



# SMITHILLS SCHOOL

## SUCCESS FOR ALL

**The Bridge Mentor  
Candidate Information**



### OUR VALUES





Welcome to Smithills School

Thank you for expressing an interest in the position of The Bridge Mentor. This is a wonderful opportunity to join our successful, over-subscribed 11-16 school at an exciting stage of our journey.

Smithills School is proud to be part of Bolton Impact Trust, a small, values-driven multi-academy trust comprising:

- Youth Challenge
- Lever Park
- Forward Centre
- Park School

Although each school within the Trust serves a different setting, we share a common vision and a strong set of values. Bolton Impact Trust is committed to pupil-centred, inclusive education and has consistently fostered a culture of collaboration and mutual support that reflects our own ethos.

As Headteacher I am fortunate to work alongside our talented staff, pupils, families and community partners. Our school is a very special place where we respect individuality, diversity and difference. Every child who joins us is encouraged to achieve and every adult who joins our team is given the opportunity to contribute.

Our values of Excellence, Independence and Community are evident in all that we do. They combine to ensure our vision of 'Success for All' is achieved.

In September 2023, just two weeks into my headship, the school was rated as 'Requires Improvement' in both Quality of Education and Leadership and Management but was judged as 'Good' for Personal Development, and Behaviour and Attitudes. Ofsted acknowledged that 'pupils are warmly welcomed and quickly settle into school life,' praised our 'high aspirations for pupils' achievement,' and highlighted that 'staff feel happy and proud to work' at the school. They affirmed that we are heading in the right direction with the changes we are making, noting that more time is needed to fully implement and embed these improvements.

Since then, we have had a very positive monitoring visit, leaving us with only one Area for Improvement (AFI). Ofsted's feedback included that across curriculum areas, subject leaders have clearly identified the essential knowledge pupils must learn and the order in which it should be taught. Additionally, disadvantaged pupils and those with special educational needs and/or disabilities (SEND) are benefitting significantly from these efforts.

Our pupils are at the heart of everything we do. We are committed to developing and nurturing every child, providing the very best standards of education through a strong, knowledge rich curriculum, which is built around our expectations that all pupils will develop their depth of understanding across a wide range of subjects, securing an ambitious education for all. We also offer our pupils a wealth of cultural experiences, broadening horizons and developing self-esteem which provides them with the skills to make positive contributions to society, now and in the future.

We are committed to the continued professional development of all our colleagues and take our responsibility to develop leaders of the future seriously. We are equally committed to staff wellbeing: we provide a package of support to help all colleagues achieve a happy work life balance and we have a thriving wellbeing group that initiates real change in school.



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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.



## Why work at Smithills?

As a team, we value every member of staff – from the site team to middle leaders, from teachers to SLT, from canteen staff to teaching assistants, from pastoral staff to IT support. We know that every person on our staff is crucial to the strategic development and the operational work of our school. As such, we promote well-being and prioritise manageable workloads in the following ways:

- SLT are supportive and highly visible around our site
- Teachers have their own classrooms
- We are committed to the Education Staff Wellbeing Charter
- Staff wellbeing is prioritised with free access to our swimming pool, gym, 'Friday football' and all sports centre activities during the week and at weekend
- The Staff Wellbeing Team includes broad representation from teaching and associate staff
- This team meets at least every half term, capturing staff voice and responding with concrete actions
- Teaching staff typically have above the national expectation of 10% of Planning, Preparation and Assessment (PPA) time
- Every teacher has a protected Professional Development hour every fortnight
- CPD is a regular feature of our calendar and includes teaching and support staff
- Opportunities for career development are embedded in our structures and systems
- Early Careers Teachers thrive in a supportive and caring environment. They have access to a broad and individualised programme of professional development
- As part of our commitment to continuous professional development all staff are encouraged and supported to undertake further study
- Internal applications for a range of roles are actively encouraged
- Data entry points are kept to a minimum for each year group
- Every department has high quality 5-year curriculum plans in place
- Departmental marking policies have been designed to actively reduce marking workload
- All teaching staff have an iPad/laptop
- The correction system is centralised
- Lunch duties are paid
- Reprographics is centralised

Most of all, though, we offer something which a bullet point list cannot capture: our staff and students are friendly and fiercely loyal to our school. Our school is a community, and we are proud of that.

**'Leaders at all levels carefully consider the impact of any changes that they make to school systems which may affect the workload and well-being of staff.'**

OFSTED  
September 2023

We encourage you to come and see our school for yourselves. Please contact the Headteacher's PA, Chris Shaw on 01204 842382 ext. 104 or [c.shaw@smithillsschool.net](mailto:c.shaw@smithillsschool.net) to arrange an appointment. A member of SLT will be only too happy to show you around.

**Closing date for applications: Monday 9<sup>th</sup> March 2026 at 9.00am**

**Interview date: Friday 13<sup>th</sup> March 2026**



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## The Bridge Mentor

<b>Job Grade:</b>	Grade E pt 11 – 17 £28,142 - £31,022 (full time full year) Pro Rata Salary approx. £24,089 - £26,554
<b>Hours:</b>	37 hrs per week 8am – 4pm Monday to Thursday 8am to 3.30pm Friday  Term time only plus 5 days, Permanent Contract
<b>Reports to:</b>	The Bridge Leader
<b>Responsible for:</b>	Supporting pupils with SEMH and behavioural difficulties in The Bridge, Alternative Provision.
<b>Liaison with:</b>	Senior Leadership Team, teaching staff, support staff, pupils, external customers

### Purpose

Working in The Bridge, alternative provision, to proactively collaborate with pupils, staff and parents / carers to promote positive behaviour amongst all pupils, and to help them overcome barriers to learning. Promote support for pupils with SEMH and behavioural difficulties, individually or in groups so they can access the curriculum. Promote ways to ensure pupils' independence, self-esteem and social inclusion. To plan, deliver and evaluate the impact of behaviour interventions.

### Main Duties

- To work closely with The Bridge Leader to support pupils who require intensive intervention for behaviour and social, emotional and mental health difficulties.
- Supporting teaching staff to work directly with pupils with challenging behaviour, including 1:1 and small groups.
- To develop and maintain 1:1 mentoring relationships with children and young people needing particular support to achieve goals defined in the action plan and to act as key worker to a targeted group of pupils.
- To contribute to the design development and review of provision for identified children and young people.
- Establish rapport and respectful, trusting relationships with pupils, whilst recognising and responding to their individual needs.
- To work and manage time effectively in the support and management of identified pupils with a combination of planned development activities, as well as day to day employment of behaviour strategies.
- Under the direction of The Bridge Leader to design and lead on enrichment activities and SMSC, including delivering session zero (form time)
- Support colleagues with pupils' transition and full-time reintegration to main school (KS3) or with post 16 options (KS4).
- To participate, with other staff in the comprehensive assessment of children and young people to identify and address disengagement and barriers to learning
- Create, develop and implement pupil passports, pupil plans and individual SMART targets using the Assess, Plan, Do, Review procedure.



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- To plan and deliver one to one or small group intervention work focusing on specific area/s of need
- To assess the needs of pupils through individually tailored key performance indicators (e.g. Boxall, SDQ etc.)
- Working with their line manager, to open and be lead professional on Early Help Assessments (EHA's) when required.
- To respond to unplanned classroom incidents which require further intervention.
- To ensure that pupil behaviour is managed effectively and the needs of the children are met.
- To help develop and deliver a range of preventative approaches to behaviour management.
- To support all staff in addressing the behavioural, emotional and social needs of all pupils, especially those pupils who need particular help to overcome barriers to learning.
- To recommend further action to The Bridge Leader for passing onto HOY/SLT/SENCO.
- Establish productive and effective working relationships with staff and pupils, acting as a role model and setting high expectations for behaviour.
- To work with The Bridge Leader to adopt a multi-agency approach to supporting pupils and their families with behavioural, emotional and social needs
- To contribute to child welfare and protection utilising the Framework for Action and Common Assessment Framework.
- To use data to help monitor and analyse behaviour patterns across the school, highlighting specific areas of concerns
- Use ICT effectively in learning activities and in the preparation of resources.
- To accompany pupils on school visits, trips and out-of-school activities, as required.
- To accompany staff on home visits
- On occasion to provide cover for teacher absence
- To undertake lunch duty as required.
- Select and prepare required resources to lead learning activities, taking account of pupils' interest, language and cultural backgrounds
- To help monitor the full range of support services within and outside the school and recommend their possible role with pupil groups.
- Help to identify and work with appropriate agencies to support pupils with challenging behaviour and where appropriate with their parents/carers
- To collect information, contribute to the assessment/evaluation and share the findings with relevant other professionals
- To contribute to the sharing of good practice between individuals, local networks and partner agencies to enhance Pastoral Care provision. This will include multi agency referrals e.g. EHA
- To share information and liaise with all stakeholders, including multi agencies, schools, education authorities to ensure pupils have the best educational experience
- Provide specialist advice, guidance and support to all staff relating to behaviour management
- To support colleagues, including reintegration cover and associated administration during periods of absence
- To support with after school detentions in The Bridge
- To prepare and collate paperwork for permanent exclusion meetings
- To facilitate and lead on 3-way meetings between staff and pupils to overcome any barriers to learning
- To support pupils who have concessions during exam and assessment periods in school
- To plan, prepare and attend post suspension meetings with pupils on caseload



- For pupils attending The Bridge to attend child protection and strategy meetings or in the absence of DSL.

### General

- To undertake any training commensurate with the post
- To participate in the performance and development review process, taking personal responsibility for the identification of learning, development and training opportunities
- To comply with individual responsibilities, in accordance with the role, for health & safety in the workplace
- Ensure that all duties and services provided are in accordance with GDPR and the School's Equal Opportunities Policy
- The Trustees are committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share in this commitment

**The roles and responsibilities in this job description may change and/or evolve in a reasonable manner over time.**

**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

MINIMUM ESSENTIAL REQUIREMENTS		METHOD OF ASSESSMENT
<b>1.</b>	<b>Skills, Competency and Knowledge</b>	
1.1	Ability to set and promote high standards of behaviour and handle potentially difficult situations	Application Form/Interview
1.2	Ability to model and demonstrate positive attitudes and behaviours and to utilise a range of activities to practise and reinforce social and emotional skills	Application Form/Interview
1.3	Ability to adapt communication styles to needs and situations, and to establish effective communication processes with teachers, colleagues, parents /carers and external agencies	Application Form/Interview
1.4	Ability to provide clear and constructive feedback	Application Form/Interview
1.5	Knowledge of activities outside the classroom to help students manage their emotions, behaviour and social skills	Application Form/Interview
1.6	Ability to use behaviour programmes to support students both in and out of the classroom	Application Form/Interview
1.7	Knowledge and understanding of strategies to monitor learner progress and of the range of records used for learners	Application Form/Interview



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1.8	Ability to work within a team of staff, ensuring effective communication and deployment	Application Form/Interview
1.9	Ability to be flexible and adapt own approaches to meeting the needs of the setting and / or students with challenging behaviours	Application Form/Interview
1.10	Ability to work with children at all levels regardless of specific individual need and identify learning styles as appropriate	Application Form/Interview
1.11	Demonstrate excellent behaviour management techniques	Application Form/Interview
1.12	Ability to continually develop and extend own working practices and to work in a positive solution focused manner, working with independence and initiative	Application Form/Interview
1.13	Understanding of safeguarding principles and safe working practices, and to be able to set in motion appropriate procedures according to the school setting/policies	Application Form/Interview
1.14	Demonstrate the potential to contribute to the departmental team	Interview
1.15	Excellent personal Literacy and Numeracy skills	Application Form/Interview
1.16	Understanding of national curriculum and other learning programmes (within specified age range/subject area) e.g. knowledge of core subject areas etc.	Application Form/Interview
1.17	Understanding of principles of child development, learning styles and independent learning	Application Form/Interview
1.18	Minimum 4 years' experience of working with children in an educational setting (within specified age range/subject area)	Application Form
1.19	Working knowledge of relevant policies/codes of practice/ legislation	Application Form/Interview
1.20	Understanding of statutory frameworks relating to teaching and learning	Application Form/Interview
1.21	Understanding of inclusion, especially within a school setting	Application Form/Interview
1.22	Experience of resources preparation to support learning programmes	Application Form/Interview
1.23	Effective use of ICT to support learning	Application Form/Interview



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1.24	<b>Valuing Diversity</b> - Listen, support and monitor the diverse contributions made to service development without prejudice. Challenge behaviours and processes which do not positively advance the diversity agenda whilst being prepared to accept feedback about own behaviour. Recognise people's strengths, aspirations and abilities and help to develop their potential. Understand how Valuing Diversity can improve our ability to deliver better services and reduce disadvantage.	Application Form/Interview
1.25	<b>Caring for Customers</b> - Listen and respond to customer need, seek out innovative ways of consulting service users and engaging partners. Network with others to develop services for the benefit of the service users	Application Form/Interview
1.26	<b>Developing Self and Others</b> - Ability to question, and request right training and development that links to the post, to seek opportunities that add to skills and knowledge, to respond positively to opportunities that arise. And to support others' learning and share learning with others	Interview
1.27	<b>Health and Safety</b> - The ability to identify risk to self and others when undertaking work activities and appropriate actions needed to minimise risk.	Interview
1.28	<b>Confidentiality</b> - To acknowledge the need to maintain confidentiality at all times and to become aware of the National, Council and school/setting policies on Confidentiality, and the management and sharing of information.	Interview

## 2. Experience/Qualifications/Training etc.

2.1	At least a level 2 qualification in Maths and English (GCSE grade C or above or equivalent).	Application Form / Certificates
2.2	Holder of accreditation in youth work or equivalent qualification (or be prepared to work towards)	Application Form / Certificates
2.3	Experience demonstrating high quality effective support to students with challenging behaviour	Application Form & Interview

## 3. Work Related Circumstances – Professional Values & Practices

3.1	High expectations of all pupils; respect for their social, cultural, linguistic, religious and ethnic background and a commitment to raising their educational achievements	Application Form & Interview
3.2	Ability to build and maintain successful relationships with pupils, treat them consistently, with respect and consideration and demonstrate concern for their development as learners	Application Form & Interview



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3.3	Demonstrate and promote the positive values, attitudes and behaviour they expect from the pupils with whom they work	Application Form & Interview
3.4	Ability to work collaboratively with colleagues and carry out role effectively, knowing when to seek help and advice	Application Form & Interview
3.5	Able to liaise sensitively and effectively with parents and carers recognising their role in student learning	Application Form & Interview
3.6	Able to improve their own practice through observations, evaluations and discussion with colleagues.	Application Form & Interview

### Safeguarding

Smithills School is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment. Successful candidates are subject to an enhanced disclosure from the Disclosure & Barring Service.

Current or previous employers will be contacted as part of the verification process pre-appointment checks if the applicant is short-listed. Information requested will include:

- Disciplinary offences relating to children, including anywhere the penalty is “time expired”.
- Whether the applicant has been the subject of any child protection concerns
- The outcome of any enquiry or disciplinary procedure

Any discrepancies or anomalies in the information provided or issues arising from references will be taken up at interview.

We may use internet searches using information held in the public domain to perform due diligence on shortlisted candidates in the course of recruitment, in terms of suitability for the post applied for. Where we do this, we will act in accordance with our data protection and equal opportunities obligations.

C Dewse  
Headteacher