



RISEDALE

SCHOOL

A family of learners

RECRUITMENT PACK

June 2025

Dear Candidate,

SUBJECT: Recruitment Pack – Pupil Support Manager

Thank you for your interest in the post of Pupil Support Manager at Risedale School. I hope you find the information you require within this recruitment pack.

Risedale is a fairly small community school with a fantastic, tight-knit staff, a wonderful group of young people and a clear but determined agenda to make sure that every pupil is looked after, challenged and ultimately leaves ready for a positive future. We are at an exciting point in our journey; the school has entered a phase of change with improvements in progress and the opportunity for everyone to make a difference. We are absolutely committed to no young person being left behind and are passionate about ensuring that the quality of education (including enrichment) is excellent. We are also proud of our connections with the military and seek to capitalise on this and our community partnerships, including veterans and local historians.

Our aspiration is that every pupil and staff member is supported to be the **BEST** version of themselves. Members of our Risedale family will feel a strong sense of belonging and accomplishment as a direct result of attending our school. They will accumulate knowledge, cultural capital and social skills, such as empathy and kindness, enabling them to thrive in society and enjoy healthy **RELATIONSHIPS**. All our pupils will make good progress from their starting points. At whatever stage of their education Risedale pupils leave us, they will be well-equipped to take the next steps on their journey to becoming a **RESPONSIBLE, RESPECTFUL** and **RESILIENT** citizen who can embrace change and learn from mistakes.

If you decide to apply, please do so using the Risedale Job Application Form, utilising the 'Supporting Evidence and Further Information' sections to detail how your knowledge, skills and experience meet the requirements for this post, what you can bring to this post and why you wish to work at Risedale. Please do not send a CV or apply through a recruitment agency.

Return your application either via email to jobs@risedale.org.uk or alternatively post your application to Mrs L Greenwood, Headteacher, Risedale School, Hipswell, Catterick Garrison, DL9 4BD. Please ensure your application arrives no later than 23:59 on Sunday, 06th July 2025. Please mark your envelope 'Pupil Support Manager' in the top left-hand corner.

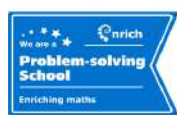
I hope you will accept my thanks in advance for your interest in the post, and excuse my discourtesy in responding only if you are shortlisted for an interview.

I look forward to hearing from you.

Yours sincerely,



Mrs L Greenwood
Headteacher



JOB INFORMATION

JOB TITLE	Pupil Support Manager - Key Stage 4
SALARY / GRADE	Pay Grade H Point 18-23 £27,898.13 - £30,460.71 pro rata'd salary (£30,559 - £33,366 full time equivalent salary)
CONTRACT TYPE / TERM	Permanent / Term time only plus 3 weeks / 37 hours per week
JOB TO START	September 2025
CLOSING DATE	23:59 Sunday 06th July 2025
INTERVIEW DATE	Thursday 10th July 2025

Do you thrive in an environment that is child-centred? Are you passionate about pupil wellbeing and fostering a positive school community? Then we want to hear from you!

We are seeking two child-centred and dedicated individuals to join our team as Pupil Support Managers for Key Stage 4 at Risedale School. As a Pupil Support Manager, you will play a crucial role in providing support and guidance to pupils, ensuring their emotional wellbeing and pastoral care. You will promote positive behaviour, play a key role in the implementation of the school's behaviour policy, support vulnerable pupils, and work with parents and external agencies to overcome barriers to learning, friendship issues or other challenges. You will have the opportunity to make a positive impact on the lives of young individuals and help create a nurturing and inclusive learning environment. You will provide guidance and support to ensure all pupils feel valued, respected, and empowered to reach their full potential.

Key Responsibilities:

- Deliver effective pastoral care.
- Establish proactive strategies as part of the wider pastoral team to support pupil wellbeing and behaviour.
- Identify pupils facing challenges and provide timely intervention and support.
- Build strong relationships with pupils, parents/carers, and external agencies to ensure a coordinated approach to pupil wellbeing.
- Contribute to the development and implementation of the school's behaviour policy.
- Monitor pupil attendance and develop strategies to improve it.
- Support pupils to face the challenges of Key Stage 4 and moving into Post-16 provision with confidence
- Work as part of the school's wider Safeguarding Team to ensure safeguarding procedures are followed.

The successful applicant will join our team and lead on all aspects of pastoral work. You must be proactive in your approach, working closely with pupils, parents, our staff team and other agencies to find workable solutions and responses to any issues arising around behaviour, wellbeing and attendance.

If you would like further information on the role or would like to arrange a visit to the school, please email Stef Blood, Business Manager, at blood.s@risedale.org.uk to arrange a suitable time.

Completed application forms should be emailed to jobs@risedale.org.uk or alternatively can be posted to Mrs L Greenwood, Headteacher, Risedale School, Hipswell, Catterick Garrison, North Yorkshire DL9 4BD.

PLEASE NOTE: The school will not accept referrals or CVs from supply or employment agencies for this post.

Closing date: 23:59 Sunday 06th July 2025

Interview date: Thursday 10th July 2025

We are committed to safeguarding and promoting the welfare of children and young people and expect all staff and volunteers to share this commitment. The successful applicant will therefore be required to complete an enhanced Criminal Records Disclosure. We encourage applications from all sectors of the community.

JOB DESCRIPTION

JOB TITLE:	Pupil Support Manager – Key Stage 4
GRADE:	Pay Grade H Point 18-23
CONTRACT TYPE / TERM:	Term time only plus 3 weeks / 37 hours per week
RESPONSIBLE TO:	Senior Teacher: KS4 Standards

JOB PURPOSE:	To support the welfare and progress of pupils in their learning, behaviour and transitions
JOB CONTEXT:	<p>Leads on pastoral support to pupils, providing advice and guidance and implementing agreed plans to encourage learning and overcome barriers to learning.</p> <p>Works with pupils in school who are experiencing complex, emotionally demanding situations due to outside influences, requiring sensitivity.</p> <p>Works and communicates closely with children, young people and their families to engage with them to support school engagement, attendance, behaviour and progress. This includes dedicated support for pupils transitioning through and beyond Key Stage 4, ensuring they are well-prepared for their next steps.</p> <p>Pupil Support Managers can represent education in multi-agency work to support and safeguard vulnerable children and young people and their families, to promote positive outcomes.</p> <p>This school is committed to safeguarding and promoting the welfare of our pupils and young people. We have a robust Child Protection Policy, and all staff will receive training relevant to their role at induction and throughout employment at the School. We expect all staff and volunteers to share this commitment. This post is subject to a satisfactory enhanced Disclosure and Barring Service criminal records check for work with children.</p> <p>An ability to fulfil all spoken aspects of the role with confidence through the medium of English.</p>

ACCOUNTABILITIES / MAIN RESPONSIBILITIES

Operational Management	<ul style="list-style-type: none"> • Be accessible to pupils and parents/carers in school • Set high expectations for all pupils, with high presence and visibility • Establish proactive strategies to support pupil wellbeing and behaviour • Identify pupils facing challenges and provide timely intervention and support • Listen to pupils and help them to resolve issues that are creating barriers to learning • Develop and maintain professional relationships with pupils, providing mentoring support to targeted pupils • Work in partnership with, and offer non-judgmental support to, families, parents/carers, pupils, school staff and other agencies • Develop and maintain effective working relationships with parents/carers • Encourage & assist parents/carers to develop a positive relationship with the school
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	<ul style="list-style-type: none"> • Work with children on social skills, risky/impulsive behaviour, and support and promote engagement in education • Act as a positive role model for young people and their families • Promote emotional wellbeing with young people and their parents/carers • Identify and support Young Carers • Make referrals to the School Counsellor and take part in wellbeing referral meetings • Ensure pupils and families are referred to appropriate partner agencies for support in a timely manner • Ensure specific health needs are met via appropriate liaison and referral • Have knowledge and appreciation of a range of activities, courses, opportunities, organisations and individuals that could be drawn upon to provide extra support to pupils • Challenge and motivate pupils, promoting and reinforcing self-esteem, respect, responsibility, resilience and healthy relationships • Support and implement school policies, especially linked to behaviour and anti-bullying • Provide support to children and families at risk of suspension/exclusion • Support suspended and absent pupils to continue with their school work and build a plan for reintegrating the pupil back into school on return • Support pupils (particularly Service Pupils) to have a smooth transition into and out of the school • Actively manage and support the KS4-5 transition process, ensuring pupils work with the Careers Coordinator and Careers Adviser (as a priority where vulnerable) to gain the best support and guidance possible and secure next steps to post-16 education • Coordinate the supply of references for pupils to further education establishments and employers • Help the school to raise levels of attendance and punctuality by working with families to ascertain the causes of absence and implement plans to resolve the situation • Organise the collection of pupil/staff statements and other evidence following an incident • Deal with queries and problems in relation to pupils • Supervise pupils working out of circulation in the Reflection Room (internal isolation) • Be part of the call-in rota to support requests from teachers and other staff during lessons • Perform daily supervisory duties, including before school, break and lunch duties as directed • Work with other staff to undertake assessments of pupils to determine those in need of particular help and develop a support plan of appropriate interventions and actions
Communications	<ul style="list-style-type: none"> • Support young people and parents/carers to express their views when appropriate • Liaise with other staff in school to gather information on pupils as needed • Work closely with form tutors to ensure pupils in the relevant year groups are supported to succeed • Liaise with other professionals involved at key transitional stages, particularly with regard to KS4 transition, to ensure seamless information sharing and support networks

	<ul style="list-style-type: none"> • Establish rapport and respectful, trusting professional relationships with young people, their families and carers • Provide advice to pupils relating to their social, health, hygiene and emotional development needs • Provide feedback to pupils in relation to their progress, achievement, behaviour and attendance • Provide information and advice to pupils to enable them to make choices of their own • Deal with correspondence in relation to pupil welfare and behaviour • Act as a point of contact for parents and pupils when personal matters affect learning • Attend meetings as appropriate • Liaise with other school staff, raising awareness of issues with particular pupils and advising staff on proposed support plans
Partnership Working	<ul style="list-style-type: none"> • Support and work with external agencies, such as Early Help, CFS, police, etc., taking the role of lead professional/the child's champion where required, attending meetings and reviews, including Team Around the Family/Child meetings and co-ordinating the delivery of agreed intervention plans • Work in partnership with the Local Authority and other agencies to locate/trace missing children and support the young person to return home • Liaise and work closely with statutory and voluntary agencies • Signpost/ensure children and families receive appropriate multi-agency support
Resource management	<ul style="list-style-type: none"> • Contribute to staff training and development • Attend team meetings/share effective working practices • Engage in regular peer supervision, support and training • Attend staff briefings and participate in training days and CPD as directed • Participate in the school's performance management processes
Safeguarding	<ul style="list-style-type: none"> • Be committed to safeguarding and promoting the welfare of children, young people and adults, raising concerns as appropriate • Continuously develop and maintain safeguarding knowledge and skills through training to inform and enhance practice within the wider safeguarding team
Systems and Information	<ul style="list-style-type: none"> • Maintain regular file updates as routine, keep case files up to date and make accurate and timely records in line with the minimum recording standards • Maintain accurate and up-to-date casework records in relation to referred cases • Track, monitor and analyse behaviour, attendance and other applicable data and use analysis to improve standards through a planned system of intervention strategies • Provide accurate and timely information, returns and reports when required • Prepare reports for relevant forums • Understand the importance of consent and comply with the procedures for obtaining consent from young people and their families • Share information with partners in accordance with the North Yorkshire Information Sharing Protocol • Record information on pupils' behaviour and safeguarding on the appropriate systems • Contribute to secure and confidential recording of incidents using CPOMS • Record information on pupils' truancy from school • Record information on suspensions/exclusions

Planning and Organising	<ul style="list-style-type: none"> • Work with young people and their families to prepare, produce and develop achievable action plans to enable them to move forward in a positive way • Contribute to the development of behaviour and attendance policies and procedures for the school
Data Protection	<ul style="list-style-type: none"> • To comply with the Council's policies and supporting documentation in relation to Information Governance, this includes Data Protection, Information Security and Confidentiality.
Health & Safety	<ul style="list-style-type: none"> • Be aware of and implement your health and safety responsibilities as an employee, and where appropriate, any additional specialist or managerial health and safety responsibilities as defined in the Health and Safety policy and procedure • Work with colleagues and others to maintain health, safety and welfare within the working environment
Equalities	<ul style="list-style-type: none"> • We aim to make sure that services are provided fairly to all sections of our community, and that all our existing and future employees have equal opportunities • Within own area of responsibility, work in accordance with the aims of the Equality Policy Statement
Flexibility	<ul style="list-style-type: none"> • North Yorkshire Council provides front-line services, which recognises the need to respond flexibly to changing demands and circumstances. Whilst this job outline provides a summary of the post, this may need to be adapted or adjusted to meet changing circumstances. Such changes would be commensurate with the grading of the post and would be subject to consultation. All staff are required to comply with Council Policies and Procedures
Customer Service	<ul style="list-style-type: none"> • The Council requires a commitment to equity of access and outcomes, which will include due regard to equality, diversity, dignity, respect and human rights and working with others to keep vulnerable people safe from abuse and mistreatment • The Council requires that staff offer the best level of service to their customers and behave in a way that gives them confidence. Customers will be treated as individuals, with respect for their diversity, culture and values
Behaviours	Link
Date of Issue:	June 2025

PERSON SPECIFICATION

ESSENTIAL UPON APPOINTMENT	DESIRABLE ON APPOINTMENT
Knowledge <ul style="list-style-type: none"> • Knowledge of the Children's Act and how it relates to the role • Knowledge of engagement techniques • Knowledge of parenting skills • An understanding of child development, including social and emotional factors that could affect a child • An understanding of the potential barriers to learning and attending school faced by children and young people, and how they can be overcome • Knowledge of Safeguarding legislation and procedures • Knowledge of the different school transition periods of a pupil and how to offer support • Knowledge of the different opportunities available to pupils post-16 • Knowledge of behavioural management techniques • Knowledge of the school's policies and procedures 	<ul style="list-style-type: none"> • Education legislation relating to children and families, school admissions and suspensions/exclusions • Knowledge of available support services • Knowledge of referral procedures • Knowledge of Health & Safety regulations
Experience <ul style="list-style-type: none"> • Experience of working with young people and families • Experience of multi-agency working 	<ul style="list-style-type: none"> • Experience of working in an educational or social care setting • Experience of social work in an educational setting or experience of working with vulnerable children • Experience with a multi-disciplinary approach to problem solving • Experience of supporting families • Experience of working with children with challenging behaviour • Experience in delivering individual and group-based support and training, including facilitation
Occupational Skills <ul style="list-style-type: none"> • Ability to produce quality reports • Ability to record interventions and write reports • Good presentation skills • Influencing and negotiating skills • Good time management skills and the ability to organise own caseload • Good interpersonal skills and the ability to engage constructively with a range of people • Ability to make decisions within own area of responsibility • Good analytical and organisational skills • Effectively identifies workable solutions 	

<ul style="list-style-type: none"> • Communicates effectively verbally and in writing • Commitment to safeguarding and promoting the welfare of children and young people • Calm and measured approach to dealing with conflict • Appropriate use of personal authority • Recognition of appropriate personal and professional boundaries • Ability to work as an effective team member • Proven effective interpersonal skills • Positive approach to multi-agency working • Strong negotiation and mediation skills • ICT Skills 	
Qualifications <ul style="list-style-type: none"> • Relevant Level 3 qualification 	
Other Requirements <ul style="list-style-type: none"> • Ability to travel for work purposes • Flexible approach to working outside office hours when required • Positive motivation for working with children, young people and their families • Enhanced DBS clearance • Ability to form and maintain appropriate relationships and personal boundaries with children and young people • Emotional resilience in working with challenging behaviours and attitudes • Committed to the ethos of the school • The ability to converse at ease with customers and provide advice in accurate spoken English is essential for the post 	

You should use this information to make the best of your application by identifying some specific pieces of work you may have undertaken in any of these areas. You will be tested in some or all of the skill-specific areas throughout the selection process.



OUR VISION & VALUES

Our aspiration is that every pupil and staff member is supported to be the **BEST** version of themselves.

Members of our Risedale family will feel a strong sense of belonging and accomplishment as a direct result of attending our school. They will accumulate knowledge, cultural capital and social skills, such as empathy and kindness, enabling them to thrive in society and enjoy healthy **RELATIONSHIPS**. All our pupils will make good progress from their starting points.

At whatever stage of their education Risedale pupils leave us, they will be well-equipped to take the next steps on their journey to becoming a **RESPONSIBLE**, **RESPECTFUL** and **RESILIENT** citizen who can embrace change and learn from mistakes.

We are 'The Risedale Family' and together we are 'A family of learners'.

ABOUT US:

Risedale School is a coeducational community secondary school welcoming pupils aged 11 to 16. It enjoys an enviable and growing reputation in its local community. Links with the Armed Forces are strong. The school has one of the largest proportions of Service Children of any secondary school in the UK, and this military connection is an essential part of the school's distinctive character.



OUR LOCAL AREA:

Risedale School is located within the pretty village of Hipswell at the heart of Catterick Garrison, close to the historic market town of Richmond. It is set within a beautiful part of North Yorkshire, close to both Swaledale and Wensleydale. Catterick is a thriving and advancing location offering a choice of affordable and desirable housing opportunities and a unique and close community. Princes Gate Retail Park offers all major amenities including supermarkets, cafes, shops, a leisure centre and a library. Risedale is just a 5-minute drive from the A1(M), providing easy access to Teesside, York and the Leeds conurbation. Major centres like Darlington are within easy reach for commuters, shoppers or leisure seekers, at around a 30-minute drive along the A1(M).

CHILD PROTECTION:

We are committed to safeguarding and promoting the welfare of Children and Young People and ensuring that employees are suitable persons to work with them. All applicants are requested to provide, in their application, explanations for any gaps in study and/or employment history. Applicants should include in the Previous Employment section of their application form, details of any other unpaid work/experience, for example, voluntary work.

Applicants are advised that references will be requested prior to interview where consent has been given. References should be from "suitable" referees, that is, the current or most recent employer and, where this did not involve work with children and young people, the most recent employer where the work was with children or young people. Where we consider that additional references are required, we reserve the right to request details of alternative referee(s) from the candidate.

Interviewees are required to bring to interview original documents relating to identity and qualifications.

This school will only ask an individual to provide details of convictions and cautions that it is legally entitled to know about. Where a DBS certificate can legally be requested (where the position is one that is included in the Rehabilitation of Offenders Act 1974 (Exceptions) order 1975 as amended, and where appropriate Policy Act Regulations as amended) this school can only ask an individual about convictions and cautions that are not protected.

As part of a robust safer recruitment process, the school will carry out online searches on shortlisted applicants to identify any safeguarding or suitability issues that can be explored at interview.

At interview or in a separate discussion, this school ensures that an open and measured discussion takes place on the subject of any offences or other matter that might be relevant to the position. Failure to reveal information that is directly relevant to the position sought could lead to withdrawal of an offer of employment.

On induction, all staff will be provided with Child Protection training, appropriate to the role, including information regarding the North Yorkshire Safeguarding Children Partnership, Local Authority and School Child Protection and Safeguarding policies and practice guidance and information on expected probation, safe working practice, standards of conduct and behaviour and disciplinary, capability and whistle-blowing procedures. The [Child Protection Policy](http://risedale.org.uk/information/policies) can be found on our website at risedale.org.uk/information/policies.