



YEAR STUDENT MANAGER 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/twilight

Permanent

CLOSING DATE:

9.00am on Thursday 10th September 2026

INTERVIEW DATE:

Wednesday 16th September 2026

SALARY:

NJC 23-25 £30,595 - £32,741 actual pa
(£35,570 - £37,563 FTE)

LOCATION:

Rainhill High School, Merseyside
(Stephenson Multi Academy Trust)

We are seeking to appoint a Year Student Manager who has the capacity to enthuse, engage and inspire our young people. We believe that high quality pastoral support through the support and care helps raise achievement & enables students to take full advantage of the broadest possible education, overcome barriers to learning and be successful in all aspects. You must be a reflective practitioner and be committed to continuing professional development and educational research.

You will be part of a pastoral team who are responsible for cultivating a positive ethos and will be responsible for the day-to-day operations, personal development, behaviour and welfare of a year group including the celebration of success, use of rewards and adhering to policies and promoting positive role model behaviours.

This is a non-teaching role where you will act as a strong role model and the first point of contact for students, parents and colleagues. We are seeking to find staff who remain focused on education whilst helping remove any barriers that might exist. We want staff who will help and support achievement and accomplishments.

You will need to have excellent interpersonal skills and commitment to young people. This is a great opportunity to work with a talented and forward-thinking team and make a difference to students at the school.

It is not essential to have worked in a school setting, however previous experience of working with children and young people is, as is a desire to want to make a difference.

Why join us?

- **Permanent, full-time role 'Good' Ofsted-rated school (2023)** - Part of Stephenson MAT
- **Supportive inclusive environment** - Reduced workload, tech investment & career development
- **Excellent partnerships** - Hope University, Ambition Institute, Rainbow Teaching School Hub and more.

If you believe you have the skills and dedication to meet our standards, and be part of our pursuit of excellence, then Rainhill High is 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

YEAR STUDENT MANAGER

Trust:	Stephenson Multi Academy Trust Rainhill High School
Grade:	NJC SCP 23-25
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, Year Progress Leader

Purpose of the post

To enable all pupils to engage in education by providing leadership and support around student welfare, personal development, and behavioural issues in a designated year group. This will involve working with staff, parents/carers and pupils to address barriers to learning and make sure effective policies and procedures are in place.

Specific duties and Responsibilities:

1. To act as first response, and on behalf of Year Progress Leaders, Assistant Principals and the Deputy Principal on;
 - a. Day to Day issues with students (ensure that school policy is being adhered to especially operational matters, e.g. behaviour, uniform, equipment, mobile phones)
 - b. Behaviour in lessons
 - c. Behaviour outside of lessons
 - d. Bullying
 - e. Queries to or from parents
2. To work directly with the pastoral team to ensure the pastoral team is of exceptional standard.
3. To provide students with clear behaviour expectations and ensure our system of sanctions and rewards is firm and fair.
4. Have strategic oversight and responsibility of all pastoral care issues, including behaviour, child protection and children looked after within the cohort.
5. Investigating complex queries and simple complaints, assessing the nature of telephone calls, referring them to the appropriate person without referral to the line manager
6. To manage the transition of new pupils arriving or existing pupils returning to school, putting the necessary support in place to overcome any barriers to learning.
7. To work closely with the YPL, and where the risk of underachievement is identified, intervene in a timely and effective manner.
8. To be proactive in identifying patterns of behaviour, safeguarding and welfare that could lead to underachievement using data, and intervene with a sense of urgency to ensure that the needs of all students are met.
9. To ensure that behaviour records on Arbor are up to date, checking school email every day, several times a day and emailing/issuing documents to the relevant members of staff where required.
10. To be an advocate for the children in that year group and when necessary, a source of advice & information for others, including external agencies.
11. To actively eliminate bullying of all kinds within the year group in line with school policy.
12. To work with the pastoral team to provide timely and highly effective interventions to minimise the risk to underachievement and enable students to consistently meet our high expectations.
13. To work closely with the Inclusion manager to ensure that students enter appropriately, achieve standards of uniform and achieve correct behavioural standards in the classroom.
14. To play an active role around school in promoting culture and minimising potential behaviour issues with the year group, including timetabled duties before, during and after school.
15. To ensure behaviour sanctions are consistent, and the relevant staff / parents / carers are well informed.
16. To work closely with the Inclusion manager, attendance team, Family Liaison Officer, PLAC/LAC Support Co-ordinator, SEND team to ensure barriers to learning are eliminated.
17. To instigate and monitor student report cards.
18. To support tutors, when necessary, with student, parent, or external agencies.
19. To be a strong role model for all students, staff and parents and to uphold the policies of the school.

20. To liaise with relevant staff to ensure all students' needs are met.
21. To contact parents/carers frequently in order to strengthen the three-way partnership between families, students and staff.
22. To provide support and guidance to students and those engaged with them by removing barriers to learning.
23. To work closely with the Deputy Designated Safeguarding Lead (DDSL) & DSL to ensure the safety and wellbeing of all children in their year group.
24. To work with the YPL to ensure that students always follow school policies and take immediate action when this is not the case.
25. To ensure that the recording of pastoral data is accurate and timely, and reviewed by the year team to support the improvement of behaviour and culture in the year group.
26. To work with the Year Progress Leader, AP and VP to administer the detentions and sanctions systems, and to support the running of after school detentions if required on a rota.

Other duties

- **To model and implement the school policies to uphold the school's vision and values**
 - a) To be a visible and influential role model for all students in a year group
 - b) To ensure that all children follow the policies on a day-to-day basis
 - c) To promote the school's vision and values at every opportunity and ensure that students are in no doubt about the expectations of them
 - d) To celebrate the successes and effort of students to ensure the promotion of a strong & consistent culture across school
- **To respond to emergent safeguarding matters in partnership with Deputy DSL & DSL**
 - a) To be 'on hand' to provide appropriate information on individual students as required by external agencies and meetings
- **To proactively use and respond to safeguarding, behaviour, and attendance data, as appropriate to ensure that potential issues are identified, and provision is in place to limit their impact on achievement**
 - a) To visit lessons and other activities to promote best behaviour and ATL to all students in a year group
 - b) To supervise students when they have chosen to 'cross the red line' and support them to 'get it right'.
 - c) To take an active role in meetings where data is shared and use it to improve impact
 - d) To take part in meetings with various stakeholders (as requested) to eliminate or manage risk to underachievement
 - e) To communicate effectively with parents/carers, support staff, governors & external agencies in relation to students' behaviour and welfare as appropriate
 - f) To record information from all such matters on CPOMS and other sources as needed
- **To perform duties as required by a duty rota; before, during and after the school day**
 - a) To be punctual and proactive in managing detentions, gate duties, on call rotas and parental meetings
 - b) To promote the school's vision & values explicitly at every opportunity
- **To provide the relevant support, through interventions & CPD (Continuing Professional Development) (as part of the pastoral team) to teachers, leaders, parents, and students.**
 - a) Deliver CPD to a wider audience as appropriate
 - b) Deliver interventions to individual and small groups as appropriate
- **Work closely with others, as required to ensure that we limit barriers to learning**
 - a) To liaise with the SENDCO, safeguarding and inclusion staff as appropriate
 - b) To liaise and support teachers as required to ensure exemplary behaviour in all classrooms
- **To support the YPL to lead, manage, motivate, and develop a year team of tutors**
 - a) Prepare and participate as appropriate in all year team meetings & briefings
 - b) To attend meetings with or without tutors/YPL as appropriate
 - c) To participate in QA activities as directed by the YPL & SLT link
- **To lead and manage as required**
 - a) To lead and line manage staff when required.
 - b) To lead and develop school policies, such as behaviour and rewards, when required.

Generic Responsibilities of all Rainhill Staff

- a) To work consistently to uphold school's aims.
- b) To work in a co-operative and polite manner with all stakeholders.
- c) To work with students in a courteous, positive, caring and responsible manner at all times.
- d) To take an active and positive role in the school's commitment to the development of staff, and their annual review procedures.
- e) To uphold all school policy and procedure towards safeguarding and promoting the welfare of children and young people.
- f) To work with visitors to the school in such a way that it enhances the reputation of the school.
- g) To seek to improve the quality of the school's service.
- h) 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; professional, and appropriate, appearance at all times including when out of school, e.g. trips, CPD etc.

Additional Duties

Any other duty deemed reasonable, as directed by the Chief Finance and Operating Officer/Principal.

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'

All Year Student Managers will receive appropriate CPD throughout the year in order to assist them in reaching targets appropriate to the job description.

The post is subject to a satisfactory 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.

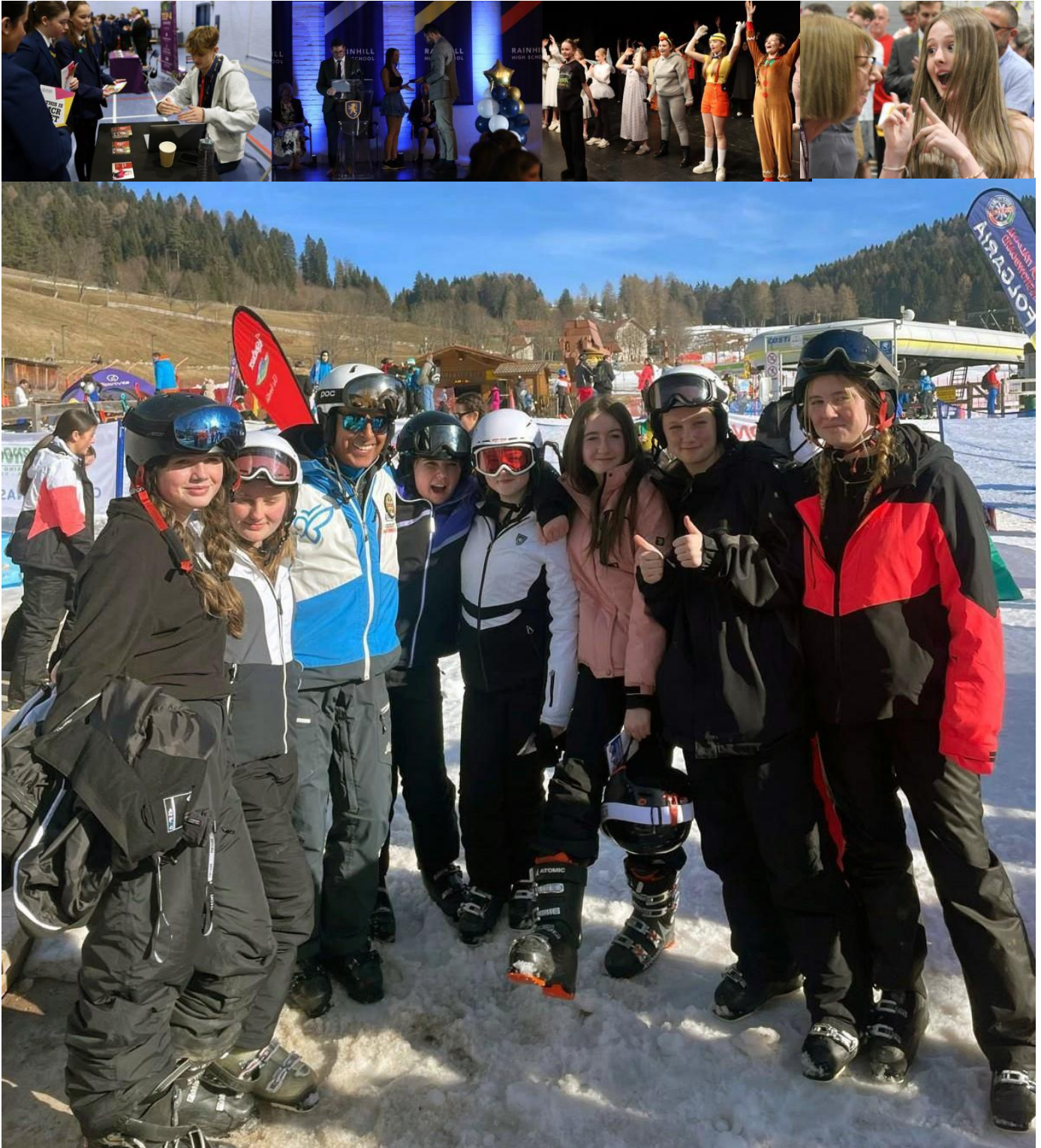
Section 14: In line with the statutory guidance document Keeping Children Safe in Education (2024) the trust will conduct online searches after the shortlisting process for any candidates who accept an invitation to interview.

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