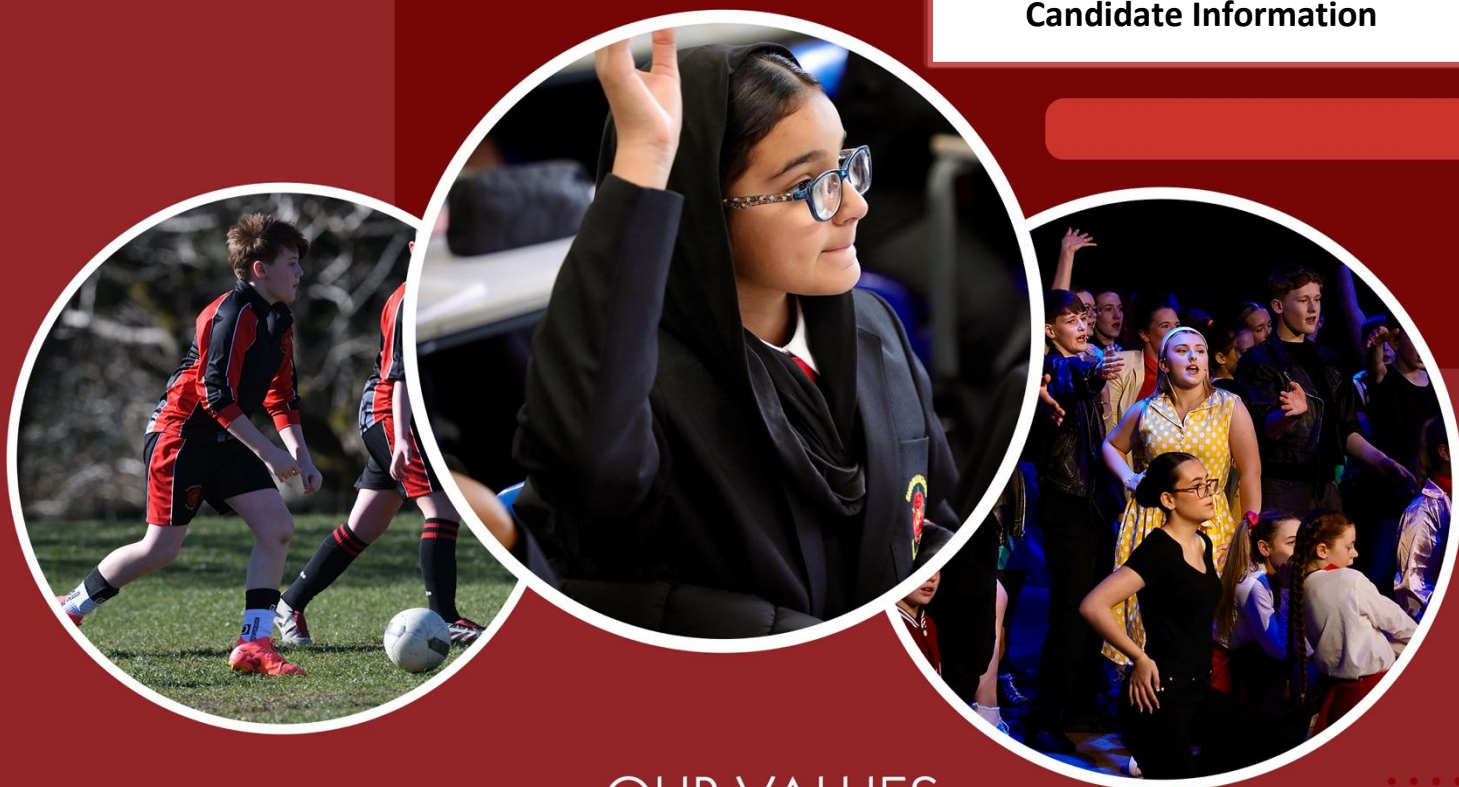




SMITHILLS SCHOOL

SUCCESS FOR ALL

**Re-Integration Manager
Candidate Information**



OUR VALUES





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.

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
- Egerton Primary 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.

Our most recent Ofsted inspection recognised many of the strengths of Smithills School. Inspectors highlighted our warm and inclusive culture, the positive relationships between staff and pupils, improvements in behaviour and attendance, and our ambitious curriculum. They also noted the effective support provided for disadvantaged pupils, pupils with SEND, and those who face additional barriers to learning. Alongside this, inspectors praised the breadth of our enrichment opportunities, our strong pastoral care, and the positive focus on staff wellbeing, all of which help create an environment in which pupils and staff can thrive.

As a school, we remain ambitious. We continue to focus on embedding consistently excellent teaching, ensuring assessment is used effectively to deepen pupils' learning, and strengthening our personal development curriculum so that every pupil achieves their full potential.

Our pupils are at the heart of everything we do. We are committed to developing and nurturing every child by providing the highest standards of education through a strong, knowledge rich curriculum. Built on high expectations our curriculum develops pupils' depth of understanding across a wide range of subjects and secures 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.

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:

- Every member of staff is entitled to an annual wellbeing day to support a healthy work-life balance
- 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 receive 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.

'Staff are happy to work at Smithills. They value the consideration leaders make of their wellbeing and workload.'
OFSTED,
March 2026

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 to arrange an appointment. A member of SLT will be only too happy to show you around.

Closing date for applications: 9:00am Monday 5th October 2026

Interview date: TBC

Job Description

Every member of staff at Smithills School is expected to maintain, support and promote the vision and values of the school in and through the exercise of all contractual duties and any voluntary activities.

Department	SMITHILLS SCHOOL – Pastoral
Job Title	Re-Integration Manager
Salary Scale	Grade F Points 17 to 23 £31,022 - £34,434 PA Pro Rata
Contract	37 hours per week, Term Time Only Plus 5 Days, Fixed Term to 31 st August 2027
Reporting to Responsible for	Inclusion and Engagement Lead Pupils in Re-Integration

MAIN RESPONSIBILITIES OF THE POST

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

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

Main Duties

- 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;
- Facilitate pupils in confronting the reasons for their being placed in the centre;
- 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.

Monitoring, reporting and administration

- 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.
- 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

Working with Pupils

- Work with the Inclusion and Engagement team regarding pupils that are or have been on caseload.
- Work with the Curriculum Hub to ensure the needs of pupils with SEND are met.
- Build and maintain positive relationships with pupils, in particular, those who find school life more challenging.
- Assist in resolving relationship issues between pupils.
- Visit pupils in lessons that they find challenging and work with them to ensure their progress is maintained.
- Work with the Inclusion and Engagement team regarding liaising with key members of staff on appropriate strategies for pupils that are or have been on caseload.
- Seek opportunities to celebrate pupils' successes, individually and collectively.

Resources

- Operate office equipment/ICT packages
- Provide general information to staff, students and others

Other Responsibilities

- 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
- Appreciate and support the role of other professionals

School Culture

- To support the school's vision and values by contributing to the development and implementation of policies, practices and procedures.
- To help create a strong community, characterised by consistent, orderly behaviour and caring, respectful relationships.
- To be alert and active on issues relating to pupil welfare and child protection.
- To support and work in collaboration with colleagues and other professionals in and beyond the school.

Other Areas of Responsibility

Safeguarding

- Work in line with statutory safeguarding guidance (e.g., Keeping Children Safe in Education, Prevent) and our safeguarding and child protection policies.
- Work with the DSL to promote the best interests of pupils, including sharing concerns where necessary.
- Promote the safeguarding of all pupils in the school.



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

The successful candidate must be able to demonstrate that he/she has the qualifications, experience, knowledge, abilities and personal qualities outlined below. References obtained about candidates will also be used in the assessment of their suitability for the post.

Essential	Desirable	Method of Assessment
Qualifications, Training, Experience		
- GCSE or equivalent level, including at least a Grade C in English and Maths - Good organisational skills - Proficient level of ICT skills	- Post 16 Qualifications - Mentoring qualifications	Application form
Experience		
- Experience of working with children of a relevant age, dealing with difficult situations relating to poor behaviour. - Experience of working with outside agencies and participating in meetings - Experience of assessing pupils' need - Experience of delivering programmes with pupils with challenging behaviour, including one-to-one, small group and whole-class activities.	Experience of coaching and advising staff on suitable behaviour interventions.	Application form Interview References
Skills and knowledge		
- Strong listening skills and proven ability to deal with sensitive situations with integrity. - Proven ability to communicate effectively with adults and children, including through written and verbal communication. - A well-developed understanding of strategies to manage and support young people with challenging behaviour in a school environment. - Knowledge and understanding of the trigger points that lead to poor behaviour. - Ability to deal with and respond calmly and promptly to incidents, safeguarding issues and	- Proven ability to create good relationships with pupils, staff and parents. - Proven ability to tailor interventions to individual pupils. - Proven ability to be flexible to changing workload demands and new challenges - Ability to apply agreed behaviour strategies,	Application Interview Reference

challenging behaviour, in accordance with role and responsibilities • Ability to supervise children and young people safely, adapting the learning environment where required according to needs, abilities, and agreed procedures • Excellent understanding of safeguarding policies and procedures and their role in child protection. • Ability to use IT systems and to conduct analysis and produce reports.	responding appropriately to incidents in accordance with role and responsibilities	
Work Related Circumstances – Professional Values & Practices		
• High expectations of all students; respect for their social, cultural, linguistic, religious and ethnic background and a commitment to raising their educational achievements • Ability to build and maintain successful relationships with students, treat them consistently, with respect and consideration and demonstrate concern for their development as learners • Demonstrate and promote the positive values, attitudes and behaviour they expect from the students with whom they work • Ability to work collaboratively with colleagues and carry out role effectively, knowing when to seek help and advice • Able to liaise sensitively and effectively with parents and carers recognising their role in pupil learning	• Able to improve their own practice through observations, evaluations and discussion with colleagues.	Interview, Application form and References
Personal Qualities		
• Willingness to provide the best possible opportunities for all pupils. • Well-developed sense of empathy. • Organised, proactive and self-motivated. • Good time management skills. • Commitment to upholding and promoting the ethos and values of the school. • Ability to work under pressure and prioritise effectively. • Commitment to maintaining confidentiality at all times.		Application Interview



This job description is intended to illustrate the general nature and level of responsibility of the role. It is not an exhaustive list of all duties and responsibilities. The postholder may be required to undertake other duties commensurate with the grade and responsibilities of the post, as reasonably required by the Headteacher.

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 and 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 any which 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 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.

Carolyn Dewse
Headteacher