



RECRUITMENT PACK

BEHAVIOUR RESOURCE BASE
MANAGER



LEARN THINK CONTRIBUTE CARE



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

BEHAVIOUR RESOURCE BASE MANAGER

Role Overview

DIRECTLY RESPONSIBLE TO:
Assistant Principal Culture & Behaviour

COMMENCING:
1 September 2025

CONTRACT:
Term Time Only + 5 days
Permanent

CLOSING DATE:
Friday 4th July 2025
9.00AM

INTERVIEW DATE:
Week commencing
7th July 2025

Visits to the school are warmly welcomed and encouraged by calling 01744 677205

Please return application forms to:
jobs@rainhillhigh.org.uk

We are seeking to appoint an enthusiastic, dedicated, and compassionate Behaviour Resource Base Manager to join our pastoral team in September 2025. The successful candidate will manage the Behaviour Resource Base. The role will involve creating and monitoring the climate for learning and standards and expectations within the resource base to facilitate a positive learning environment and undertake reflective and restorative intervention with the students who are supported.

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.

The successful candidate will promote positive behaviour, restorative practice, and student reintegration, whilst supporting staff and engaging families. They will play a key role in the whole school behaviour systems and policy implementation.

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 is part of Stephenson MAT and was graded as 'Good' by Ofsted in February 2023. The Academy is working hard to make a difference to staff workloads by investing time, technology, and support to make Rainhill an attractive place to work.



“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



<u>Post:</u>	Behaviour Resource Base Manager
<u>Grade:</u>	NJC SCP 19-22 £26,722 - £28,462 actual pa
<u>Contract:</u>	37 hours per week Term time only plus 5 days Permanent, full time
<u>Responsible to:</u>	Assistant Principal Culture & Behaviour

Purpose of the post

To lead the daily operation of the school's Behaviour Resource Base (consequence room), providing a structured, calm and supportive environment that demands the highest standards for all students. Promote positive behaviour, restorative practice, and student reintegration whilst supporting staff and engaging families. Play a key role in the whole school behaviour systems and policy implementation.

Specific duties and Responsibilities

Main duties

- Oversee daily operations in the Behaviour Resource Base, ensuring a consistent, calm, and reflective environment that supports students' behaviour and academic needs.
- Ensure all students complete assigned work that supports continuity of learning.
- Maintain high standards of discipline, presentation and behaviour.
- Manage student referrals/admissions into the base.
- Ensure suitable adaptations to meet the needs of key student groups e.g., SEND students and other vulnerable groups.
- To design, deliver and evaluate intervention strategies that reduce repeat referrals.
- Daily systems for registering students, informing parents/carers and ensuring administration including tracking, logs are completed in a timely manner.
- Recording and analysis of daily, weekly and half termly data of students who are supported in the base.
- Ensure and deliver effective pastoral support so that individual students and groups of students are supported to actively participate in overcoming barriers to learning and reach their full potential.
- 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 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.

Support for the student

- Deliver 1:1 or small-group behaviour interventions aimed at self-regulation, emotional literacy, and conflict resolution.
- Supports the reintegration of students into mainstream lessons through targeted interventions and consistent behaviour management practices.
- Support with the development, implementation and monitoring of Individual Behaviour Support plans in partnership with the pastoral team and SEND team
- To advise and assist parents and students to support positive behaviours and to provide liaison between students, the school and/or parents to secure students' positive interaction with school, including assisting in identifying problems of which a student's disaffection may be a symptom.

Support for the curriculum

- Establish strong relationships and work closely with the 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, active manager- setting the tone through high expectations, positive relationships, and consistent standards across the school.
- To work collaboratively with all school staff and external support agencies in order to support students.
- Support whole-school supervision duties, before and after school and during social times, taking 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.

Other

- To promote Rainhill's vision, values and expectations among the students and the year team.
- 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 students; respect for their social, cultural, linguistic, religious and ethnic backgrounds; and commitment to raising their educational achievements.
- Attend and contribute to key school events
- 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 safeguarding 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

- (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 adhere to the school's dress code and code of conduct.
- (i) 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, eg 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



RAINHILL
HIGH SCHOOL

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 students 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

D = Desirable requirement of the role

I = Assessed at Interview

A = Assessed via the application form T = Task



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, The Fowler Education Faculty, 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

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](#)