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# SMITHILLS SCHOOL

## SUCCESS FOR ALL

Re-Integration Manager  
Candidate Information



### OUR VALUES



EXCELLENCE



INDEPENDENCE



COMMUNITY



Welcome to Smithills School

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

We are a large secondary school, a single Academy Trust, situated in the heart of Bolton. 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.

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.

Carolyn Dewse  
Headteacher



## 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: Thursday 3<sup>rd</sup> April 2025 at 9.00am**

**Interview date: Friday 4<sup>th</sup> April 2025**



## Re-Integration Manager

- Job Grade:** Grade F Change pt 17 – 23 £30,060 - £33,366 pro rata  
Actual Salary approx. £25,731 - £28,561
- Hours:** 37 hours per week. Term time only plus 1 week
- Reports to:** Associate Assistant Headteacher
- Liaison with:** Headteacher, teaching staff, support staff, pupils, external customers.

### Job Description

#### Primary Purpose of the Job

To co-ordinate a school-based centre working with students who are being reintegrated back into mainstream school.

#### Principal Responsibilities

To maintain a disciplined and controlled environment in which students complete a set package of work as part of their re-integration process.

1	<b>MAIN DUTIES</b>
	Maintain a disciplined and controlled environment in which children will be both required and enabled to work hard and complete a set package of work as part of a re-integration package;
	To liaise with parents throughout the day, should the behaviour of their child whilst in reintegration be a cause for concern or to give positive feedback.
	To support the whole school internal truancy strategy, directing staff who are there to support students brought in throughout the day for reflection.
	Liaise with subject, pastoral, behaviour and learning support staff and external agencies, if appropriate, to plan individual study units of work for students in the centre;
	Prepare individual programmes for children assigned to the centre to include, as appropriate, mentoring, counselling, behaviour modification, reparation;



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	Facilitate students in confronting the reasons for their being placed in the centre;
	Complete a brief daily report for each student and circulate this to the Senior Leadership Team, as and when deemed appropriate;
	Complete a summary report at the end of each term and circulate this to the Senior Leadership Team and pastoral leaders;
	Maintain and develop reporting systems to ensure data is captured and reports produced for further analysis.
	Liaise with staff about the reintegration of students from the centre back into mainstream.
	Undertake intervention work with individuals or groups attending reintegration focusing on restorative practice to enable a smooth transition back into mainstream lessons.

2	<b>Administration</b>
	Maintain manual and computerised records/management information systems
	Produce lists/information/data as required e.g. student data
	Undertake administrative procedures e.g. photocopying, filing, faxing, e mail, complete standard forms and respond to routine correspondence

3	<b>Resources</b>
	Operate office equipment/ICT packages
	Provide general information to staff, students and others

4	<b>Responsibilities</b>
	Be aware of and comply with policies and procedures relating to child protection, health and safety and security, confidentiality and data protection, reporting all concerns to an appropriate person
	Contribute to the overall ethos/vision/aims of the school
	Appreciate and support the role of other professionals



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	Attend and participate in relevant meetings as required
	<b>Develop oneself and others</b> - To make every effort to access development opportunities and ensure you spend time with your manager identifying your development needs. To be ready to share learning with others
	<b>Valuing Diversity</b> - To accept everyone has a right to their distinct identity. To treat everyone with dignity and respect and to ensure that what all our customers tell us is valued by reporting it back into the organisation. To be responsible for promoting and participating in the achievement of the departmental valuing diversity action plan.

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, at the discretion of the Head Teacher and to meet the needs of the school.

## Person Specification

**METHOD OF ASSESSMENT: Application and Interview**

MINIMUM ESSENTIAL REQUIREMENTS	
<b>1.</b>	<b>Skills and Competency</b>
1.1	Ability to provide effective support during learning activities through use of appropriate strategies to motivate and challenge students
1.2	Ability to interact with, listen to and positively encourage students to learn
1.3	Ability to deal with and respond calmly and promptly to incidents, safeguarding issues and challenging behaviour, in accordance with role and responsibilities
1.4	Excellent numeracy and literacy skills
1.5	Ability to supervise children and young people safely, adapting the learning environment where required according to needs, abilities, and agreed procedures
1.6	Ability to apply agreed behaviour strategies, responding appropriately to incidents in accordance with role and responsibilities



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1.7	Ability to provide constructive feedback on a range of issues to colleagues and other professionals
1.8	Ability to communicate effectively with young people and adults, adapting communications styles and approaches to individual needs, abilities and situations. Ability to foster positive relationships between young people and with other adults and to recognise and encourage resolution of issues
1.9	Ability to work effectively as part of a team through information sharing, feedback, problem resolution and support
1.10	Ability to use self evaluation and reflection to learn and develop practice
1.11	Understanding of inclusion, especially within a school setting
1.12	Experience of resources preparation to support learning programmes
1.13	Ability to operate ICT resources effectively, especially Microsoft excel
1.14	Ability to plan and deliver teaching and learning activities to complement, reinforce or extend teaching and learning
1.15	Ability to structure learning activities, select and prepare learning resources with due regard for ability, inclusion and diversity
1.16	<b>Customer Care</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.
1.17	<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.
1.18	<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
1.19	<b>Health &amp; Safety</b> - Ability to identify risk to self and others
1.20	<b>Confidentiality</b> - To acknowledge the need to maintain confidentiality at all times



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<b>2.</b>	<b>Knowledge / Experience / Qualifications / Training etc</b>
2.1	Knowledge and understanding of young people's expected patterns of development including physical, intellectual, social, emotional and behavioural development
2.2	Knowledge and understanding of the relevant school curriculum and age-related expectations of students
2.3	Awareness of inclusion principles, impact of cultural, social and gender based influences on students and their implications for supporting teaching and learning activities
2.4	Knowledge & understanding of effective communication strategies to foster positive relationships
2.5	Awareness of safeguarding principles and safe working practices
2.6	Knowledge and understanding of procedures for maintaining appropriate pupil records
2.7	Knowledge & understanding of literacy & numeracy strategies
2.8	Excellent numeracy and literacy skills
2.9	Relevant experience of working with and/or caring for children within specified age range/subject area
2.10	Experience of resources preparation to support learning programmes

<b>3.</b>	<b>Work Related Circumstances – Professional Values &amp; Practices</b>
3.1	High expectations of all students; respect for their social, cultural, linguistic, religious and ethnic background and a commitment to raising their educational achievements
3.2	Ability to build and maintain successful relationships with students, treat them consistently, with respect and consideration and demonstrate concern for their development as learners
3.3	Demonstrate and promote the positive values, attitudes and behaviour they expect from the students with whom they work
3.4	Ability to work collaboratively with colleagues and carry out role effectively, knowing when to seek help and advice
3.5	Able to liaise sensitively and effectively with parents and carers recognising their role in pupil learning





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3.6 Able to improve their own practice through observations, evaluations and discussion with colleagues.

### **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