Bolton impact trust
Believe Inspire Transform

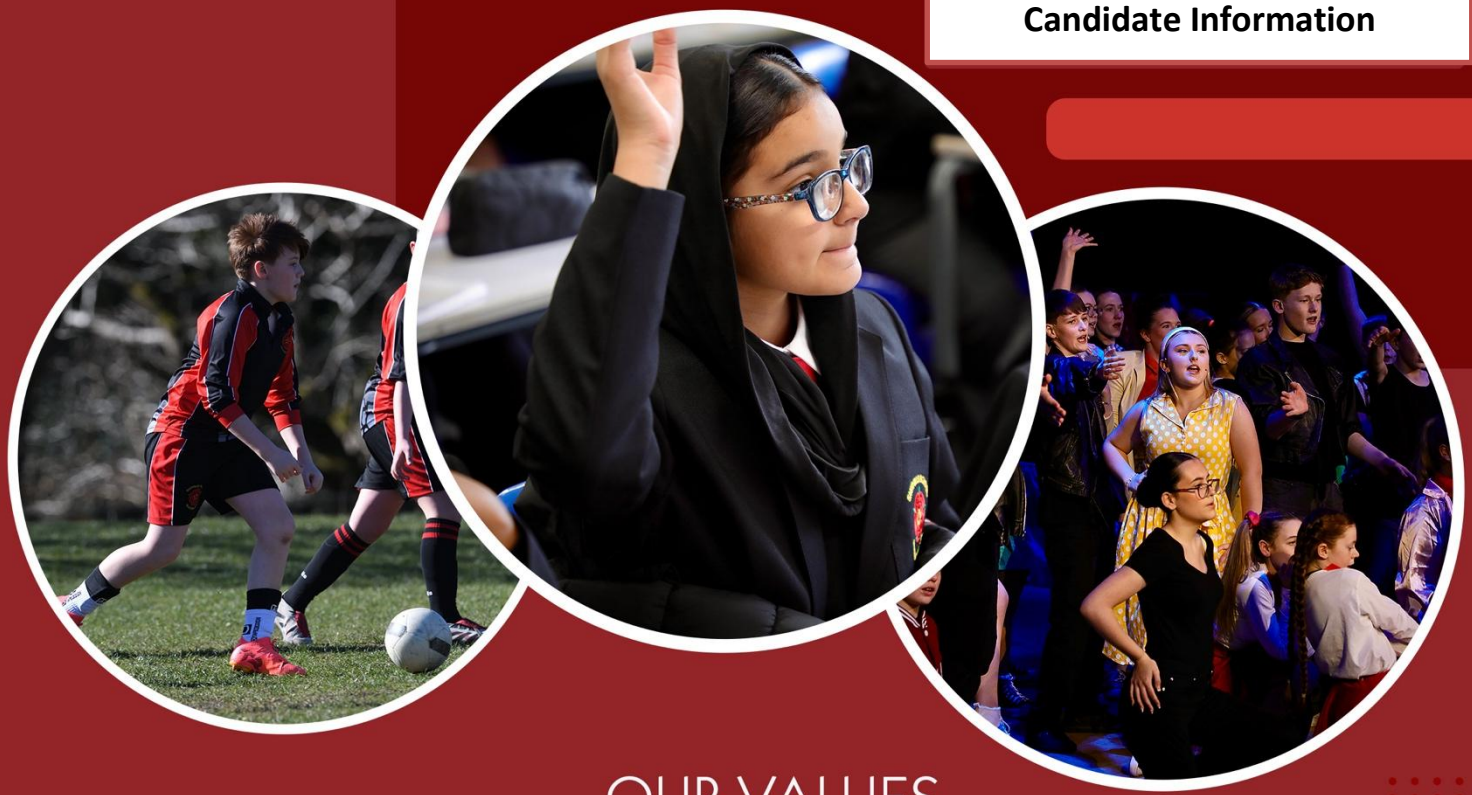
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SMITHILLS SCHOOL

SUCCESS FOR ALL

The Bridge Mentor
Candidate Information



OUR VALUES

NURTURING INDEPENDENCE

BUILDING COMMUNITY

ACHIEVING EXCELLENCE

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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
- 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.

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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 23rd November 2026

Interview date: TBC

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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 - The Bridge
Job Title	The Bridge Mentor
Salary Scale	Grade E point 11 – 17 £29,070 - £32,046 (full time, full year) Pro Rata Salary £24,983 - £27,808
Contract	Term time only plus 5 days, Fixed Term to 31st August 2027 37 hours per week 8am-4pm Monday to Thursday, 8am-3.30pm Friday
Reporting to **Responsible for** **Liaison with**	The Bridge Leader Supporting pupils with SEMH and behavioural difficulties in The Bridge, Alternative Provision. Senior Leadership Team, teaching staff, support staff, pupils, parents/carers, external providers

MAIN RESPONSIBILITIES OF THE POST

The Bridge Mentor works in The Bridge, the school's alternative provision, under the direction of The Bridge Leader. The purpose of the post is to work proactively with pupils, staff and parents/carers to promote positive behaviour and help pupils overcome barriers to learning. The postholder supports pupils with SEMH and behavioural difficulties, individually and in groups, so that they can access the curriculum. They promote pupils' independence, self-esteem and social inclusion, and plan, deliver and evaluate the impact of behaviour interventions.

Key areas of responsibility are 1:1 and small-group mentoring and intervention, assessment and planning for individual pupils, reintegration and transition, and multi-agency and family liaison. The postholder also provides specialist advice to colleagues on behaviour management. The post contributes to the department and wider school by strengthening preventative approaches to behaviour, supporting staff in meeting pupils' behavioural, emotional and social needs, and improving outcomes and inclusion for pupils at risk of disengagement or exclusion.

Post-Specific Responsibilities

Mentoring and Intervention

- Work closely with The Bridge Leader to support pupils who need intensive intervention for behaviour and social, emotional and mental health difficulties.
- Develop and maintain 1:1 mentoring relationships with identified pupils, acting as key worker to a targeted group and helping them achieve the goals in their action plans.
- Plan and deliver 1:1 and small-group intervention work focused on specific areas of need.
- Build respectful, trusting relationships with pupils, responding to their individual needs.

- Respond to unplanned classroom incidents that require further intervention, and ensure pupil behaviour is managed effectively.
- Design and lead enrichment activities and SMSC provision, including delivering session zero (form time), under the direction of The Bridge Leader.
- Demonstrates creativity and initiative in developing engaging interventions, rewards and incentive systems that motivate pupils and promote positive behaviour
- Takes ownership of their classroom environment and caseload, ensuring spaces are purposeful, organised, welcoming and responsive to pupils' needs.

Assessment, Planning and Monitoring

- Contribute to the comprehensive assessment of pupils to identify disengagement and barriers to learning.
- Assess pupils' needs through individually tailored measures (e.g. Boxall, SDQ).
- Create, develop and implement pupil passports, pupil plans and individual SMART targets using the Assess, Plan, Do, Review cycle.
- Contribute to the design, development and review of provision for identified pupils.
- Use data to monitor and analyse behaviour patterns across the school and highlight areas of concern.
- Recommend further action to The Bridge Leader for referral to HOY, SLT or the SENCO.

Reintegration, Transition and Pupil Meetings

- Support colleagues with pupils' transition and full-time reintegration to main school (KS3) or post-16 options (KS4), including reintegration cover and associated administration.
- Facilitate and lead 3-way meetings between staff and pupils to overcome barriers to learning.
- Plan, prepare and attend key meetings such as EHCP annual reviews and post-suspension meetings with pupils on caseload.
- Prepare and collate paperwork for permanent exclusion meetings.
- Support pupils who have concessions during exam and assessment periods.

Support for Staff and Preventative Practice

- Support teaching staff working directly with pupils with challenging behaviour.
- Help develop and deliver a range of preventative approaches to behaviour management.
- Provide specialist advice, guidance and support to all staff on behaviour management.
- Act as a role model, setting high expectations for behaviour and establishing productive working relationships with staff and pupils.

Multi-Agency Working, Family Liaison and Safeguarding

- Work with The Bridge Leader to adopt a multi-agency approach to supporting pupils and their families.
- Work with a line manager to open and act as lead professional on Early Help Assessments (EHAs) when required.

- Identify and work with appropriate agencies to support pupils and, where appropriate, their parents/carers; monitor support services and recommend their role with pupil groups.
- Collect information, contribute to assessment and evaluation, and share findings with relevant professionals and stakeholders, including other schools and education authorities.
- Share good practice with individuals, local networks and partner agencies to enhance pastoral care provision, including making multi-agency referrals.
- Contribute to child welfare and protection using the Framework for Action and the school's safeguarding procedures.
- Attend child protection and strategy meetings for pupils attending The Bridge.
- Accompany staff on home visits.

Wider Duties

- Use ICT effectively in learning activities and in preparing resources; select and prepare resources that reflect pupils' interests, language and cultural backgrounds.
- Manage time effectively, balancing planned development work with day-to-day use of behaviour strategies.
- Accompany pupils on school visits, trips and out-of-school activities as required.
- Support after-school detentions in The Bridge and undertake lunch duty as required.
- Provide cover for teacher absence on occasion.

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		
At least a Level 2 qualification in Maths and English (GCSE grade C/4 or above, or equivalent). Experience of working with children in an educational / work setting. Experience of providing high quality, effective support to students with challenging behaviour. Excellent personal literacy and numeracy skills Evidence of a relevant range of training or a willingness to undertake any training that fits the post, including training in behaviour management and SEMH. Evidence of safeguarding training, or readiness to complete it, with an understanding of safe working practices.	4 or more years' experience of working with children in an educational setting. Accreditation in youth work or an equivalent qualification, or a willingness to work towards one. Experience of using behaviour programmes to support students both in and out of the classroom.	Application Form/ Interview

Commitment to continuing professional development, including taking personal responsibility for identifying learning and development needs through the performance and development review process.	Ability to request training and development opportunities that link to the post, and to share learning with others.	
Knowledge and Understanding		
Understanding of safeguarding principles and safe working practices, and the ability to set in motion the right procedures under school policy. Understanding of the importance of inclusion, especially within a school setting. Understanding of child development such as general learning and developing independence. Knowledge of strategies and ways to record and monitor learner progress. Knowledge of activities outside the classroom that help students manage their emotions, behaviour and social skills. Awareness of the need for confidentiality at all times, and knowledge of national, council and school policies on confidentiality and information sharing. Ability to identify risks to self and others in work activities and take the right action to minimise them	Working knowledge of relevant policies, codes of practice and legislation, and of the statutory frameworks relating to teaching and learning. Understanding of the national curriculum and other learning programmes within the relevant age range, including the core subject areas.	Application Form/Interview
Leadership and Management Skills		
Ability to work within a team, ensuring effective communication and deployment of staff. Ability to work independently and show initiative, taking the lead on interventions, meetings and assessments within the post. Ability to work in a positive, solution-focused way, continually developing and extending own working practices. Ability to model and demonstrate positive attitudes and behaviours, and to use a range of activities to practise and reinforce social and emotional skills. Ability to set and promote high standards of behaviour and to handle potentially difficult situations.	Ability to give clear and constructive feedback. Ability to support others' learning and share good practice with colleagues.	Application Form/Interview

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Excellent behaviour management techniques. Ability to contribute to the departmental team.		
Personal Qualities		
High expectations of all pupils, with respect for their social, cultural, linguistic, religious and ethnic backgrounds and a commitment to raising their educational achievement. Ability to build and maintain successful relationships with pupils, treating them consistently and with respect and consideration, and showing concern for their development as learners. Ability to demonstrate and promote the positive values, attitudes and behaviour expected of pupils. Ability to adapt communication styles to needs and situations, and to establish effective communication with teachers, colleagues, parents/carers and external agencies. Ability to liaise sensitively and effectively with parents and carers, recognising their role in students' learning. Ability to work collaboratively with colleagues and carry out the role effectively, knowing when to seek help and advice. Valuing diversity: listening to and supporting the diverse contributions made to service development without prejudice, challenging behaviours and processes that do not advance diversity, accepting feedback about own behaviour, and recognising people's strengths, aspirations and abilities.	Flexibility and the ability to adapt approaches to meet the needs of the setting and of students with challenging behaviours. Ability to improve own practice through observation, evaluation and discussion with colleagues. Ability to network with services for the benefit of pupils and families due to caring, listening and responding to the needs of pupils, families and partners.	Application Form/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