



Behaviour Intervention Lead APPLICATION PACK



Dear Applicant,

Thank you for showing an interest in joining The Bolton Impact Trust.

Bolton Impact Trust Academies have been delivering high quality Alternative Provision and Special Education to pupils in Greater Manchester and Lancashire for over 20 years and we are proud of our track record of making a real difference to children's lives in our area.

Our aim is to inspire every young person to acquire the knowledge, skills and experience necessary, both inside and outside the traditional classroom environment, to fulfil their true potential. Developing self-esteem, confidence and resiliency are major goals for us and preparing our young people to enjoy worthwhile and fulfilling lives back in their own communities after attending the Impact Trust Academies is a crucial part of our work.

We think that our Trust is a very special place where we respect individuality, diversity and difference. Every child who joins us is afforded a fresh start, and every adult who joins our team is given the opportunity to contribute. Staff Wellbeing is extremely important to us, and we offer attractive support packages including Employee Assistance Programmes, Wellbeing Credits and enhanced CPD opportunities.

We are looking to appoint a Behaviour Intervention Lead to join our team at Youth Challenge Academy. If you are a dynamic, motivated, conscientious professional who has a passion for working with children and young people and you feel you have the skills and personal attributes to work as part of an innovative, energetic and ambitious team, we would love to hear from you.

Yours faithfully

Paul Hodgkinson



CEO – Bolton Impact Trust

WELL-BEING AT THE BOLTON IMPACT TRUST

The Bolton Impact Trust recognises that staff are our most important assets and we wish to support them fully to thrive both personally and professionally. We recognise that there is a correlation between the wellbeing of our staff and the quality of provision that we offer to our pupils so we wish to promote a consistent trust-wide approach to wellbeing for our staff. We want our staff to thrive, come to work happy and leave work happy.

Our whole Trust vision is for all staff to enjoy successes at work and to develop their experience and skills to become excellent at what they do. Our wellbeing mission and aims are built in culture rather than as a set of stand-alone wellbeing activities. We believe that wellbeing is a constant state of botheredness for all.

Our wellbeing pledges

- We demonstrate compassionate leadership at all times
- We promote the concept of 'it's nice to be nice'
- We challenge any instances of non-compassionate leadership
- We create a constantly open 'support window' for staff
- We survey staff regularly
- We recognise outstanding staff performance regularly (praise culture)
- We offer high-quality CPD
- We consistently apply Trust policies
- We ensure that scrutiny leads to support, not judgement
- We look to create better environments for staff to work in
- We put resources aside for wellbeing activities
- We create Leadership Spaces for staff to work without external interference
- We provide opportunities for staff to collaborate with colleagues from across the trust and from external networks

Some examples of wellbeing activities include:

- Workload reduction strategies being reviewed regularly
- Making adjustments to working conditions for staff when required
- Clear email expectations – we do not expect our staff to read or respond to emails outside of working hours unless they want to
- Providing free refreshments each day
- Access to 'wellbeing' credits which allows agreed time off work
- Access to free counselling and Occupational Health
- Access to free physiotherapy
- Providing pastoral drop-ins and confidential supervision sessions for staff
- Fresh water dispensers on all sites
- Providing creative opportunities for connecting with staff and promoting their wellbeing (e.g., breakfast meetings, shared lunches,)
- Employee Assistance programme
- Menopause support
- Men's Health promotions
- Extensive opportunities for staff development (CPD programme)
- Equality Champions
- Wellbeing Champions

ADVERT – BEHAVIOUR INTERVENTION LEAD

We are seeking a committed and experienced Behaviour Intervention Lead to join our dynamic team at Youth Challenge in September 2025. Playing a key role in supporting a positive behaviour culture across the school, providing on-call support and working closely with the leadership team to embed a consistent and supportive approach to behaviour and culture. You will lead and support our team of Key Workers, guiding them to implement strategies that break down barriers to learning and foster pupil engagement. This is a vital role for someone who is passionate about inclusion, has strong leadership skills, and can drive impactful behaviour initiatives that make a real difference to young people's lives.

Youth Challenge provides education for pupils who aren't currently in mainstream settings. Typically, our pupils have either been excluded from school or require support in order for them to stay in school. A growing number of pupils have Special Educational Needs. Our aim is to provide high-quality, personalised education for all pupils so that they can make successful transitions back to mainstream school or into employment, education or training.

We are very proud of the quality of education at Youth Challenge and have been judged Outstanding by Ofsted since 2008.

Why you?

- You have in depth knowledge of behaviour intervention strategies
- You are a clear and confident communicator
- You can work collaboratively with other colleagues
- You are resilient, motivating and inspiring to others

Why choose us?

- At BIT, we value all members of staff. We have a strong focus on staff wellbeing, providing access to wellbeing support services via a dedicated wellbeing charter
- We are a growing Multi Academy Trust (MAT)
- Guidance of a supportive and experienced executive leadership team who invest in the development of their teams and the Trust
- Encouragement of further and continued professional development
- Competitive salary
- Part of the Greater Manchester Pension Scheme

This role is term-time plus 3 days

To apply, please follow the link and complete an online application form. The link can be found on the vacancies page of our website.

<https://www.boltonimpacttrust.org.uk/join-us/vacancies>

Visits to the Academy are welcome by prior arrangement. Candidates should contact the Academy Lead, Miss V. Sutton, on 01204 338574 or email:

SuttonV@boltonimpacttrust.org.uk

Applications should be submitted by Midnight on Sunday, 1st June 2025 to Office Supervisor, Ruth Jackson at JacksonR@boltonimpacttrust.org.uk

Interviews will be held in the week commencing 16th June 2025.

Candidates should ensure that their referees are easily contactable, with the correct phone number and email address and able to reply promptly if references are requested.

References will be obtained prior to an interview, and shortlisted candidates will be subject to online checks.

This post is subject to an enhanced DBS check

Bolton Impact Trust is committed to safeguarding and promoting the welfare of children, young people and vulnerable adults and expects all staff and volunteers to share this commitment and individually take responsibility for doing so.

Please note that CVs will not be accepted

JOB DESCRIPTION

Job Title	Behaviour Intervention Lead
Salary	NJC Grade 8 Scale 27-31 Term Time Plus 3 days FTE salary – £37,085 - £40,476 Actual salary - £31,389 - £34,763 <i>Pay award pending</i>
Location	Youth Challenge Smithills Dean Road Bolton BL1 6JT
Hours of Work	37hrs term time plus 3 days
Contract	Full-time, Permanent
Responsible to	Deputy Academy Lead

Job Purpose: supporting a positive behaviour culture across the school, providing on-call support and working closely with the Deputy Academy Lead to embed a consistent and supportive approach to behaviour and culture. Provide line management to a team of Key Workers, guiding them to implement strategies that break down barriers to learning and foster pupil engagement.

Behaviour and Culture

- Support the Deputy Academy Lead with the strategic leadership of behaviour and culture across the school.
- Lead the 'first response' to behaviour and welfare concerns, with support from the mentor team under the direction of the Deputy Academy Lead.
- Promote inclusion and acceptance of all pupils.
- Positive behaviour through the whole school rewards system.
- Act to ensure that inappropriate behaviour does not impede the good order of the school or academic progress in the classroom.
- Contribute to pastoral interventions that enhance health and wellbeing, emotional regulation, and behaviour in identified pupils.
- Develop a culture of self-reflection and restorative conversations to help pupils understand the impact of their behaviour and avoid repeated incidents.
- Investigate and manage behavioural incidents outside the classroom.

Key Worker Leadership and Line Management

- Provide day-to-day line management, supervision, and professional support for Key Workers.
- Monitor and review Key Workers' caseloads to ensure appropriate support is in place for identified pupils.
- Maintain knowledge and understanding of statutory guidance around behaviour and support and disseminate this to staff.
- Hold regular team meetings to review pupil progress, share best practice, and discuss behaviour and wellbeing strategies.
- Support performance management through regular check-ins, feedback, and appraisal processes.
- Identify training and development needs within the team and facilitate CPD opportunities.
- Ensure Key Workers are implementing consistent approaches to support behaviour, attendance, and engagement.
- Oversee the implementation of individual support plans by Key Workers, ensuring they are reviewed and adapted as needed.
- Promote collaborative working between Key Workers, teaching staff, and external professionals.

Pupil Support and Inclusion

- Liaise with colleagues, including Learning Mentors and Trust Therapeutic Specialist, to support inclusion of the most vulnerable pupils.
- Implement and share individual behaviour plans and act as an available adult for key pupils.
- Provide support, advice, and guidance to teachers and departments.
- Lead on reintegration meetings following suspension
- Facilitate restorative conversations and develop resources to support them.
- Ensure timely and clear feedback to staff and parents on pupil behaviour.

Parental Engagement and Communication

- Maintain regular communication with families of the most vulnerable pupils to share both successes and concerns.
- Encourage parents to actively support school routines and expectations.

- Promote parental engagement in school events, particularly with hard-to-reach families.
- Support some families through the Early Help process.

Operational and Safeguarding Responsibilities

- Assist the Deputy Academy Lead with the development, communication, and monitoring of the staff duty rota, contributing to break and lunch supervision.
- Promote and safeguard the welfare of all children and young people encountered in the role.
- Lead the delivery of CPI training for Staff (Instructor certification will be provided)
- Liaise with the Child Protection Officer and Designated Safeguarding Lead as necessary.
- Attend multi-agency meetings where appropriate.
- Comply with school policies and procedures relating to child protection, health, safety and security, confidentiality and data protection. Report all concerns to the appropriate person (as named in the policy concerned)
- Contribute to the school ethos, aims, and objectives.
- Contribute to school improvement and the development of academy policies
- Attend and participate in regular meetings as required
- Participate in the school's CPD programme and other learning activities and personal development, as required
- To accompany pupils on school visits, trips and out-of-school activities, as required
- To supervise pupils inside and outside the building at both morning break and lunchtime

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.

Person Specification	
Essential	Desirable
Qualifications and Training	
Level 3 or above qualification in a relevant field	Educated to degree level
5 GCSE's Grade 4-9 (A*-C) or equivalent	Pastoral qualification e.g. Mental Health First Aid Course
Willingness to participate in relevant training and development opportunities	Driving Licence
	Crisis Prevention Institute Certified Instructor
Experience	
Demonstrable experience in developing a range of approaches to assist in engaging with young people/difficult to reach groups and the ability to encourage them to engage with the learning process	Experience of leading a Pastoral team
Experience of working with children in an educational setting (within specified age range/subject area)	Minimum 2 years' experience of working with secondary aged children in an educational setting
Experience of working with pupils with behavioural / social and emotional difficulties and implementing effective behaviour management strategies	Experience of management information systems (e.g. CPOMS/Arbour)
Comprehensive experience of delivering a range of behaviour/social, emotional and mental health intervention techniques	
Knowledge, Skills and Abilities	
Knowledge & understanding of inclusion, especially within a school setting	Understanding of the principles of child development
Working knowledge of relevant policies/codes of practice/legislation	
Understanding of statutory frameworks relating to safeguarding and child protection including Early Help Assessments	
Ability to build effective working relationships with all pupils and colleagues	
Ability to identify, assess and diffuse potentially confrontational situations	

Ability to plan, organise and prioritise effectively	
Ability to work on own initiative and find effective solutions to problems that may arise	
Ability to liaise sensitively and effectively with parents and carers	
Ability to gather information, write factual concise reports using professional language, correct spelling and grammar	
Strong administrative skills, able to complete and deal with any required documentation in an appropriate, timely, efficient manner	
The ability to manage highly confidential material in an appropriately sensitive way including the electronic filing of such documents	
Personal Qualities	
Committed to the development and values of the Trust	Willingness to work across the trust and share good practice.
Committed to impactful and effective communication	
All year-round commitment to performance management and CPD	
The highest professional expectations of yourself, colleagues and pupils	
Work effectively as part of a team developing positive relationships with colleagues, pupils, parents/carers and other agencies, as appropriate	
Comfortable working with young people and families with challenging behaviours	
Commitment to impactful networking and research activity	
Enthusiasm, commitment, determination	
Committed to the well-being of yourself and others	