



GREENBANK HIGH SCHOOL

RECRUITMENT PACK

**Behaviour Intervention
Lead (Maternity Cover)**

Southport
Learning
Trust



Inspire Care Achieve

WELCOME

Dear Prospective Applicant,

It is with great pleasure that I introduce you to Greenbank High School, a high achieving, all girls school.

Would you like to join a well-established and successful team in a consistently high performing, oversubscribed, 11-16 school that focuses on each child as an individual whilst fostering a sense of belonging to a rich and diverse community? Greenbank High School is committed to supporting every child to develop to their full academic potential whilst experiencing a wide and exciting range of opportunities to equip them with the skill set for a successful future as rounded, mature and confident members of modern British society.

As a school and a member of Southport Learning Trust we are determined to **inspire** our students through learning both inside and outside the classroom, **care** for individual pastoral needs and **achieve** the highest academic standards.

We are seeking to appoint a bright, proactive colleague to lead an in-school behaviour and engagement support provision. Reporting to the Assistant Headteacher for Behaviour and Pastoral Care the Behaviour Intervention Lead will assume a broad range of responsibilities. This will include delivering and developing personalised learning programmes and ensuring the successful transition and reintegration of students. Alongside this, the successful candidate will contribute to all aspects of students' well-being and achievement, using the key outcomes from 'Keeping Children Safe in Education' (KCSIE) 2025 as a basis for their work.

The successful candidate will need to be highly visible in the school, supporting the positive learning environment already in place and able to form positive working relationships with staff, pupils and their families. A resilient and determined approach to break down any barriers to learning will also be key to the success of the role.

You must be highly motivated and flexible and have experience of working with children, be confident and possess good interpersonal skills. You will liaise with a range of stakeholders including staff, students, parents, governors, and members of the local community. The person must have an enthusiasm to strive for operational excellence through the development and coordination of activities. It is a fast-paced job where no two days are the same. A team player with the ability to work under pressure will get the best out of the role.

I am very proud of the school, its pupils, staff and governors. We are a dynamic learning community built on traditional values. Education at Greenbank provides much more than exam excellence. It aims to develop and nurture all students to take their place as caring and confident young women in the outside world. We have a strong safeguarding culture and will expect you to share this commitment. We look forward to receiving your application.

D. Aspinall

Davina Aspinall
Headteacher





APPLICATIONS

CONTRACT: 36 hours per week – term time only plus 3 INSET days. (Maternity Cover)

CLOSING DATE: Monday 1st June 2026 at 9.00am

INTERVIEW DATE: Wednesday 3rd June 2026

SALARY: NJC Grade G, points 21 to 25, £32,597 to £36,363. Pro rata, £27,996 to £31,231.

START DATE: September 2026 or earlier

PLEASE SEND APPLICATIONS TO RECRUITMENT@GREENBANKHIGH.CO.UK

CVs will not be considered

Applicants are welcome to visit the school before submitting their application. If you would like to do this please contact Jenny Matthews, HR Officer, via recruitment@greenbankhigh.co.uk 01704 567591 ext 124.

Southport Learning Trust is committed to safeguarding and promoting the welfare of children and young people and expects all staff to share this commitment. All successful applicants will be requested to undertake an Enhanced Disclosure and Barring Service check. At least one member of our recruitment team for this post is Safer Recruitment trained and we adhere to Southport Learning Trust's Recruitment and Selection Policy for Employees and Volunteers.

We are proud to have an organisational culture where employees with varying perspectives, skills, life experiences and backgrounds – the best and brightest minds – can work together to achieve excellence and realise individual and organisational potential.

PERSON SPECIFICATION

Behaviour Intervention Lead

I - Interview, AF - Application Form

Specification		Evidence
Qualifications / Training	<ul style="list-style-type: none"> Level 2 qualification or equivalent in Maths/Numeracy and English/Literacy. Level 3 or equivalent qualification Level 4 or equivalent qualification Evidence of Continuous Professional Development. 	<p>Essential - <i>AF</i></p> <p><i>Essential - AF</i></p> <p><i>Desirable - AF</i></p> <p><i>Essential - AF + I</i></p>
Experience	<ul style="list-style-type: none"> Proven track record of working with children and young people. Understanding of principles of child development and independent learning. Understanding of inclusion, especially within a school setting. Working knowledge of relevant policies/codes of practice/legislation. Understanding of statutory framework relating to teaching and learning. Ability to relate well to children and adults. 	<p><i>Essential - AF & I</i></p> <p><i>Essential - AF & I</i></p> <p><i>Essential - AF & I</i></p> <p><i>Essential - AF & I</i></p> <p><i>Essential - AF & I</i></p> <p><i>Essential - AF & I</i></p>
Communication & Influence	<ul style="list-style-type: none"> Excellent communication and organisational skills. Ability to work hard under pressure while maintaining a positive, professional attitude. Ability to organise and prioritise workload and work on own initiative. Selects the appropriate content and delivery style to communicate ideas, plans and decisions. Ensures communication delivers the right sense of urgency and importance. Speaks and writes in a way that results in an effective action. Asks questions to check understanding of the message and understands the importance and benefit of two-way communication. 	<p><i>Essential - AF & I</i></p> <p><i>Essential - AF & I</i></p> <p><i>Essential - AF & I</i></p> <p><i>Essential - AF & I</i></p> <p><i>Essential - AF & I</i></p> <p><i>Essential - AF & I</i></p> <p><i>Essential - AF & I</i></p>
Team Working	<ul style="list-style-type: none"> Builds trust and respect with individuals throughout the school, developing collaborative and consultative working relationships across schools. Communicates openly and interactively, listening carefully to others and valuing their opinion. Openly shares information and own expertise with others to enable them to achieve their goals. Demonstrate a non-judgemental approach to values, views and needs of others. 	<p><i>Essential - AF & I</i></p> <p><i>Essential - AF & I</i></p> <p><i>Essential - AF & I</i></p> <p><i>Essential - AF & I</i></p>
Organisational Awareness	<ul style="list-style-type: none"> Keeps up to date with educational developments, analysing and interpreting how this impacts on own area of responsibility. External awareness to see new and different possibilities, thinking laterally to develop creative and innovative ideas and practical solutions to meet the needs of the school. Regularly networks inside and outside the school to exchange ideas and information. 	<p><i>Essential - AF & I</i></p> <p><i>Essential - AF & I</i></p> <p><i>Essential - AF & I</i></p>
Adaptability	<ul style="list-style-type: none"> Contributes personally to the change process. Helps others to understand the need and reasons for the change. Effectively implements new ideas and methods to adapt working practices. Helps plan, develop, set up and monitor systems and processes to effect change. Challenges existing practices and conventional thinking. 	<p><i>Essential - AF & I</i></p> <p><i>Essential - AF & I</i></p> <p><i>Essential - AF & I</i></p> <p><i>Essential - AF & I</i></p>

Specification		Evidence
Use of Technology	<ul style="list-style-type: none"> • A strong working knowledge of Microsoft 365 software, including Excel and Word. • Experience of MIS – Arbor/SIMS • Is able to share skills and knowledge with colleagues and has a willingness to remain proficient as the technological needs of the school change. • Able to use and understands the purpose of Information Communication Technology (ICT) and is able to develop the use of technology within own workplace by utilising a variety of standard software available. • Data manipulation, presenting data in an appropriate format. 	<p><i>Essential - AF & I</i></p> <p><i>Desirable - AF & I</i></p> <p><i>Essential - AF & I</i></p> <p><i>Essential - AF & I</i></p> <p><i>Essential - AF & I</i></p>
Professional Values and Practice	<ul style="list-style-type: none"> • Demonstrates high expectations for all pupils. • Ability to build and maintain successful relationships with people, treat them consistently, with respect and consideration. • Ability to work collaboratively with colleagues and carry out the role efficiently, knowing when to seek help and advice. • Ability to improve own practice through observations, evaluation and discussion with colleagues. • Possess integrity, optimism, resilience, calmness and a sense of proportion • The ability to display a calm, tactful and responsible attitude. • Flexible approach and the ability to adapt to change within the working environment. 	<p><i>Essential - AF & I</i></p> <p><i>Essential - AF & I</i></p> <p><i>Essential - AF & I</i></p> <p><i>Essential - AF & I</i></p> <p><i>Essential - AF & I</i></p> <p><i>Essential - AF & I</i></p> <p><i>Essential - AF & I</i></p> <p><i>Essential - AF & I</i></p>
Special Requirements	<ul style="list-style-type: none"> • Willingness to undertake appropriate safeguarding training. • Completion of Support Staff Induction Programme. 	<p><i>Essential - I</i></p> <p><i>Essential - I</i></p>

JOB DESCRIPTION

Responsible to the Assistant Headteacher in charge of Behaviour

Main Duties and Responsibilities	<ul style="list-style-type: none">• Leading a behaviour, intervention and reflection provision under the direction of SLT to provide respite and restorative practice to those students who might struggle adhering to school rules.• Manage the behaviour and reflection provision on a day-to-day basis coordinating pupils entrance and exit to the base as part of a strategic planned approach.• To research, develop and deliver personalised learning programmes for individual/small groups of children to take place both in and out of the classroom. Exploration and delivery of alternative courses to support pupils such as Princes Trust Achieve Programme or ASDAN programme working on personal development.• To develop a 1:1 mentoring relationship with identified students, whilst building a positive behaviour plan with the input from parents and professionals.• To work with pupils with social, emotional and mental health (SEMH) needs and the resultant behavioural difficulties, on an outreach basis, in order to help them overcome the difficulties they are experiencing in their education.• Work alongside the pastoral team to maximise behaviour strategies, in line with the school's behaviour policy and with direction and guidance from the senior leadership team.• Maintaining high standards of behaviour through daily supervision of the school environment with high visibility to pupils and staff, ensuring that all students are meeting the expectations and implementing the system of behaviour sanctions and support.• Celebrating the excellent behaviour of students through the school's rewards programme.• Working with families and young people to develop individual strategies to support good behaviour.• Lead on restorative practice to help young people reflect and improve their behaviours.• To develop and monitor the implementation of support plans where appropriate.• Providing emotional support for pupils as needed.• To promote positive behavioural change in students who have experienced behavioural difficulties.• Following all safeguarding processes and being part of the safeguarding team.• Ensuring effective lunch time supervision and managing the lunch time supervision team of the provision, as appropriate.• Liaising with SLT, Heads of Year and the Special Educational Needs Co-ordinator (SENDCO) to ensure students who are identified as being in need of support for pastoral reasons receive help.• Liaising with our Careers Advisor and the School Attendance Officer and conducting home visits where pupils are struggling to attend school.• Taking part in any relevant meetings to assist with Student Welfare e.g. review meetings• Accurately record pastoral information and data as appropriate e.g. ARBOR / CPOMS safeguarding software.• Contribute to the development of group and individual pastoral support programmes for students.• Analyse behaviour and rewards data to form improvement priorities and celebrate the effective practice in school.• To mentor children with the potential to become NEET, supporting transition visits.• To maintain up to date knowledge of external agencies and engage with relevant professionals to extend whole school understanding of opportunities.• To liaise with outside agencies, including assisting with the preparation of reports of various kinds.• Attend scheduled school events.
Personal qualities	<ul style="list-style-type: none">• The successful candidate will need to be highly visible in the school, supporting the positive learning environment already in place and able to form positive working relationships with staff, pupils and their families. A resilient and determined approach to break down any barriers to learning will also be key to the success of the role.

<p>Support for the School</p>	<ul style="list-style-type: none"> • Be aware of and comply with school 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 support difference to help ensure everyone has equal access to the services of the school and feels valued, respecting their social, cultural, linguistic, religious and ethnic background. • Contribute to the school ethos, aims and development/improvement plan. • Work as part of a team, appreciating and supporting the role of other people in the team. • Attend and participate in meetings as required. • Undertake personal development through training and other learning activities, including performance management as required. • Recognise own strengths and areas of expertise and use these to advise and support others.
<p>General</p>	<ul style="list-style-type: none"> • Support in this role will be provided by the Assistant Headteacher in charge of Behaviour and Pastoral support. Progress on all aspects of this post will be reviewed on a regular basis with targets identified and agreed within the performance management process • This job description is a representative document. Other reasonably similar duties may be allocated from time to time commensurate with the general character of the post and it's grading. • All staff are responsible for the implementation of the Health and Safety Policy as far as it affects them, colleagues and others who may be affected by their work. The postholder is also expected to monitor the effectiveness of the health and safety arrangements and systems to ensure that appropriate improvements are made where necessary. • School has approved a policy on Equal Opportunities in Employment and copies are freely available to all employees. • All staff are to deal with all student data in the strictest confidence. Any member of staff in breach of this confidentiality will be subject to disciplinary procedures being invoked. • The post is registered as exempt from the Rehabilitation of Offenders Act 1974 and in accordance with the Police Act; the successful candidate must be able to obtain satisfactory enhanced criminal record disclosure in order to be appointed to the post. In this respect, a criminal record check will be undertaken prior to confirmation of appointment. • This job description is subject to change with the agreement of the post holder.

Note This is not a comprehensive list of all tasks which may be required of the postholder. It is illustrative of the general nature and level of responsibility of the work to be undertaken, commensurate with the grade.



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IMPACT THE WORLD**