



**MATTHEW MOSS
HIGH SCHOOL**
Learning for Life



**Watergrove
Trust**
Providing more

Behaviour Intervention Coach

Closing Date: Sunday 31st May 2026 at 11.59pm

Interview Date TBC



**Watergrove
Trust**

Matthew Moss High School, Marland, Rochdale, OL11 3LU
admin@mmhs.co.uk / 01706 632910 / mmhs.co.uk



Welcome to Matthew Moss High School

Thank you for your interest in the post of Behaviour Intervention Coach at Matthew Moss High School. In this pack, you will find information about our school ethos, CPD opportunities and the BIC department.

Behaviour Intervention Coach Overview

The Behaviour Intervention Coach is a dedicated professional who believes that authentic connection is the foundation for overcoming behavioural challenges. Rather than focusing on "punishing" symptoms, the coach prioritises relational safety, working deeply to understand the root cause of learner behaviour, as all behaviour is a form of communication. By modeling empathy and co-regulation, they teach positive, alternative ways for the individual to express their needs and emotions within a supportive, side-by-side partnership.

Interventions are scheduled once a week as a consistent touchpoint for connection, meticulously tailored to each learner's unique developmental journey. These sessions are fluid and responsive, occurring in various styles, themes, and locations to meet the learner where they feel most secure and heard.

Restorative Standards BIC manages the Isolation room, reframing it as a space for restorative reflection. Slots are allocated each day to ensure that the bridge of relationship remains intact, holding all standards of 'CHANGE' through a lens of support rather than exclusion.

Matthew Moss High School is an inclusive school where respect is a shared practice. We invite our learners into the "adult space," fostering a culture of mutual trust and belonging. Here, students are not just recipients of information but partners in their own growth, accessing the full range of subjects and learning opportunities within a community that values their voice.

Matthew Moss High School is an inclusive school, where all members of our community are treated with respect. We invite our learners into the adult space where they have access to the full range of subjects and learning opportunities.

We are proud of our diverse and cohesive community, where relationships are at the heart of school. In our latest Ofsted report (April 2024) Inspectors noted that: *"Pupils at*

Matthew Moss High School feel safe and happy". The report also highlighted that: "Pupils build strong relationships with staff, and they have adults who they can speak to in school if they have any worries", and that "Staff feel well supported with their workload and well-being".

Matthew Moss High School is located in the Castleton area of Rochdale. Matthew Moss High School is a "Good" school (Ofsted 2024) and is over-subscribed. There are 1220 learners on roll, including a Hearing Impaired Base and more recently, a partnership with Redwood School. Redwood School caters for young people aged 11-19 who have additional needs.

At Matthew Moss High School we believe in three things:

- Respect everyone and fear no-one;
- Everything starts with the learner;
- Thoughtful hard work shifts anything.

At the centre of our curriculum and pastoral care is our CHANGE ethos.

Composure

High Standards

Agency

Numeracy and Literacy

Growth Mindset

Empathy

In Year 7, learners receive a dedicated CHANGE curriculum, which instils the values and ethos to which school would like staff and learners to aspire to. Moving forward, we are working to embed CHANGE throughout the life of school, so that learners are able to 'Engage CHANGE' and be active citizens in the world around them.

Matthew Moss High School is part of the Watergrove Trust and the successful candidate will enjoy exceptional self-development. All staff currently receive an individual CPD programme and new staff receive training in Transactional Analysis, which forms the basis of our Behaviour and Relationship Policy. If you are new to the profession you will receive excellent support from your Induction and Trainee mentor through our Early Careers Framework offer. All staff new to school will receive excellent induction and access to our wider CPD programme, to allow you to develop as an outstanding practitioner, with a range of future opportunities available within our growing school and Trust.

At Matthew Moss High School, every member of our community has the opportunity to flourish.

If you have any further questions or would like to visit school please contact our Human Resources Team at: hr@mmhs.co.uk.

I look forward to meeting you,

A handwritten signature in black ink, appearing to be 'CLR', written in a cursive style.

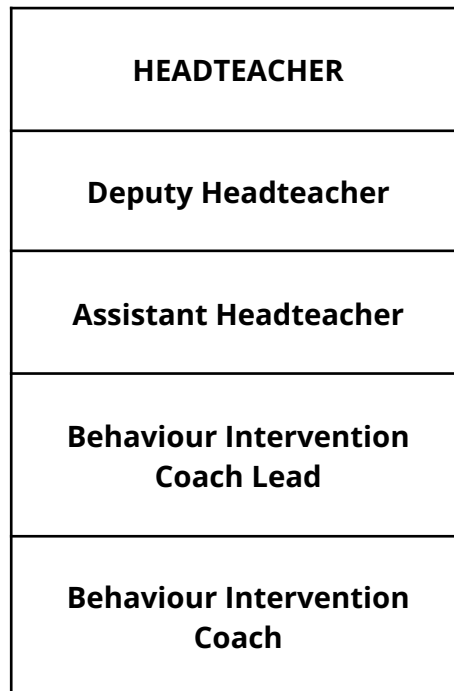
Ms Charlotte Leach-Rogers
Headteacher



Organisation:	Watergrove Trust
Section:	Pastoral
Location:	Matthew Moss High School
Job Title:	Behaviour Intervention Coach
Hours:	36.25hrs Term Time Only
Grade:	Grade 5 (pt 12-17) FTE £28,598 - £31,022 Actual £24,188 - £26,238
Accountable to:	Assistant Headteacher: Pastoral
Accountable for:	N/A
Special Conditions of Service:	<p>All posts require enhanced DBS clearance prior to appointment.</p> <ul style="list-style-type: none">• The Postholder may be required to attend evening and weekend meetings.• The School operates a Smoke Free Policy for all its employees and applies to any building and associated grounds within the immediate vicinity of the school.• Annual Leave - Term Time Only – this post is employed on a Term Time Only basis and therefore all staff are required to be in school during school term. There is no further annual leave.• The ability to converse at ease with customers and service users and provide advice in accurate spoken English.

Watergrove Trust is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment.

Organisational Chart:



PURPOSE AND OBJECTIVES OF THE JOB

1. Establishing and developing positive relationships with children and adults including parents, carers and other professionals by working with children and young people to identify goals and boundaries for acceptable behaviour in line with the CHANGE ethos and Transactional Analysis
2. Responding to behaviour incidents in the first instance and support the reintegration into lessons
3. Supervise and support with Managed Remove
4. To be committed to safeguarding and promoting the welfare of children and young people.

CONTROL OF RESOURCES

Personnel

To be responsible for the direction, support and motivation of self and any staff under the postholder's control.

Financial

To work in accordance with the Financial Regulations and procedures of the School.

Equipment/Materials

To be responsible for the safe use and maintenance of equipment/materials used by the postholder.

Teaching resources including audio visual and computer equipment.

To adhere to the School's rules and regulations relating to the use of ICT, e-mail and intranet/ internet access.

Health/Safety/Welfare

Responsible for the health, safety and welfare of self and colleagues in accordance with MMHS and Watergrove Trust's Health & Safety policies and procedures and current legislation.

Equality and Diversity

To work in accordance with the MMHS and Watergrove Trust's Policy relating to the promotion of Equality and Diversity.

Training and Development

The post holder will have a commitment in identifying and undertaking their own professional and personal development in accordance with Schools performance management framework.

Relationships (Internal and External)

- Internal:**
1. School staff
 2. Users of the School
 3. Volunteers
 4. Pupils
 5. Governors

- External:**
1. Parents/Carers
 2. Staff in other schools and within the Trust and the LA
 3. Suppliers of equipment and services

RESPONSIBILITIES:

The postholder must:

2. Perform his/her duties in accordance with the MMHS and Watergrove Trust's Equality and Diversity Policy.
3. Ensure that the MMHS and Watergrove Trust's commitment to public service orientation and care of our customers is provided.

4. Be able to render regular and efficient service to undertake the duties of this post.

PRINCIPAL DUTIES

Contribute to the prevention and management of challenging behaviour in children and young people by:

- working with children and young people to identify goals and boundaries for acceptable behaviour
- supporting children and young people to manage challenging behaviour
- enabling children and young people to recognise and understand their behaviour and its consequences
- To engage with students who are at risk of exclusion to improve their behaviour and understand their behaviours.
- To use and research behaviour management techniques such as TA, Mediation and Restorative Justice.
- To liaise with the Pastoral Team in identifying students who may be at risk of exclusion and intervene when necessary
- To use and help manage the behaviour and vulnerability reporting through Arbor and CPOMS.

Develop and promote positive relationships and behaviour by:

- establishing and developing positive relationships with children and adults including parents, carers and other professionals
- supporting children in developing positive relationships with each other and the wider community
- promoting inclusion and acceptance of all pupils within the classroom
- following the CHANGE ethos and Transactional Analysis
- implementing agreed behaviour management strategies
- supervising and following Managed Remove protocols
- responding to behaviour incidents in the first instance and support the reintegration into lessons
- supporting pupils in taking responsibility for their learning and behaviour
- establishing rapport and respect with pupils, acting as a role model and setting high expectations
- supporting, where necessary Pastoral Support Plans and other interventions
- promptly addressing any incidents, in line with school policies
- recognising and responding to individual needs
- engaging pupils with activities, promoting independent learning and utilising strategies to recognise and reward achievement

- encouraging cooperation and interaction between pupils
- supporting pupils with communication and interaction needs to develop relationships with others
- supporting the behaviour management of pupils with behaviour, emotional and social development needs
- supporting pupils with behaviour, emotional and social development needs to develop relationships with others
- supporting pupils with behaviour, emotional and social development needs to develop self-reliance and self-esteem
- providing a supportive and challenging environment

Help to keep children safe by:

- preparing and maintaining a safe and hygienic environment
- dealing with accidents, emergencies and illness
- supporting the safeguarding of children
- supervising pupils during the school day, for example playground and lunchtime duties
- supporting and implementing pupils' personal care programme

Support the development and effectiveness of work teams by:

- contributing to effective team practice
- contributing to the development of the school team
- supervising the work of other support staff and trainees
- Leading / Supporting off-site Interventions using external partnerships
- Seeking external resources to keep Interventions Inclusive and relevant
- Working directly with Family Teams to ensure smooth transitions and transparent communication

Reflect on and develop practice by:

- reflecting on own professional practice
- taking responsibility for and participating in continuing professional development

SECONDARY DUTIES

1. Uphold the professional standards expected of every member of Trust staff in all dealings with colleagues, students, parents / carers and the wider community and adhere to the principles expressed in the aims of the Trust.

2. Work collaboratively across departments with colleagues and students to ensure the Academy & Trust operates as effectively as possible to achieve its aims. Develop collaborative working relationships with other managers and colleagues in the Trust.

3. To participate in programmes of training as a trainee and when required as a trainer facilitator. Actively contribute to the continued development of the Trust by attending

training, participating in relevant meetings, and putting forward ideas for improvement. To demonstrate a commitment to self-review and professional development.

4. Be aware of and comply with policies and procedures relating to child protection, health & safety and security, confidentiality and data protection, reporting all concerns as appropriate.

5. Maintain designated databases/files in accordance with Trust policies for data governance, as appropriate for the role.

6. To support and participate in team working across the Trust, including working within other areas/ schools as required in the light of operational needs of the Trust and to facilitate the career development of the post holder. Prepare and contribute to Trust wide development by sharing best practice and professional feedback.

7. To undertake duties as part of the team rota - To act as a team member and undertake general office duties as and when required to support the overall service delivery to the academies, students and families. Be a positive, collaborative team member.

8. To undertake such other duties and responsibilities of an equivalent nature commensurate with the level of responsibility that may be allocated periodically, as may be determined from time to time by the Headteacher (or nominated representative) in consultation with the postholder (and if he/she so wishes, with his/her Trade Union representative).

9. The postholder's duties must at all times be carried out in compliance with the Trust's Equal Opportunities Policy and other policies designed to protect employees or service users from harassment.

a) Take reasonable care of the health and safety of self, other persons and resources whilst at work.

b) Cooperate with management of the trust as far as is necessary to enable the responsibilities placed upon the trust under the Health and Safety at Work Act to be performed, eg operate safe working practices including both mental and physical wellbeing.

c) It is the duty of the postholder not to act in a prejudicial or discriminatory manner towards employees. The postholder should also counteract such practice or behaviour by challenging or reporting it.

10. To attend and participate in meetings as required.

11. Play a full part in the life of the Academy community, supporting our ethos and values encouraging staff and students to follow this example.

12. Support the Academy & the Trust in meeting our legal requirements for worship.

13. Actively promote the Academy & Watergrove Trust corporate policies.

Job Description prepared by: ____Charlotte Longthorne__ Date: __07/05/2026__

Agreed by Postholder: _____ Date: _____

Academy :	Matthew Moss High School	Post:	Behaviour Intervention Coach
Section :	Associate Staff	Scale:	Grade 5 (pt 12-17)

Note to Applicants:

Essential Criteria (E) are the qualifications, experience, skills or knowledge that you **MUST SHOW YOU HAVE** to be considered for the job.

There are a range of methods by which this information can be obtained. The ‘How Identified’ column illustrates how the Trust will obtain the necessary information about you.

For example: Where (AF) is indicated next to an Essential Criteria you **MUST** include details relating to this aspect in your Application Form. You must include examples from both paid or voluntary work. Do not leave gaps in employment.

Watergrove Trust is committed to safeguarding and promoting the welfare of children and young people and expects staff to share this commitment.

Criteria	Essential (E) or Desirable (D)	How Identified: AF Application Form I Interview C Check certificates A Assessment
Qualifications		
To possess GCSE English and Mathematics at Grade A*-C, or an alternative Level 2 qualification in Literacy and Numeracy	E	AF, C, I
To possess a relevant NVQ Level 3 for Teaching Assistants, or have an equivalent qualification or experience	E	AF, C, I
Trained in relevant learning strategies and/or a particular learning or curriculum area	E	AF, I
Professional Experience		
Experience of working with children at a relevant age and/or learning need within an education setting	E	AF, I
Experience of planning, delivering and evaluating teaching and learning activities effectively	E	AF, I

Experience of differentiating activities and selecting and developing resources to meet individual's learning needs or group learning programmes	E	AF, I
Experience of working effectively within a team environment and building effective working relationships with pupils and colleagues	E	AF, I
Experience of working within a schools ethos and supporting the aims of the school	E	AF, I
Experience of providing clerical/administrative support	E	AF, I
Experience of effectively using ICT technology to advance learning, eg: computer, photocopier, interactive whiteboard	E	AF, I
Professional Knowledge & Understanding		
Understanding and working knowledge of principles of child development learning styles and independent learning	E	AF, I
Understanding and working knowledge of national curriculum and other learning programmes (within specified age range/subject area) e.g. knowledge of core subject areas etc	E	AF, I
Full working knowledge of relevant policies/codes of practice/legislation	E	AF, I
Working knowledge of how statutory and non statutory frameworks for the school curriculum relate to the age and ability ranges of the learners they support	E	AF, I
Knowledge of the school and its setting/community	E	AF, I
Professional Skills & Abilities		
Interpersonal skills and the ability to communicate effectively and sensitively with children, young people and colleagues	E	AF, I
Ability and commitment to work collaboratively and cooperatively with colleagues	E	AF, I
The ability to organise and manage learning activities in ways which keep children safe	E	AF, I
The ability to promote a positive ethos, actively encourage and motivate children to advance their learning	E	AF, I
Creative skills and resourcefulness to develop and adapt learning activities to meet different objectives	E	AF, I
Able to demonstrate a commitment to improving own knowledge and practice	E	AF, I
Ability to work effectively and calmly under pressure to conflicting deadlines	E	AF, I
High level of ICT competence	E	AF, I
Able to maintain a safe, clean, orderly and productive working environment	E	AF, I

Research, Plan and Implement project work according to specified timescales	E	AF, I
Knowledge of Microsoft Operating Systems	E	AF, I
Knowledge of desktop applications such as Microsoft Office	E	AF, I
Personal Skills & Attitudes		
Motivated and keen to develop own knowledge and practice by participating in professional reviews and continuing personal development activities	E	AF, I
Committed to working within the schools policies and procedures and adhering to safe working practices	E	AF, I
Flexible in approach and able to meet the changing demands of the role	E	AF, I
Ability to attend meetings out of school hours	E	AF, I
Ability to provide personal care to pupils – for example assisting with dressing, toileting	E	AF, I
Values and Behaviours (ASPIRE)		
Approach the job at all times using the values and behaviours of the CHANGE ethos: C - Composure H - High Standards A - Agency N - Numeracy and Literacy G - Growth Mindset E - Empath Please confirm you are willing to adhere to these values and behaviours.	E	AF/I
Special Working Conditions		
Good health and attendance	E	AF/I
Enhanced DBS clearance	E	AF/I
Undertake First Aid Training	E	AF/I
Good punctuality and timekeeping	E	AF/I
Open to take MIDAS Minibus Training to support Off-site Interventions	E	AF/I