



Westhoughton
HIGH SCHOOL

Application Pack

Integrated Working Officer/Education Welfare Officer

Support Staff



Westhoughton
HIGH SCHOOL

Letter from Westhoughton High School

Dear Potential Colleague,

Thank you for expressing an interest in joining Westhoughton High School. Within this pack you will find information about the school, the job vacancy and the application process. Application processes are two-way, it is just as important that you find out about us, and how we work, as it is that we find out more about you.

We are a large 11-16 school that draws from a diverse catchment area in and around Westhoughton. Our aim is to be truly inclusive and ensure that learning comes first for all our learners – every child, every classroom, every day.

Coming to school here, and working here, means something. If you are thinking of applying for this post it is wise to look at our website and undertake some research on our school. This is the only way that you will really know if we are the right school for you.

I wish you every success with your application and thank you in advance for the interest you have shown in our school community.

Yours faithfully,

Westhoughton High School



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Department Profile

Welcome from Gill Bailey, Business Manager

Support staff are the backbone of our school; they keep the school running both inside and outside of the classroom to benefit teaching and learning and help maximise the experiences of our learners.

Every member of support staff plays a pivotal role in making a difference and we are truly inclusive; all staff are equally valued within our school community, and we all look after each other.

Our support staff team consists of 60 people, forms around 42% of our workforce and is made up of the following teams:

- Administration, Exams, Data & Finance
- Behaviour & Pastoral Support
- Facilities Management
- IT Support
- Learning Cover Supervisors
- Learning Support Assistants
- Student Support Leaders
- Technicians

All our teams work together to ensure the best outcomes for our learners.

If you enjoy working as part of a team and want to play a part in ensuring every child fulfils their potential, you would be a welcome addition to our school community where every day is different!



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Getting to know our school

Community

Our community is central to the work that we do here. Our school badge carries two symbols from our community heritage – a cow's head and the Pretoria Pit wheel. A quick google of our town will tell you the stories that sit beneath these symbols. These symbols were chosen by our learners when the school uniform was redesigned several years ago. The cow's head reminds us to think differently and own our decisions; the pit wheel is a nod to a unique community that have always worked hard and looked after each other.

We are incredibly proud of our work within and beyond our school community. If you choose to visit us, you will hear about the work of our Anti-Bullying Ambassadors and our Kindness Army. Our community campaigns "Let's Share Christmas" and "Bring the Spring" are always incredibly successful and are known throughout the town.

Staff Wellbeing

Wellbeing is a central drive to many of our initiatives here at Westhoughton. We invest in staff development through a shorter teaching day each Wednesday. Learners leave the school site at 2:15pm to allow for professional learning of all colleagues in school.

Our staff wellbeing includes:

- An Employee Assistance Programme
- A Health Care Cash Plan
- Secret Santa
- Cover Plus Initiative (leading to time off in lieu)
- Access to support services (counselling)
- Wellbeing Wednesdays (early finish, no CPD)
- Draws for 100% attendance
- Duvet Days for long service





Job Description

Post: Integrated Working Officer/Education Welfare Officer

Hours: 37 hours per week, term time plus 5 days

Grade/SCP: Grade G, SCP 23 to 27

Job Purpose: To contribute to individual student development and overall school ethos by monitoring, managing and influencing student welfare, behaviour and attendance across the school. Developing home school links with more vulnerable families, thus ensuring integrated working between agencies e.g. Police, SSI, ESW, YOT, Community Agencies etc. in order to deliver on the five outcomes of ECM.

Responsible to: Deputy Headteacher responsible for Pastoral Care & Inclusion

Relationship: As a member of the Student Support Team responsible for integrated working, the post holder will report directly to the Deputy Headteacher for Pastoral Care & Inclusion and the Headteacher. Administrative and information support for the post holder will be provided by the Student Services Team.

General Duties: The post holder will be required to develop relationships with individual students, and the harder to reach families across the 11-19 age range as a whole in order to ensure student welfare and to promote positive attendance and ensure safeguarding. The post holder may occasionally be required to supervise whole classes.

Specific Responsibilities:

Within their area of work, the post holder's key responsibilities will be:

- Supporting students in their learning and encouraging positive attitudes and behaviour around school during lessons and at break and lunchtime.
- Promoting and monitoring of punctuality and attendance, liaising with the ESW, Attendance Administrator, Form Tutors, Key Stage Co-ordinators and Heads of Department/Faculty as required across the school.
- Celebrating and rewarding attendance across the school.
- Offering guidance on the operation of legal processes regarding attendance across the whole school, including the issuing of fixed penalty notices to relevant families.
- Encouraging and developing parental contact with the school, especially in those who are hard to reach, and maintaining positive relationships to re-engage students back into education.
- Conducting home visits to ensure attendance and monitoring social situations in order to keep a point of contact between school and the wider community, interpreting school procedures to families and negotiating a speedy return to school for students.



- Attending court when needed and collating evidence to support Fast Track prosecution or other court processes involving attendance.
- Working with the LA and liaising with Police to conduct truancy sweeps as appropriate.
- Co-ordinating appropriate mentoring and/or counselling or additional services for students as required.
- Delivery of guidance on substance misuse to Level 2, making relevant referrals when required.
- Attending Community Locality Meetings (involving Police, housing etc.) discussing wider community issues affecting young people (e.g. Civil ASBO's, ABC's) in order to share information and work in an integrated way to support families.
- Taking a lead role on issues of Child Protection, providing the school Safeguarding Team with guidance and advice on completing relevant documentation and referrals.
- Giving support to families on issues surrounding Child Protection care plans and attending Child Action meetings and Child Protection conferences and core groups involved in the decision-making process regarding the delivery of ECM and registration on the Child Protection register.
- Delivering Child Protection training to Level 3 as required and acting in a consultative capacity for other staff in school.
- Liaising with the Local Authority and other outside agencies as appropriate to ensure integrated working.
- Liaising with the Deputy Headteacher, Student Support, in relation to the behaviour and welfare of individuals and vulnerable groups of students.

The post holder may also be required to carry out other duties appropriate to their post, as negotiated with the Deputy Headteacher, Student Support or other senior staff.

Training: The post holder will be expected to undertake development and training appropriate to the post. The school will apply the principles of occupational health and safety when dealing with all staff and the post holder will be required to undertake support sessions so that they are able to best achieve the purpose of this role.

Customer Care - To provide quality services in line with customer requirements. To give customers the opportunity to comment or complain if they need to. To work with customers and do what needs to be done to meet their needs. To inform your manager about what customers say in relation to the services delivered.

Promoting equality and diversity - 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.

Developing Self and Others - To make every effort to access development opportunities and ensure you spend time with your manager identifying your development needs through your personal development plan. To be ready to share learning with others.



Whilst every effort has been made to explain the main duties and responsibilities of the post, you will be expected to comply with any reasonable request from a line manager to undertake work of a similar level that is not specified in this job description. Depending on the needs of the school, these may be altered from time to time in accordance with the conditions set out in the currently operating School Teachers' Pay and Conditions Document and relevant Governors' Policy Documents.

The school and Governing Body are committed to safer recruitment practice, and pre-employment checks will be undertaken before any appointment is confirmed. This post is subject to an Enhanced Disclosure and Barring Service check. The school is committed to safeguarding and promoting the welfare of children and young people and it expects staff and volunteers to share this commitment.

Bolton Council has a statutory duty under the Civil Contingencies Act to respond in the event of an emergency. If Bolton Council's Emergency Management Plan is activated, you could be required to assist, or assist others, in the continued maintenance and delivery of key council services and of support to the community. This could require working outside of routine working hours and could entail working from a place other than your normal place of work.

NB emergencies requiring activation of Bolton Council's Emergency Management Plan only occur very infrequently. If you are asked to respond to an emergency, your personal circumstances at the time will be taken into account.

Job Description reviewed October 2026.

Mrs G Bailey, School Business Manager



Person Specification

Job Title

Integrated Working Officer/Education Welfare Officer

Stage One

The minimum essential requirements for the above post are as follows. Please try to show in your application form, how best you meet these requirements. Disabled candidates are guaranteed an interview if they meet the essential criteria.

Skills and Knowledge		Method of Assessment
1.	Ability to work effectively within a team environment, understanding roles and responsibilities across school	Application Form/Interview
2.	Ability to build effective working relationships with all students, colleagues, parents and with service agencies	Application Form/Interview
3.	Ability to cooperate with and work flexibly as part of a team through information-sharing, feedback, problem-resolution and support	Application Form/Interview
4.	Ability to promote a positive ethos and role model positive attributes	Application Form/Interview
5.	Ability to deal with and respond calmly and promptly to incidents, safeguarding issues and challenging behaviour, in accordance with role and responsibilities.	Application Form/Interview
6.	Ability to work with children at all levels regardless of specific individual need and identify learning styles as appropriate	Application Form/Interview
7.	Ability to foster positive relationships between children/young people and with other adults and to recognise and encourage resolution of issues	Application Form/Interview
8.	Ability to engage and communicate effectively with pupils and their families, staff and other agencies, adapting communication styles and approaches to individual needs, abilities and situations	Application Form/Interview
9.	To demonstrate excellent listening skills	Application Form/Interview
10.	Ability to adapt own approach in accordance with pupil needs, using own initiative, managing and organising own work effectively	Application Form/Interview
11.	To understand how to operate confidentiality in relation to students and their families	Application Form/Interview
12.	Understanding of inclusion, especially within a school setting	Application Form/Interview
13.	To understand potential barriers to learning and behaviour that may affect young people	Application Form/Interview



Skills and Knowledge		Method of Assessment
14.	To have a sound understanding of child protection issues and how this may impact on the lead role	Application Form/Interview
15.	Working knowledge of relevant policies/codes of practice/legislation	Application Form/Interview
16.	Ability to apply agreed behaviour strategies, responding appropriately to incidents in accordance with role and responsibilities	Application Form/Interview
17.	Ability to provide constructive feedback on a range of issues to colleagues and other professionals	Application Form/Interview
18.	To understand the importance/role of Secondary School and In Year Liaison/Transition	Application Form/Interview
19.	Excellent personal numeracy and literacy skills	Application Form/Interview
20.	Ability to use CPOMS as a reporting and recording tool	Application Form/Interview
21.	Ability to use other basic technology to support effective communication e.g. online meetings	Application Form
22.	Competencies - Please note the school's competencies, which are considered to be essential for all roles, are in the attached Core Competencies document.	Interview

Experience, Qualifications and Training		Method of Assessment
1.	Minimum of 2 years' experience of working with children in an educational setting (within specified age range/subject area)	Application Form
2.	Experience of working within the multi- agency arena and being the Lead Professional on Early Help Assessments	Application Form/Interview
3.	Training in Early Help Assessment	Application Form/Interview
4.	Experience in writing action plans with SMART targets, reviewing and evaluating the plan	Application Form/Interview
5.	Experience of family support and pastoral care	Application Form/Interview
6.	Experience of dealing with child protection	Application Form/Interview
7.	Experience of working with pupils who present a wide range of needs and have excellent knowledge of strategies to help overcome barriers	Application Form/Interview



Experience, Qualifications and Training		Method of Assessment
8.	Experience of working within a team environment and working independently.	Application Form/Interview
9.	Experience of working with a number of outside agencies.	Application Form/Interview
10.	Experience of evaluating and developing own professional competencies.	Application Form/Interview
11.	Willingness to participate in relevant training and development opportunities	Application Form/Interview
12.	Experience of facilitating and delivering CPD.	Application Form/Interview

Work Related Circumstances		Method of Assessment
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
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	Application Form/Interview
3.	Demonstrate and promote the positive values, attitudes and behaviour they expect from the students with whom they work	Application Form/Interview
4.	Ability to work collaboratively with colleagues and carry out role effectively, knowing when to seek help and advice	Application Form/Interview
5.	Able to ensure sensitivity and effectiveness in liaison with parents and carers recognising their role in student well-being	Application Form/Interview
6.	Able to improve their own practice through observations, evaluations and discussion with colleagues.	Application Form/Interview
7.	To have a willingness and ability to further develop own knowledge and skills	Application Form/Interview
8.	This post is subject to an enhanced disclosure and a barred list check from the Disclosure and Barring Service.	Application Form / Certificate

Version Control

Person Specification prepared by: G Bailey, School Business Manager

Person Specification updated: October 2026



Core Competencies

These core competencies are considered essential for all roles within this school. Please be prepared to be assessed on any of these during the interview process and, for the successful applicant, throughout the probationary period.

Developing Self and Others - Promote a learning environment to embed a learning culture. Support others to develop their skills and knowledge to fulfil their potential. Actively pursue your own development.

Civil Contingencies - Bolton Council has a statutory duty under the Civil Contingencies Act 2004 to respond in the event of an emergency. If the Emergency Management Plan is activated, you may be required to assist in maintaining key council services and supporting the community. This could require working outside of routine working hours and working from places other than your normal place of work.

Equality and Diversity - Uphold the principles of fairness and the Equality Act 2010 in all undertakings as an employee of the school, including providing a fair, accessible service irrespective of customer's race, religion, gender, sexuality, disability or age.

Customer Care - The ability to fully understand, assess and resolve the needs of all customers including those who present with complex situations, in a manner that respects dignity and expresses a caring and professional image.

Health and Safety - Take responsibility for the health and safety of yourself and others who may be affected by your acts or omissions, and comply with all health and safety legislation, policy and safe working practice, including participating in training activities necessary to your post.

Data Protection and Confidentiality - Ensure that any personal data or confidential data you hold is kept securely and is not disclosed, whether electronically, verbally or in writing, to any unauthorised third party. Follow school policies and procedures on dealing with personal information and information assets, including the Code of Conduct, Information Management, and ICT Acceptable Use. Personal or confidential data should only be accessed or used for school purposes.

Fluency Duty - Should you be required, as a regular and intrinsic part of your role, to speak to members of the public in English, you must be able to converse at ease with customers and provide advice in accurate spoken English, as required by the Immigration Act 2016.

Working Hours - The nature and demands of the role are not always predictable and there will be an expectation that work will be required outside of normal hours from time to time.

Safeguarding - This School 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. Should the role involve working with the above groups, you will be subject to an Enhanced Disclosure and Barred List check by the Disclosure and Barring Service.



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Application Process

Please download, complete and return the application form by the closing date specified. Candidates are asked to complete all the relevant sections of the application form and to submit a supporting statement, addressing the criteria listed on the person specification. This should be no longer than 2 sides of A4 paper. You may include examples from previous paid, unpaid or voluntary experience. CVs will not be accepted.

Please ensure that you provide a current email address and contact number with your application to ensure that we can get in touch with you. The completed application form should be emailed to: info@westhoughton-high.org or posted to:

Miss A Hodson, PA to the Headteacher,
Westhoughton High School, Bolton Road, Westhoughton, Bolton, BL5 3DN

For further details, please contact the school office on 01942 814122 or for additional information about the school please visit the website www.westhoughton-high.org.

Whilst every effort has been made to explain the main duties and responsibilities of the post, you will be expected to comply with any reasonable request from a line manager to undertake work of a similar level that is not specified in this job description. Depending on the needs of the school, these may be altered from time to time in accordance with the conditions set out in the currently operating School Teachers' Pay and Conditions Document and relevant Governors' Policy Documents.

Background Checks and Safeguarding Students

Westhoughton High School is committed to safer recruitment practice, and pre-employment checks will be undertaken before any appointment is confirmed. This post is subject to an Enhanced Disclosure and Barring Service check, medical clearance, satisfactory references, qualification checks and eligibility to work checks under the Asylum and Immigration Act.

The school is committed to safeguarding and promoting the welfare of children and young people and it expects staff and volunteers to share this commitment.

Thank you for considering Westhoughton High School and we look forward to receiving your application.

