together with SLT;
- To keep up to date with and respond to national developments in the Key Stage area and teaching practice and methodology.
- Monitor the quality of teaching across the year group
- Take a lead role in the enrichment provision and monitoring for the year group
- Embed, monitor and evaluate the Family Time programme with the including Year Group assemblies
- Work collaboratively with staff to develop an aspirational assembly programme related to careers and their future;
- With the Deputy Curriculum lead on Year Group Flexidays.

Staff Management and Skills Development

- To work with Assistant Head staff to ensure that staff development needs are identified and that appropriate programmes are designed to meet such needs;
- To undertake Appraisal(s) and to act as reviewer for a group of staff within the designated year group;
- To promote teamwork and to motivate staff to ensure effective working relations;
- To support and help facilitate in the school's CPD programme;
- To be responsible for the day-to-day management of staff within the designated year group and act as a positive role model, line-leading the Deputy Progress Leader.
- Support the teaching assistants who work directly with pupils with behavioural difficulties
- Participate in team meetings and attend any necessary training events
- Participate in the school's performance management system
- Safeguarding
- To be committed to safeguarding and promote the welfare of children, young people and adults, raising concerns as appropriate.

Quality Assurance

- To establish the process of the setting of targets within the year group and to work towards their achievement;
- To establish common standards of practice within the year group.
- To contribute to the school procedures for observations and learning walks and to feedback to staff to ensure improvement in Pupils' progress;
- Monitor the quality and quantity of homework issued by ability across the year intervening where necessary
- To seek/implement modification and improvement where required;

- To ensure that the year group's quality procedures meet the requirements of Self Evaluation and the School Development Plan;
- To analyse half-termly review data as part of the school's self-evaluation cycle;
- To analyse and evaluate, with the year group, performance data provided and take appropriate action in response, in line with the school's review cycles.
- Keep records of pupil's behaviour and any incidents
- Maintain records of all communication with parents/Carers

Planning and organising

Marketing and Liaison:

- To contribute to the School liaison and marketing activities, e.g. the collection of material for press releases and the school website.

Management of Resources:

- To manage the available resources of staff, finance, space and equipment efficiently within the limits, guidelines and procedures laid down; including deploying the year group budget.
- Review Pupil planners and implement changes if required.

Rewards and celebrations:

- To take a lead on praise and rewarding the year group, so that they all feel valued and take an active part in life within Trinity;
- To run assemblies that are aspirational, looking to the future, to help Pupils understand the relevance of education.
- Maintain Year group pastoral and academic displays

Attendance and Punctuality:

- To have an oversight of attendance across the year group and to line manage the Deputy Progress Leader to ensure systems are in place to improve the attendance for all. Attendance should increase each year and any gaps between groups must be reduced;
- Reduce the number of Persistent Absentees within the year group;
- To improve punctuality over time.

Pastoral System:

- To be familiar with the School's Child Protection Policy and to report concerns to the designated Child Protection Officer;
- To ensure the Behaviour for Learning system is implemented in the year group so that effective learning can take place both within and outside of lessons;
- Follow up on daily parking and Trinity Centre visits.
- To monitor and support the overall progress and development of Pupils within the year group;
- To focus on ensuring that Pupils make progress in relation to prior attainment at levels better than normally expected;
- To show improvement and high levels of attainment in all areas of the curriculum;

- To monitor Pupil attendance together with Pupils' progress and performance, with the tutor, in relation to targets set for each individual; ensuring that follow-up procedures are adhered to and that appropriate action is taken where necessary;
-

Safeguarding

- To be responsible for promoting and safeguarding the welfare of pupils in line with policy and legislation, raising concerns as appropriate

Administration/Other

- To undertake routine administrative duties as required
- To support the use of ICT and adhere to relevant policies
- To participate in appraisal, training and other learning activities Data Protection
- To comply with the Local Authority's policies and supporting documentation in relation to Information Governance this includes Data Protection, Information Security and Confidentiality, Health and Safety
- To be aware of and implement health and safety responsibilities as an employee as defined in the Health and Safety policy and procedure
- To work with colleagues and others to maintain health, safety and welfare within the working environment Equalities
- To promote inclusion and acceptance of all pupils
- To work, within own area of responsibility, in accordance with the aims of the Equality Policy, treating individuals with respect for their diversity, culture and values Flexibility

Trinity School is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment

Person Specification:

	Person Specification – Head of Year	Essential	Desirable
Education and Training:	<ul style="list-style-type: none"> Good Honours Graduate in an appropriate subject (known) or any other relevant qualification at level 4 or 5 	✓	
	<ul style="list-style-type: none"> Evidence of use of significant and relevant further study which has impacted on your work (application) 	✓	
Through your experience be able to:	<ul style="list-style-type: none"> Demonstrate that you have leadership experience (application) 	✓	
	<ul style="list-style-type: none"> Demonstrate that your leadership responsibilities have had a positive impact on the work of others (interview) 	✓	
	<ul style="list-style-type: none"> Demonstrate how your pastoral role has impacted on student success 	✓	
	<ul style="list-style-type: none"> Demonstrate that you have had experience of curriculum development that has had a positive impact on student success (application) 		✓
	<ul style="list-style-type: none"> Draw on your experience as a member of a team to show how you have managed change and initiatives (interview) 	✓	
	<ul style="list-style-type: none"> Provide evidence of your use of strategies which have successfully raised student achievement (application/ interview) 	✓	
	<ul style="list-style-type: none"> Provide evidence of your use of development planning which has raised achievement (task) 	✓	
	<ul style="list-style-type: none"> Provide evidence of your ability to manage the organisational duties and the day to day interactions with staff, students, parents and other stakeholders that are required of a post at a senior level (application) 	✓	
Be able to provide evidence that you possess:	<ul style="list-style-type: none"> Excellent behaviour management and de-escalation skills 		✓
	<ul style="list-style-type: none"> High quality interpersonal skills 	✓	

	<ul style="list-style-type: none"> • The ability to lead and work as part of a team 	✓	
	<ul style="list-style-type: none"> • Tenacity, energy and an ability to be flexible 	✓	
	<ul style="list-style-type: none"> • A proactive style and that you are able to make decisions 	✓	
	<ul style="list-style-type: none"> • An analytic mind that is ambitious, personally and for the school 	✓	
	<ul style="list-style-type: none"> • An educational vision focused on students 	✓	
	<ul style="list-style-type: none"> • An excellent range of communication skills; listening as well as speaking, presenting, writing. 	✓	



The Trinity community will live “life in all its fullness” by:

- Establishing a unique and personalised learning journey through Trinity and beyond
- Continuing to nurture our warm and caring family environment to support all to flourish.
- Inspiring all to achieve and celebrate ongoing and future successes.

Ethos	Learning	Loving	Living
Distinctive characteristics: Terrific Trinitarians	Open minded. Knowledgeable. Insightful.	Caring. Principled. Resilient.	Reflective. Courageous. Independent.

Strategic Priorities 2025 / 26

Priority work streams for all staff	Achievement	Accountability for all	
	Developing Teaching	Enhance Adaptive Teaching	
		Enhance Communication across the Curriculum	
	Behaviour and attitudes	Embed Metacognition	
	Leadership	100% Engagement	
Additional Priority work streams for SLT	Personal Development and Wellbeing	AI	
	Inclusion	Subject Leadership Enhancement	
	Leadership and governance	Career Related CPD / impact of enrichment	
		Comprehensive review of interventions / value for money	
Evaluation process	Unwavering Leadership		
	Attendance		
	System measures	Accountability measures	
	Regular School Improvement Plan reviews; Staff Appraisal Process; Central data tracking system to provide feedback on progress throughout the year (see assessment cycle); Quality Assurance of Teaching, Learning and Assessment (learning walks, lesson observations, book looks); Governors reports and meetings.	Staff Appraisal Targets set for each staff member. Governors will hold the school to account through the scheduled meeting cycle.	

VISION



Trinity

LEARNING • LOVING • LIVING

Trinity Standards

Our Trinity Standard is expressed in the grid below – showing the different strands expected under each of the 7 categories. These are not expected to be seen in every lesson, but instead they should be evident over time. Observations will be looking at areas of strengths and highlight areas to develop from these categories.

1. High Expectations and Behaviour for Learning

Intent

To deliver the content of the national curriculum augmented with knowledge and understanding which will enable our pupils to **“live life in all its fullness”**.

Trinity has created a **knowledge engaged progress model** which clearly outlines the:

- **key knowledge and vocabulary** to be delivered and;
- **character developing experiences** to be offered

at specific milestones from reception through to Year 11

Implementation

Through seven key principles that make up the Trinity Standard for Teaching and Learning.



Impact

For our pupils to:

- achieve academic success;
- be prepared for the next step of their journey through Trinity and beyond;
- gain cultural and social capital;
- be able to procedurally engage with a rich web of knowledge;
- become courageous advocates who fight social injustices.



- 1.1 Challenge is consistently high (see Challenge section)
- 1.2 Pace of session maintains pupil motivation and is responsive to pupil need
- 1.3 Up to half of session is dedicated to modelling, questioning and feeding back to pupils before practice begins with pupils' attention maintained throughout
- 1.4 Pupils are appropriately greeted and have access to resources / prompts / scaffolds / books as soon as they enter classroom
- 1.5 Pupils respond appropriately and swiftly to transitions within sessions and are well routined – expectations have been put in place and demanded at each stage of the session
- 1.6 Silence during key phases of sessions is demanded – including during modelling and independent practice (where appropriate)
- 1.7 Pupils know appropriate responses to key parts of session – when to put hands up / when to talk aloud / how to speak to partners / adults
- 1.8 Positive body language is demanded from all pupils at all stages of session (sitting up straight, all pupils participating when asked to, no swinging on chairs or slouching)
- 1.9 Rewards / praise given throughout session to motivate and reinforce high expectations
- 1.10 Trinity Behaviour policy is adhered to by teachers and pupils
- 1.11 Use of Trinity Language (age appropriate) reinforces expectations at all stages of session - 'never give up'; 'Terrific Trinitarian'; 'open minded'; 'knowledgeable'; 'insightful'; 'caring'; 'principled'; 'resilient'; 'reflective'; 'courageous'; 'independent'.

2.Challenge

- 2.1 Top down teaching – one lesson purpose for all – appropriately scaffolded
- 2.2 Pupil engagement is high – thinking is required for all
- 2.3 Cognitive load is balanced – tasks are not over sugar coated / too experiential
- 2.4 High quality procedural tasks set – learning/knowledge is applied to other contexts
- 2.5 Next steps/learning/extensions are clear, understood and available to all pupils

3.Modelling

- 3.1 Makes use of direct instruction – 'Just tell them' when introducing new concepts – experiential learning to take place *after* new learning is introduced
- 3.2 Uses pre-prepared models pitched at or above national expectations
- 3.3 Live Modelling is clearly broken up into small, well defined steps – ensuring cognitive load is balanced
- 3.4 Modelling is focussed on learning objective taken from KAOs or Knowledge organisers or Key Stage curriculum
- 3.5 Makes use of concrete – pictorial - abstract strategies/models to embed understanding
- 3.6 Models 'thinking aloud' whilst demonstrating – to further embed metacognitive strategies
- 3.7 Models making mistakes to avoid future misconceptions
- 3.8 Provides prompts/scaffolds and explicitly models how to use them

- 3.9 Uses pupils' learning to provide high quality models (use of visualizers)
- 3.10 Provides opportunities for pupils to model to class
- 3.11 Nearly all new learning / tasks / written responses are modelled to pupils before task begins

4.Questioning

- 4.1 Questions used at all stages of session – spread across as many pupils as possible
- 4.2 Declarative questions used to recall, review and apply (predominantly closed responses)
- 4.3 Procedural questions used to apply, analyse, evaluate and create (predominantly more open-ended questions)
- 4.4 Targeted/pre-prepared questions used specific to pupils and/or objectives
- 4.5 Mixture of response required – hands up / all respond (thumbs up / whisper etc.) / random responders / bounce or share question
- 4.6 'Serve – return – raise the challenge' format used to up-level responses
- 4.7 A/B/C questioning techniques (pupils asked to Agree/Build upon/Challenge other pupils' responses)
- 4.8 Questions are 'anchored' – enough time given / repeated to ensure pupils have time to think

5.Practice

- 5.1 Guided practice is used ('we' section from gradual release model) and interwoven with questioning and modelling
- 5.2 Scaffolds/prompts made available to guide practice for pupils
- 5.3 Opportunities for pupils to demonstrate knowing what they do/do not know at the guided practice stage to further embed metacognitive strategies
- 5.4 Opportunities for collaborative practice – primarily in mixed prior attainment pairs, predefined by teacher, with clear roles defined
- 5.5 Opportunities for independent practice to aid 'over learning' for later automatic recall
- 5.6 Opportunities for independent practice through procedural tasks to embed new learning
- 5.7 Teacher regularly circulates the room and checks for understanding across all groups during stages of practice

6.Reviewing

- 6.1 ; begin with review of previous learning/knowledge/vocabulary taken from knowledge organisers / KAOs
- 6.2 Review of learning often 'top and tails' session
- 6.3 During session links are constantly being made between prior and current learning – often elicited from pupils themselves

- 6.4 Low stakes quizzes used – taking different format/style/order of questioning in order to interleave knowledge
- 6.5 Spacing of knowledge recall through weekly/monthly/half termly cumulative reviews

7.Feedback

- 7.1 Whole class feedback/feedforward given
- 7.2 Live verbal feedback given and acted upon during session
- 7.3 Live written feedback given to agreed prompts/scaffolds/priorities and acted upon during the session
- 7.4 Opportunities for peer assessment to agreed/predefined objectives/success criteria
- 7.5 Opportunities for self-assessment to agreed/predefined objectives/success criteria to aid metacognitive strategies
- 7.6 Feedback clearly results in progress over time in books and data
- 7.7 Acting on feedback is modelled to pupils clearly – often under visualizer with actual pupil's learning
- 7.8 Feedback about the process rather than specific outcome is given to further develop metacognitive strategies
- 7.9 Feedback takes place at all stages of session – particularly during guided, collaborative and independent practice stages – consistent checks for learning linked to the lesson purpose
- 7.10 Feedback from previous learning links sessions together over time

Please visit: www.trinitylewisham.org for more information



JOB ADVERTISEMENT



Trinity Church of England School Lewisham

Executive Headteacher: David Lucas BSc (Hons) MA NPQH
Secondary Phase: Taunton Road, Lee, London, SE12 8PD
Primary Phase: Leahurst Road, London SE13 5HZ

Trinity is a successful 4-16 co-educational Church of England school with a passion for learning.

Behaviour Officer and Head of Year

Salary – SO2 (£42,912 - £44,235)

Conditions – Permanent and Term-Time

Required – September 1st, 2026

Trinity has a vacancy for a dynamic and friendly Behaviour Officer and Head of Year to join our flourishing family. Trinity is a fantastic place to work with motivated and well-behaved pupils, a committed and experienced governing body, dedicated staff and supportive parents. Children of all abilities thrive.

We are exceptional from our SIAMS and Ofsted rated strong in all categories.

If you think you can contribute to the future success of Trinity and wish to join our thriving community, please review our application pack and apply for the position. For any questions or if you wish to visit the school, please contact our Admin and HR Manager Mrs Uloma Ezirim on 0208 8523191, email u.ezirim@trinity.lewisham.sch.uk or visit our website for more information: www.trinitylewisham.org.

Closing date: 9am Sunday, 28th June 2026
Interview: Immediately after the closing date

Trinity is committed to safeguarding and promoting the welfare of children and young people

LEARNING • LOVING • LIVING