



BEHAVIOUR SUPPORT OFFICER

RECRUITMENT PACK

WELCOME FROM THE PRINCIPAL

Thank you for your interest in Rainhill High School.
I hope you find this information pack helpful. If you would like to know more about us before you apply please see our website rainhillhighschool.org.uk or alternatively contact jobs@rainhillhigh.org.uk

Our school has a long and strong record of academic success. The destinations that our students move onto are strong. Our continued focus is on raising the aspirations, achievements and confidence of all our students to ensure they have the best life chances; that all of our students leave us ready to take on the world with conviction and self-assurance. We make no apologies for having the highest expectations of all our students.

Our curriculum is ambitious. Students are expected to work hard, and this is complemented by our excellent pastoral care, support and guidance. You will find the staff here are determined to support academic achievement but also provide a wide range of enrichment and extra-curricular activities both within and beyond the classroom, ranging from trips to New York to football teams in school; all of which are important in building the confidence, resilience and experiences of every child.

Our school's mission is 'In Pursuit of Excellence' in everything that we do and our core values; Learn, Think, Contribute, Care, embody our determination to ensure that all our students receive a first-class education that enables them to take their place in society with confidence. We are a popular and high achieving school on the edge of Merseyside with a very strong reputation locally and significantly oversubscribed.

I am very proud of the continued success of Rainhill High School.



Mrs J Thorogood
Principal



ROLE OVERVIEW

COMMENCING:

As soon as possible

CONTRACT:

37 hrs per week

Term Time only + 5 Inset days/twilights

Permanent

CLOSING DATE:

9.00am on Monday 16th March 2026

INTERVIEW DATE:

Friday 20th March 2026

SALARY:

NJC 12-17 £24,598 - £27,040 actual pa
(£28,598 - £31,022 FTE)

LOCATION:

Rainhill High School, Merseyside
(Stephenson Multi Academy Trust)

We are seeking to appoint an enthusiastic, dedicated, and compassionate Behaviour Support Officer to join our pastoral team. The successful candidate will ensure students have access to behaviour support throughout the school day and will promote positive behaviour, restorative practice, and student reintegration whilst supporting staff and engaging families in the process.

You will assist in managing whole school behaviour systems, supporting colleagues where student behaviour is causing disruption to teaching and learning and develop and lead interventions for students whose attitude to learning and behaviour is a barrier to their learning.

This is a non-teaching role offering a unique opportunity to make a direct and meaningful impact on students' personal development, wellbeing, and progress to ensure the highest standards of safety, attendance, learning, behaviour and conduct in order for every pupil to realise their potential.

This role would suit a solution focused, forward thinking and highly motivated individual with a driven and energetic approach who has strong pastoral instincts, excellent organisational skills and the ability to build positive relationships with students, staff, and families.

If you believe you have the skills and dedication to meet our standards, and be part of our pursuit of excellence, then we are the school for you.

Rainhill High School and Sixth Form is committed to safeguarding and promoting the welfare of children and young people as well as promoting equality of opportunity and community cohesion where the diversity of different backgrounds and circumstances is appreciated and positively valued and expects all staff, volunteers and other workers to share in this commitment.

This post is subject to an Enhanced Disclosing & Barring Certificate and online searches as part of our Safer Recruitment & Selection Procedures.

Prospective candidates are warmly encouraged to visit the school. To arrange a visit, please call

01744 677205

Please return application form to

jobs@rainhillhigh.org.uk



“The culture of improvement is something I love about working for Stephenson Academy Trust. At Rainhill High School, we have a bespoke approach to CPD for all staff members from ECT to Senior leader. Each member of staff is supported to work on their teaching pedagogy through a collaborative approach that meets the needs of the teacher at all stages of their practice. I feel that this quality of education centred approach supports the wellbeing of the staff and allows teachers to make significant and measurable improvements to their teaching and learning pedagogy which in turn supports the students.”

Rainhill Teacher

“Helping my child to be the best they can be.”

Parent

“A dedicated teacher who encourages and guides my child in lessons. Makes the lessons enjoyable and provides positive feedback. An excellent teacher.”

Parent

“Because from the caretaker to the headteacher, all the staff are amazing. Thank you.”

Parent

“Knowing that my child feels happy/safe whilst eager to learn around her.”

Parent

“Fantastic, great communication with parents and great educators, making learning fun and getting results.”

Parent

“I couldn’t have asked for a better form tutor for my son. It’s really reassuring to know that there is someone there to support him and check in with him daily. He has thrived since starting high school and I am very grateful for her kindness and reassurance.”

Parent



JOB DESCRIPTION

BEHAVIOUR SUPPORT OFFICER

Trust:	Stephenson Multi Academy Trust Rainhill High School
Grade:	NJC SCP 12-17 £24,598 - £27,040 actual pa
Contract:	37 hours per week Monday - Friday, Term time only plus 5 Inset days/twilight sessions Permanent
Start date:	As soon as possible
Responsible to:	Assistant Principal

Purpose of the post

To provide an essential aspect of our inclusion processes and work as part of a team to ensure students have access to support throughout the school day. You will assist in managing whole school behaviour systems and policy implementation. To work alongside pastoral managers and pastoral leaders, SENDCO and external agencies to develop and lead interventions for students, whose attitude to learning and behaviour is a barrier. This includes planned and unplanned interventions, where students may need time to reflect, reset, and refocus to enable a successful return to learning, Promote positive behaviour, restorative practice and student reintegration whilst supporting staff and engaging families.

Specific duties and Responsibilities

Main duties

- Play an active part in the school's student support system to identify students at risk and encourage and support them to manage their own attitude to learning and behaviour.
- Through the on-call system, support teachers in the management of disruptive learners and help reduce the behaviour management workload, allowing classes to focus on teaching and learning.
- Use restorative practices, trauma-informed approaches, and de-escalation strategies to support students with persistent disruptive behaviours or those in crisis.
- To plan, develop, deliver and review interventions programmes appropriate to the identified needs of the students.
- Lead on the delivery of structured 1:1 or small-group behaviour targeted interventions aimed at self-regulation, emotional literacy, conflict resolution, and lesson avoidance.
- Co-ordinate other external interventions that are available to support and improve targeted students' attitude to learning, behaviour and engagement.
- Support the reintegration of students into mainstream lessons through targeted interventions and consistent behaviour management practices. Co-ordinate with teaching staff for smooth transitions back into the classroom.
- Collaborate with staff to ensure consistent implementation of strategies.
- Build relationships with parents of targeted students, including telephone calls/meetings/home visits, with the aim of improving standards.
- In liaison with the school leadership team, attend follow up meetings and other relevant meetings with parents/carers and/or other professionals to provide relevant information, offer support and seek ways in which the school can help in improving individual engagement in school.
- To liaise closely with the pastoral team, SENDCO, Behaviour Resource Base Manager, Safeguarding and Attendance teams.
- Complete any relevant paperwork that will further support students (e.g. individual behaviour plans, reports, external service referrals, contribute to evidence required for SEND referrals).
- To complete administrative duties as directed.
- Assist in the supervision of students when they are in lessons, before school, break time, lunchtime and after school.
- To work closely with your line manager to review your progress regularly in order to constantly improve provision.

Support for the teacher

- Collaborating with staff to ensure a joined-up approach to behaviour management.
- To support the teaching staff in addressing the needs of all students but especially those students who need particular help with behaviour management to overcome barriers to learning and improve student engagement and involvement in lessons.
- Share information about students with teachers and other professionals as required.

Support for the student

- Support with the development, implementation and monitoring of individual Behaviour Support plans in partnership with the pastoral team and SEND team.

Support for the curriculum

- Establish strong relationships and work closely with pastoral team, safeguarding team, attendance team, Inclusion and SEND team and set clear expectations, and create a team culture of high standards and shared accountability.

Support for the Academy

- Be a visible and active presence, setting the tone through high expectations, positive relationships and consistent standards across the school
- Support whole-school initiatives to promote positive behaviour and inclusion
- Support whole-school supervision duties, taking the initiative in maintaining a calm and orderly environment.
- Be an ambassador for the school's ethos and values, modelling the behaviours expected of every member of the community.
- Maintain the highest standards of professionalism in appearance, communication, and conduct.
- Work proactively to promote student inclusion, wellbeing, and personal development.

Other

- To promote Rainhill's vision, values and expectations among the students and the year team.
- Attend and contribute to key school events involving your year group, such as progress evenings, options evening, results day, awards evenings, and more.
- To respond to parents in a timely manner and in line with the school's communication policy and be available for effective home-school liaison.
- High expectations of all pupils; respect for their social, cultural, linguistic, religious and ethnic backgrounds; and commitment to raising their educational achievements.
- To be responsible for improving your own practice through observation, evaluation and discussion.
- To comply with all School policies and procedures.
- To comply with the School's Health and Safety Policy and associated safeworking procedures and guidelines.
- To comply with the School's Comprehensive Equality Policy and to ensure that it is implemented within the service area of the post.

Additional Duties

To be willing to be trained as, and to be one of the school's many First Aid Officers (for support staff recruited after September 2004). The post holder may reasonably be expected to undertake other duties commensurate with the level of responsibility that may be allocated from time to time by the Principal/Operations Manager.

Review of Performance

Performance Management reviews will focus on the post holders' responsibilities. There is recognition that however good we are at our jobs, we should embrace the notion of 'continuous improvement'.

Generic Responsibilities of all Rainhill Staff

To work consistently to uphold school's aims.

To work in a co-operative and polite manner with all stakeholders.

To work with students in a courteous, positive, caring and responsible manner at all times.

To take an active and positive role in the school's commitment to the development of staff, and their annual review procedures.

To uphold all school policy and procedure towards safeguarding and promoting the welfare of children and young people.

To work with visitors to the school in such a way that it enhances the reputation of the school.

To seek to improve the quality of the school's service.

To adhere to the school's dress code and code of conduct.

To present oneself in a professional way that is consistent with the values and expectations of the school. The appearance of all staff should at all times be supportive of school policies for the students; e.g. professional, and appropriate, appearance at all times including when out of school, e.g. trips, CPD etc.

This post is subject to a satisfactory Enhanced Disclosure & Barring Service check.

The details contained within this job description reflect the content at the date it was prepared. However, it is inevitable that, over time, the nature of the job may change. Existing duties may no longer be required and other duties may be gained without changing the general nature of the post or the level of responsibility entailed. Consequently, the Trust will expect to revise this job description from time to time and will consult the postholder/s at the appropriate time.

PERSON SPECIFICATION

Criteria	E/D	A/I/T
Knowledge and Experience		
Minimum 2 years' experience of working with young people and students in an educational setting	E	A/I
Providing pastoral support within an educational setting	E	A/I
Ability to develop positive relationships with young people	E	A/I/T
Outstanding behaviour management practitioner	E	A/I/T
Understand de-escalation strategies and can evidence effective use of these	E	A/I
Experience of supporting pupils with challenging behaviour	E	A/I
Understanding of SEMH/SEND and how it relates to behaviour	E	A/I/T
Able to demonstrate substantial and successful experience of inclusive practice	E	A/I
General understanding of national curriculum and other learning programmes within specified age range/subject area	E	I
Experience of supporting young people on a one to one and group work basis	E	A/I
Decision making skills	E	A/I/T
Pro active	E	A/I
Commitment to safeguarding and protecting the welfare of children and young people	E	A/I
Experience of working with and promoting good relationships with parents/carers and outside agencies to achieve positive outcomes	E	A/I
Qualifications and Training		
Good standard of Education up to GCSE or equivalent including Maths and English at Grade C/5 or above including excellent literacy and numeracy skills	E	A/I
Working knowledge of various software packages	D	A/I
Evidence of Continuous Professional Development	E	A/I
Good ICT skills to communicate, analyse and review data and present information to others	E	A/I/T
Skills and Abilities		
Ability to work effectively as part of a team	E	A/I
Ability to work independently to organise own workload and use own initiative	E	A/I/T
Ability to build and maintain effective and positive working relationships with colleagues and other adults	E	A/I/T
Ability to address sensitive matters with a caring approach and appropriate confidentiality	E	A/I/T
Excellent interpersonal skills at all levels	E	A/I/T
Excellent time management, planning and organisational skills including record keeping	E	A/I
Strong verbal and written communication skills	E	A/I/T
Ability to work under pressure and meet deadlines	E	A/I/T
Good working knowledge of safeguarding and child protection procedures	E	A/I/T
Flexible approach	E	A/I
Commitment to work after school hours as required to promote the welfare of learners	E	A/I
A strong commitment to the personal, spiritual, social and health development of young people	E	A/I/T
Commitment to Equal Opportunities		
Ability to understand and demonstrate commitment to equality and diversity	E	A/I

E = Essential requirement of the role I = Assessed at Interview D = Desirable requirement of the role T = Task
A = Assessed via the application form



STEPHENSON TRUST

Stephenson Trust is based in Rainhill, Merseyside and is currently a single school in a multi academy trust. We have several external partners, including Hope University, Ambition Institute, SSAT, Rainbow teaching school hub and the educational endowment fund.

We are now seeking to expand in the next couple of years with those who share our desire to provide an excellent education

In our trust, our vision is one of excellence for everyone, pupils and staff. We believe that by working together, we can make a positive difference to children's lives. We place emphasis on wellbeing, collaboration and professional development for our staff, underpinned by research. Our aim is to ensure our students finish their education with us as well-rounded, well-grounded individuals who will make a positive contribution to society, which is partly achieved by ensuring our workforce is supported and professionally challenged, underpinned by comprehensive CPD programmes and wellbeing initiatives. We offer the following benefits, designed to promote your wellbeing and make your role enjoyable and rewarding.

For the right candidate there will be additional opportunities based on potential, ability and capacity to make a difference across the team and the school.

BENEFITS OF WORKING FOR STEPHENSON TRUST

- A culture that actively promotes a positive work-life balance
- Local Government Pension Scheme with a generous employer contribution
- Flexible and Family Friendly Policies
- Continued Professional Development
- Lifestyle benefits and discounts
- Competitive salaries
- Free on-site parking
- On-site catering facilities

HOW TO APPLY

<https://rainhillhighschool.org.uk/about/rhs-vacancies>

GUIDANCE FOR COMPLETING YOUR APPLICATION FORM

Your application form should be submitted to the school by email to the school's job vacancies email address provided, or by hard copy to the school postal address. Your application consists of two parts; the application form and the optional Equal Opportunities form.

Your application form will be used to measure you against the essential criteria as identified on the person specification. This is your opportunity to sell your skills, abilities and experience. It is important that you read the job description and person specification carefully and ensure that your application is tailored to the role you are applying for. You may also wish to submit a covering letter outlining how your career to date has prepared you for the post.

Take time to check your application form to ensure that you have completed all sections. Also check for any spelling and grammatical mistakes.

The Equal Opportunities form will be used to assist in monitoring the effects of the school's equal opportunities policy in recruitment and selection and will help us to develop and improve.

If you are applying for a post that includes working with children or vulnerable adults please include the date that you left secondary education. We may contact any of your previous employers to confirm information provided in your application.

Section 6: This is your opportunity to demonstrate to the shortlisting panel how you meet the essential criteria of the person specification. Use specific examples and evidence of your skills, abilities and experience to demonstrate how you meet the criteria.

Section 7: Please provide details of two referees, one of whom must be your current or most recent employer. Referees cannot be relatives or people writing solely in the capacity of friends. If you are applying for a post which involves working with children or vulnerable adults and you are not currently working with children or vulnerable adults, but have done so in the past, please provide details of the most recent employer of this type of employment.

Section 14: In line with the statutory guidance document Keeping Children Safe in Education (2024) the trust will conduct online searches after the shortlisting process for any candidates who accept an invitation to interview.

You are required to sign the form to confirm that the information you have provided is accurate and true. Providing false or misleading information could result in your application being rejected, a conditional offer being withdrawn or lead to disciplinary proceedings which may result in dismissal. If you send your application by email, it will be deemed that you have signed the declaration. You will be required to sign a copy of your application form if you are invited for interview or if you are offered the post subject to further checks.

Application forms should be returned to jobs@rainhillhigh.org.uk

Please note it is our policy to retain all application forms for unsuccessful applicants for a period of six months, after which time they are securely destroyed.

Click here for the [Application Form](#)





**RAINHILL
HIGH SCHOOL**

RAINHILL HIGH SCHOOL
WARINGTON ROAD, RAINHILL, MERSEYSIDE, L35 6NY

WWW.RAINHILLHIGHSCHOOL.ORG.UK