

TRINITY CATHOLIC COLLEGE

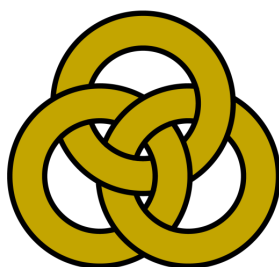


APPLICANT PACK

Pupil Engagement Officer

Trinity Catholic College

Middlesbrough



Letter to Applicants

Dear applicant,

We are delighted you have shown an interest in the role of Pupil Engagement Officer. Although we are a Catholic Trust we welcome both staff (and pupils) from all faiths to join our family of schools.

Within this application pack you will find:

- a) Information on how to access the online application form and additional forms related to this (these can be completed electronically and emailed)
- b) Job Description and Person Specification
- c) Further information about our Trust including our Benefits and Wellbeing package.

Applicants should return their completed application forms to vickers.t@trinity.npcat.org.uk by the **closing date, Monday 9th February 2026, 9am**. Any gaps in previous employment must be explained.

Should you wish to have an informal discussion, please do not hesitate to contact Luke Johnson, Assistant Headteacher at johnson.l@trinity.npcat.org.uk

As mentioned in the advertisement, a DBS disclosure is required for this post. It is important to note that:

Nicholas Postgate Catholic Academy Trust is committed to safeguarding and promoting the welfare of children.

We would like to take this opportunity to thank you for your interest in this vacancy and wish you well with your application.

Job Advert

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| Required: | As soon as possible |
| Contract: | Permanent |
| Salary: | £31,022 - £35,412 pro rata (actual salary: £27,487 - £31,377) |
| Hours: | 37 hours per week, Term Time only plus 2 weeks |
| Location: | Trinity Catholic College, Lacy Rd, Middlesbrough, TS4 3JW, however PEO's may be based at any NPCAT Secondary School |

We are looking for an inspirational and highly effective Pupil Engagement Officer (PEO).

PEO's take a lead on ensuring behaviour protocols are effective and consistently delivered within the school environment or identified areas; ensure every child is able to circulate safely throughout the school; and take responsibility for duty points and support and supervise behaviour both within and outside the school on a daily basis to include before school, morning break, lunchtime and after school.

Trinity Catholic College is part of Nicholas Postgate Catholic Academy Trust, a family of 32 primary schools, and 6 secondary schools. With more than 12,300 pupils and 1,500 staff, the Trust is now one of the largest Catholic Multi Academy Trust in the UK.

CPD opportunities

Ongoing professional development from within the Trust provides our employees with great opportunities for development and progression. These opportunities will be offered to the successful candidates.

The Trust offers:

- A strong, supportive ethos
- Happy, enthusiastic and friendly pupils
- Highly experienced and talented colleagues
- Excellent professional development and progression opportunities across our 38 schools
- Supportive Trust board, governors and parents

Closing date: Monday 9th February 2026, 9am
Interview: To Be Confirmed

Please refer to the back cover of the application pack for details of how to apply for this position.

Role Description

The Trust is committed to safeguarding and promoting the welfare and safety of young people and expects all staff to share this commitment.

Post title: Pupil Engagement Officer

Grade: H - I, SCP 17-24

Responsible to: Trust Behaviour Lead

Job Purpose:

- To contribute effectively to the management of all pupils' behaviour and to the achievement of the school's values and beliefs.
- To uphold the vision and aims of the Trust as detailed in the Behaviour Policy and other associated documents.
- To work cooperatively with and in support of all adults in the school.
- To liaise with all Trust Officers, stakeholders, including the local authority where appropriate, in the management of pupil behaviour.
- To work with all pupils in a courteous, caring and responsible manner at all times.
- To work with visitors to the school in such a way that it enhances the reputation of the school.
- To present oneself in an appropriate manner so that it upholds the values of the school.

Main responsibilities

Focus of the Role:

The postholder will:

- Ensure pupils' behaviour is in line with Trust expectation.
- Be an active member of the Pastoral Team.
- Take a lead on ensuring the behaviour protocols are effective and consistently delivered within the school environment or identified areas.
- Provide cover for the Learning Support Centre Manager when required.
- Take responsibility for duty points and support and supervise behaviour both within and outside the school on a daily basis to include before school, morning break, lunchtime and after school.

- Ensure every child will be able to circulate safely throughout the school and ensure this is reinforced by the ongoing and consistent presence of the PEO (Pupil Engagement Officer) on corridors within and between class times.

Provide support for pupils by:

- Monitoring and evaluating appropriate strategies for KS3/KS4 pupil behaviour tracking, target setting and mentoring.
- Providing effective care and guidance for pupils, including for those with SEND, Child Protection issues and Looked After with particular reference to ensuring effective safeguarding protocols are adhered to in a consistent manner.
- Monitoring behaviour, liaising with the School Attendance Case Manager, School Safeguarding Officer, Learning Support Centre Manager, form tutors, teachers and curriculum leaders and SLT and assisting with interviewing pupils and their parents, to encourage cooperation and support.
- Developing and maintaining positive relations with parents, fostering an open culture to encourage active involvement in their education.
- Completing all relevant administrative details on CPOMS and/or ARBOR relating to safeguarding and behaviour.
- Liaising with relevant internal and external staff, to contribute to the effective KS2-3 transfer and the induction of Year 7 or KS4 – Post 16 transfer.
- Using the school's reward system effectively and monitoring pupils' progress, celebrating achievements using assemblies, class visits and parental contact.
- Leading assemblies focused on particular themes and issues to ensure a breadth of suitable experience and exposure to contemporary life.
- Producing useful behaviour resources and training to the whole school.
- Providing an opportunity for pupils to have any issues or concerns identified and supported in advance of lessons
- Ensuring a highly visible presence which both reassures pupils and offers support for pupils who find present challenging behaviour at any point of the school day.
- Ensuring all break times will be safe and secure for pupils within recreational zones identified for pre-determined cohorts of pupils.
- Ensuring the pastoral team is supported at lunch time with the deployment of dedicated Enrichment Officers who will assist with the transition into lunch time and transition after lunch as normal time table resumes.
- Ensuring all pupils adhere to recreational zones codes of conduct which may differ given the possible nature of the activity set associated eg: sports/quiet reflection.
- Ensuring all year groups use agreed assembly points prior to return to lessons after any break. The expectation is for all classes to line in an orderly fashion before being permitted to return to the main school buildings.

- Ensuring the end of the school day all pupils exit the school in a safe and secure manner. This may necessitate PEO to be assigned to points beyond the school boundary to transition pedestrian pupils safely into the wider community.
- At the end of each day the pastoral team will meet as a collective and debrief on issues and discuss on-going case management. This provides a safe and secure space for the team to brief SLT, catch up with reports, data input and meet parents among other tasks.
- Ensuring all Safeguarding and CP issues are passed to the designated full time Safeguarding and Wellbeing Officers to ensure the necessary expertise is available on site to support those most vulnerable within our school community.
- Ensuring pupils are greeted to and from the bus in the morning and after school and an update on behaviour taken from the driver.
- Liaising with the Enrichment Officers and arranging cover if anyone is unable to undertake their duty.
- Being aware of, and informing the Enrichment Officers of the emergency procedures.
- Reporting directly to the Assistant Headteachers on issues, concerns and procedures.
- Providing induction training for new Enrichment Officers, including 'shadowing' and First Aid procedures.

Provide support for teachers:

- Liaising with teachers and departments in relation to behaviour and learning of individuals and groups of pupils.
- Promoting teamwork in order to ensure effective working relationships.
- Being responsible for initial parental contact as agreed in relation to persistent pupil behaviour and barriers to learning.
- To monitor, evaluate and review the effectiveness of behaviour protocols across the school.
- Assisting with home school liaison in line with agreed protocol.
- Managing pupil behaviour around the school.
- Providing emergency on call support as required throughout the school day.
- Managing relevant elements of parents' evenings, as agreed with the relevant senior staff.

Provide support for the school by:

- Taking the lead on identified aspects of behaviour for identified year group(s) or House, monitoring their progress and identifying barriers to learning and where intervention may be appropriate.
- Supporting the educational aims and objectives of the school's beliefs and values and to encourage staff and pupils to follow this example.

- Providing reports or information relating to pupil behaviour with detailed actions and proactive solutions as required.
- Inputting to the compilation of reports for Early Help Plans, Pastoral Support Plans, Respite placements and Supported Transfers.
- Supporting the establishment and maintenance of positive relations with parents/carers, support agencies and pupils.
- Attending and contributing to extra-curricular meetings.
- Pro-actively working to ensure successful transition arrangements are in place.
- Forming excellent working relationships with partner schools.
- Adhering to the school's / Trust's policies and procedures.
- Assisting in the production of relevant information as required by the Senior Leadership Team and NPCAT.
- Being aware of confidentiality issues particularly relating to child protection.
- Completing individual training and development and assisting in the training of new members of the team.
- Participating in the Trusts annual Performance Management Review with mutually agreed targets.
- Upholding policy and practice for equal opportunities and to promote non-discriminatory practices in all aspects of work undertaken.
- Organising and accompanying teaching staff and pupils on visits, trips and out of school activities.

Quality Assurance:

- Keep up-to-date with Ofsted criteria and judgements associated with behaviour and welfare and outcomes for pupils.
- Help to implement quality procedures and modify and improve procedures where required.
- Contribute to the process of monitoring and evaluation of administration in line with agreed procedures, including evaluation against quality standards and performance criteria.

Management Information and Administration:

- Maintain Trust approved recording systems that are used to provide evidence of effective behaviour for all staff and parents.
- Provide all relevant information as and when required in a timely and acceptable manner.

Communication:

- Maintain effective links throughout the school and with parents.
- Communicate and consult with all staff as needed.
- Promote a positive service to both staff and pupils.

- Communicate and cooperate with internal/external individuals and bodies as appropriate.
- Follow all policies within the school.
- Follow all Trust policies.

Marketing and Liaison:

- Contribute to the development of effective, relevant links with external agencies and with our associated schools.
- Develop information for parents/carers on behaviour issues.

Management of Resources:

- Contribute with other staff to ensure a sharing and effective use of resources to the benefit of the schools and pupils.
- Attend all CPD as refined by the Line Manager or in line with the personal development plan.

Other Specific Duties:

- Whilst every effort has been made to explain the duties and responsibilities of the post, each individual task may not be identified. Employees are expected to comply with any reasonable request from the Headteacher to undertake work of a similar level that is not specified in this job description.
- The Trust will endeavour to make the necessary adjustments to the job and working environment to enable access to employment opportunities for disabled job applicants or continued employment for any employee who develops a disabling condition.

Safeguarding, Equality & Diversity and Health & Safety

- To safeguard and promote the welfare of for whom you have responsibility or come into contact with, to include adhering to all specified procedures.
- To carry out your duties with full regard to the NPCAT's Equality Policy and objectives.
- To comply with Health and Safety policies, organisation statements and procedures, report any incidents/accidents/hazards and take a proactive approach to health and safety matters in order to protect both yourself and others.

Employees are expected to comply with any reasonable request from a manager to undertake work of a similar level that is not specified in this Job Description. Employees should be courteous to colleagues and provide a welcoming environment to visitors and telephone callers.

The Trust will endeavour to make any necessary reasonable adjustments to the job and the working environment to enable access to employment opportunities for disabled job applicants or continued employment for any employee who develops a disabling condition. We will consider any reasonable adjustments under the terms of the Equality Act to enable an applicant with a disability (as defined under the Act) to meet the requirements of the post.

This Job Description may be altered to reflect or anticipate changes in the job which are commensurate with the salary and job title.

The job-holder will ensure that Trust policies are reflected in all aspect of his/her work, in particular those relating to:

- (i) Equal Opportunities*
- (ii) Health and Safety*
- (iii) General Data Protection Regulations (2018)*
- (iv) Safeguarding*

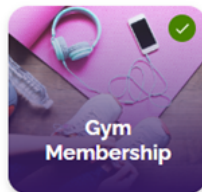
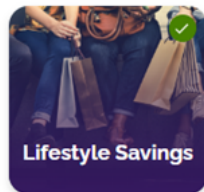
Person Specification

| Stage | Essential | | Desirable | |
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| Qualifications | E1 | Nationally recognised qualifications: minimum of 5 A* – C grades include English and Maths or relevant Level 3 (NVQ) qualification. | D1 | Experience of further relevant professional development. |
| Experience | E2 | Successful pupil support and guidance work. | | |
| | E3 | Successful and effective delivery on improving pupil behaviour and attendance. | | |
| | E4 | Supporting pupils' educational attainment. | | |
| | E5 | Partnership working. | | |
| Knowledge and Abilities | E6 | The ability to work effectively and sensitively with a range of groups and individuals, whilst pursuing agreed aims. | | |
| | E7 | An ability to communicate effectively with a wide range of people and groups. | | |
| | E8 | Good degree of skill in communications, verbal and written. | | |
| | E9 | The ability to instil and facilitate a culture of calm, ordered and reasoned purpose. | | |
| | E10 | Ability to set clearly-articulated goals to track progress of pupils and adapt strategies to achieve them. | | |
| | E11 | The ability to use ICT for personal and professional use. | | |
| | E12 | Actively promote the vision and beliefs of the school. | | |
| Personal Qualities and Skills | E13 | Demonstrate a belief in the role of the school in developing citizens for the future. | | |
| | E14 | A strong belief in education which values and encourages learning for life. | | |

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| | E15 | Strong personal credibility based on high levels of probity and the ability to form effective and mutually respectful interpersonal relationships with a variety of stakeholders. | | |
| | E16 | An understanding of and sensitivity towards issues faced by vulnerable young people and their families. | | |
| | E17 | A professional approach, particularly with regard to issues of confidentiality. | | |
| | E18 | Excellent literacy, numeracy and ICT skills. | | |
| | E19 | Proven organisational skills. Ability to work proactively on own initiative and as part of a team. | | |
| | E20 | Good analytical and judgemental skills with the ability to adapt and meet others needs. | | |
| | E21 | Ability to manage time effectively. | | |
| | E22 | Ability to promote a positive school ethos. | | |
| | E23 | Ability to remain calm when faced with stressful/difficult situations. | | |
| | E24 | A commitment to equality and inclusion and the overcoming of barriers to education. | | |
| | E25 | A commitment to promoting the welfare of children and young people in line with the school's Safeguarding Policy. | | |
| | E26 | To deal effectively with parents and pupils in the context of complex and contentious issues on behalf of the school. | | |
| | E27 | Be willing to work flexibly to meet the demands of the post. | | |
| Professional Skills and Abilities | E28 | Professional appearance, conduct and attitude. | | |
| | E29 | To be an exemplary leader in dealings with staff, parents, pupils and outside agencies. | | |
| | E30 | A committed life-long learner, willing to undertake further training. | | |

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| | E31 | Empathy with young people. | | |
| | E32 | Firm, but approachable manner. | | |
| | E33 | Ability to command respect and deal with pupils authoritatively. | | |
| | E34 | Ability to deal with pupils in a fair and consistent way. | | |
| | E35 | The ability to deal calmly with emotionally demanding young people and parents who may exhibit anger, distress or frustration. | | |
| Strengthening the Community | E36 | Support and seek to develop the distinctive ethos of the school. | | |
| | E37 | Collaborate and network with other schools. | | |
| | E38 | Recognise and take account of the richness and diversity of the school's communities. | | |
| | E39 | Build and maintain effective relationships with parents, carers, partners and the community that enhance the education of all pupils. | | |
| Other Requirements | E40 | Application forms should be completed in full. | | |
| | E41 | Personal Statement should be clear and concise. | | |
| | E42 | Personal Statement should address the criteria identified in the Person Specification. | | |
| | E43 | Professional appearance and demeanour. Excellent role model. | | |
| | E44 | Working outside of school hours will be required. | | |
| | E45 | Ability to meet the travel requirements of the post. | | |

Why work for us?



The Nicholas Postgate Catholic Academy Trust family of 32 primary schools, six secondary schools, promotes the dignity, self-esteem and development of every one of our pupils and staff.

NPCAT is committed to equality of opportunity and will not tolerate any harassment, intimidation, discrimination or victimisation. Catholic schools are welcoming places to pupils and members of staff from all faiths and none. More than a quarter of a million pupils and almost half of teachers in Catholic schools are not of the Catholic Faith.

Situated in Teesside, North Yorkshire and the City of York, our schools offer high-quality education, with a curriculum that meets requirements of our young people and gives them every opportunity to succeed in adult life.

NPCAT recognises the importance of staff welfare and a managed workload and this is reflected in the way we treat our people.

As a responsible and caring employer, we appreciate and value each of our staff. Their holistic health and wellbeing are vital to enabling all of us to maintain the optimum work-life balance.

We offer:

- Competitive pay and annual cost of living adjustment
- Performance-related pay progression and recognition of additional responsibilities
- Defined benefit pensions
- On-site parking at our school premises

Additional benefits include access to:

- Vivup - Lifestyle savings - store discounts
- Vivup - Discounted gym membership
- Vivup - Cycle scheme
- Full wellbeing package

We encourage staff to undertake training and development and to explore new challenges within the Trust wherever appropriate.



How to Apply

Application form and further information is available from:

npcat.org.uk/current-vacancies

Applicants should complete and return a **Support Staff Application Form & Recruitment Monitoring Form** to:

vickers.t@trinity.npcat.org.uk

Should you be shortlisted for an interview, you will be required to complete a Rehabilitation of Offenders Disclosure Form.

Job Description: This informs you of the main responsibilities for the post and explains what we are looking for. It informs you about the personal and professional qualities you need for this post. These criteria will be used to make the appointment.

Person Specification: This specification sets out which criteria will be used to shortlist candidates for interview.

If you require any additional information about this post, please contact Luke Johnson, Assistant Headteacher at johnson.l@trinity.npcat.org.uk

Thank you for your interest in NPCAT. We look forward to receiving your application.

Please note that if you do not hear from us within 2 weeks from the closing date you are to assume your application has been unsuccessful on this occasion.

Nicholas Postgate Catholic Academy Trust is committed to equality of opportunity, safeguarding and promoting the welfare of children, young people and vulnerable adults and expects all staff and volunteers to share this commitment. The post is subject to an enhanced DBS check along with other relevant employment checks.