



**Trinity**

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# JOB APPLICATION PACK

## 2024-2025

### Behaviour Officer

### Required – 01/06/25

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](mailto:admin@trinity.lewisham.sch.uk)

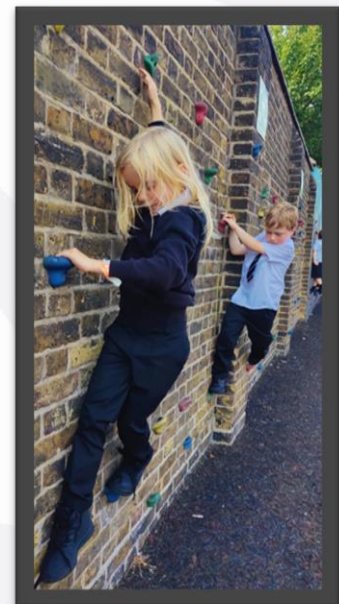
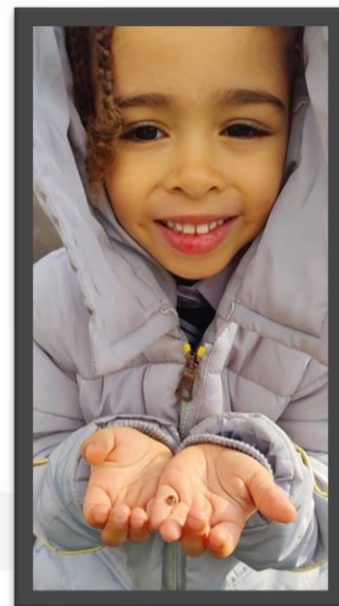
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Welcome to Trinity CoE School.

Thank you for your enquiry about the post of a Behaviour Officer 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.







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**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](http://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 Thursday 24<sup>th</sup> April, 2025.
- Please email our Admin and HR manager ([u.ezirim@trinity.lewisham.sch.uk](mailto: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 10<sup>th</sup> of May 2025, please assume that you have been unsuccessful on this occasion, and we do welcome future applications from you.

The Interview will be on 1<sup>st</sup> May, 2025.

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.



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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. Responsible for recording and reporting on behaviour data. A typical working day would include mentoring and on call.

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**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.  
Will be available at all times to assist the Behaviour Manager during the school day to respond to infringements of the school Behaviour Policy.  
Enhanced DBS clearance required. An ability to fulfil all spoken aspects of the role with confidence through the medium of English.

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Main duties and responsibilities:

## Operational Management

- 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
- 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

## Communication

- 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

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- Meet regularly with the Behaviour Manager and Heads of Year to discuss current issues and developments relating to behaviour
  - 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

## Partnership or Corporate Working

- 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

## Skills Development

- 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.

## Systems and Information

- Keep records of pupil's behaviour and any incidents
- Maintain records of all communication with parents/Carers

## Planning and Organising

- Assist in development and implementation of appropriate behaviour management strategies

## Safeguarding and Promoting the Welfare of Children and Young People

- 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**







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## TRINITY CHURCH OF ENGLAND VISION AND STANDARDS 2024-2025

### Trinity Strategy Document 2024-2025

Please find below a summary of our school priorities as an all-through school, and how this translates to specific actions for the Secondary Phase. There is an Improvement Plan in place that shows how each of these parts are being implemented through the year.

#### Key priorities – 24/25

| Ethos  | Learning   | Loving   | Living   |
|--|--|--|--|
| Distinctive characteristics:<br>Terrific Trinitarians                    | Open minded.<br>Knowledgeable.<br>Insightful.  | Caring.<br>Principled.<br>Resilient.   | Reflective.<br>Courageous.<br>Independent.   |
| Priority work streams  | Preparation:<br><b>Metacognition</b>   | Socialisation:<br><b>Faith</b>   | Autonomy:<br><b>Self-Regulation</b>  |
|  | <b>Trinity Culture</b><br><small>Becoming a Trinitarian<br/>Christian Foundation<br/>Personal development<br/>Attendance and Punctuality<br/>Communication</small> |  |  |
|  | <b>Pedagogy</b><br><small>Adaptive Learning<br/>Pre/Post Teach<br/>Homework</small>  | <b>Trinity Family</b><br><small>Parent curriculum<br/>School of choice</small>                             | <b>Impactful Leadership</b><br><small>Pupil Leadership<br/>Subject Leadership<br/>Leadership at all levels</small> |
|  | <b>Literacy Development</b><br><small>Reading<br/>Writing</small>  | <b>Positive behaviour</b><br><small>Behaviour for play<br/>Behaviour for learning</small>                  |  |
|  | <b>Curriculum Audit</b><br><small>"Fit for the Future"</small>   | <b>Inclusion</b><br><small>Quality first teaching<br/>SEND<br/>Mental Health and Wellbeing<br/>BCR</small> |  |
| <small>IQM: Flagship – moving from "equity" to "justice for all"</small> |  |  |  |

# VISION

## 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.

### 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.



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## 1.High Expectations and Behaviour for Learning

- 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](http://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**  
**Salary - (Scale 5 £33,291 - £34,779) FTE**  
**Conditions - Term Time**  
**Required - June 1st, 2025**

Trinity has a vacancy for a dynamic and friendly Behaviour Officer 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 Outstanding from our SIAMs inspection and Ofsted rated Good with Outstanding features.

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](mailto:u.ezirim@trinity.lewisham.sch.uk) or visit our website for more information: [www.trinitylewisham.org](http://www.trinitylewisham.org).

**Closing date: 12 noon on Thursday 24<sup>th</sup> April 2025**  
**Interview : Thursday 1<sup>st</sup> May, 2025**

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

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