



BEHAVIOUR SUPPORT WORKER (part time)

Darlinghurst Academy

2.5 days a week, term time only

Scale 7 Point 21 £33,143 - Pro Rata £14,207

Required as soon as possible

About the Academy

Darlinghurst Academy is recognised for its strong relational practice and commitment to ensuring every child feels seen, heard, and valued. As a partner school of When the Adults Change, we prioritise emotionally intelligent approaches that create consistency, safety, and connection across the school.

Our core value of Belonging underpins everything we do. We are strong on boundaries and big on heart — holding high expectations for every child while providing the support they need to meet them. We ensure every child has access to trusted adults, feels safe within our community, and is supported to build positive, lasting relationships.

Our shared expectations — Ready, Respectful, Safe — create a calm, predictable environment where children can thrive, develop positive behaviours for learning and life, and feel confident in their ability to succeed.

About the Role

We are looking for a warm, reflective, and committed Behaviour Support Worker to join our team. This is a rewarding and impactful role at the heart of pupil wellbeing. You will support children to regulate emotions, navigate relationships, and re-engage positively with learning — always holding hope and high expectations for every child. You will recognise that not all learners arrive ready for learning. Through a flexible, nurturing, and consistent approach, you will help children build self-belief, motivation, and resilience, ensuring every child has the opportunity to thrive. You will work from a dedicated wellbeing space, providing a calm and structured environment for check-ins, emotional support, and restorative conversations, while also being a visible and supportive presence across the academy.

Key Responsibilities

Emotional and Relational Support

- Provide 1:1 and small-group support for children needing help with emotional regulation, friendships, confidence, or behaviour
- Facilitate restorative conversations to support reflection, repair, and positive next steps
- Deliver wellbeing and self-regulation sessions within the dedicated support space
- Promote a strong sense of belonging by helping children build trusted relationships with adults
- Support children to develop the behaviours, confidence, and resilience needed for learning and life

Behaviour and Social Times

- Maintain a visible, calm presence during breaktimes and lunchtimes
- Support safe, inclusive play and respond to incidents using relational and restorative approaches
- Model and embed the school's expectations of Ready, Respectful, Safe Lead and support Midday Assistants to ensure consistency in approach

Working with Adults

- Model strong relational practice and emotionally intelligent responses
- Support and coach colleagues to develop consistent approaches to behaviour
- Hold high expectations of adults in a respectful, relational way, promoting accountability and growth

Communication and Advocacy

- Work closely with staff, families, and leaders to ensure clear and consistent communication
- Build positive relationships with families, offering empathy, support, and guidance
- Advocate for all children — particularly the most vulnerable — ensuring their needs are understood and met

Recording and Monitoring

- Maintain accurate records of incidents, interventions, and patterns
- Monitor provision and contribute to identifying trends and improving practice across the academy

Flexible Support Across the Academy

- Work across year groups to meet both universal and targeted needs
- Provide structured and consistent support for identified pupils

What We're Looking For

- A child-centred practitioner who is strong on boundaries and big on heart

- Commitment to holding hope and high expectations for every child
- Strong understanding of relational and restorative approaches
- Experience supporting children with social, emotional, or behavioural needs (school experience desirable)
- An understanding of modern childhood development (e.g. impact of screen use, anxiety, and the "DOSE" effect)
- Ability to build positive, trusting relationships with children, families, and colleagues
- Confidence in modelling good practice and supporting adults to improve
- Ability to hold others to account in a calm, relational, and constructive way
- Strong communication and organisational skills
- Emotional intelligence, resilience, and reflective practice

What We Offer

- A supportive, relational staff culture where wellbeing is prioritised
- A clear and consistent behaviour framework rooted in When the Adults Change principles
- A dedicated wellbeing and restorative space
- High-quality professional development and opportunities for growth
- A meaningful role where you can make a lasting difference to children's lives

Submit your application and cover letter to: hr@legratrust.org.uk

Apply by: 17th April 2026

Interviews: W/C 20th April 2026

Required: 1st June 2026, or as soon as possible