



Application Pack

Intervention Assistant

Required as soon as possible

Harper Green School

Visitors Reception

Discovering dreams • Achieving ambitions • Transforming lives



June 2026

Welcome to the school

Dear Potential Colleague

Thank you for expressing an interest in joining Harper Green School. Within this pack, you will find information about the school, job role of Intervention Assistant and the application process.

We are looking to appoint an enthusiastic and reliable individual to work within our team of dedicated staff and welcome applications from candidates with the relevant skills and experiences. The ability to interact positively with our students and staff is essential to fulfil the role we are advertising.

Harper Green School is a dynamic secondary school situated in the South of Bolton and serves a varied community catering for students of all abilities and backgrounds. We seek not only to enable students to achieve their academic potential but also to develop the character, skills and values needed to be successful in life and make a positive contribution to society as a whole.

To these ends, we have excellent facilities, alongside a talented and highly committed staff, both teaching and associate. This allows us to provide a broad and balanced curriculum as well as the diverse opportunities in extra-curricular learning which are so crucial to developing wider skills and confidence in students.

Our vision is to ensure that all our students achieve the highest possible standards in all they do. We aspire to promote independence, together with a sense of responsibility whilst striving for academic excellence. We seek to encourage and motivate our students to achieve their full potential within a vibrant and purposeful environment which respects the rights and needs of all individuals so that they are able to acquire the necessary skills for successful adult lives.

We continuously strive to improve outcomes for students. The hard work of both staff and students in embedding excellent subject pedagogy is a credit to their commitment to achieving the highest standards for all. Harper Green School is on a new and exciting journey as an integral part of the Leverhulme Academy Trust.

This is an exciting opportunity to be part of the drive to make Harper Green School a place which delivers high quality teaching and learning together with positive pastoral support and guidance.

Thank you in advance for the interest you have shown.

Yours faithfully

Michelle Jefferies
Director of Resources





Welcome to Harper Green High School

Part of Leverhulme Trust

As a school, we are proud of the achievements of our students and the successes they achieve. Our highly professional, motivated and creative staff are dedicated to ensuring each child flourishes in a safe and happy environment. Our beliefs are simple: each individual leaves Harper Green with the qualifications and skills needed to realise their ambitions. At Harper Green, we challenge students to explore the furthest reaches of their intellectual, creative, physical and emotional capabilities so that they realise their own infinite potential.

Students at Harper Green foster a love of learning that stays with them beyond leaving the school after year 11. All our staff share a relentless commitment to ensuring that every lesson is engaging, challenging and suited to the learning needs of each individual. This is underpinned by a strong pastoral team that creates an inclusive environment where every child feels supported, safe, happy and valued.

Our Ethos and Values

At Harper Green, we recognise that all students are unique with individual talents and needs. As a community, we identify, nurture and develop these talents in an atmosphere of trust and mutual respect. Our students leave Harper Green with the qualifications needed to realise their ambitions and foster a love of learning that remains with them into their adult life. Students of Harper Green make valuable contributions to society as well-rounded citizens.

As a successful school, we challenge students to explore the furthest reaches of their intellectual, creative, physical, and emotional capabilities to realise their own infinite potential. Our students see learning as a lifelong challenge, enabled by a philosophy of boundless opportunities; students take a responsibility to be central to their own development, striving for constant improvement in a safe environment that fosters strong spiritual and cultural understanding and respect.

Harper Green is the platform for young people to develop into global citizens that can make a valued contribution to society. It is the learning, social and cultural experiences our young students have at Harper Green that are pivotal in shaping the people they become and provides them with the aptitude, achievements, and opportunities to access life beyond school.

Ofsted 2023

I am delighted that Ofsted has recognised all that we do here together at Harper Green for our students and community, and that our values underpin who we are and what we stand for.

Ofsted recognised the quality of relationships and strength of our community and fed back how well our staff know our students as individuals, acknowledging that positive relationships are at the heart of all we do. The Ofsted team recognised that what they saw throughout the two days spent with us is what happens day in, day out at our school.

Harper Green is a caring community, and this well-deserved judgment is a culmination of the hard work, dedication and collaboration of our staff; the pride and 'we are HARPER' attitudes of our fantastic children: [Link to Ofsted Report](#)

“I’ve grown by working with excellent practitioners.”

Outgoing Head of Department



“Discovering dreams, achieving ambitions and transforming lives.”

Harper Green School is part of Leverhulme Church of England and Community Trust. As a Trust, we work together to ensure that all students receive an excellent education irrespective of their starting point. We relish the opportunity to be a part of the much-needed regeneration of areas we work in and wish to play a full role in the wider community.

Vision

The vision of Leverhulme is to provide the highest quality of education that creates a community of happy, successful and well-rounded individuals who can flourish and make a difference in our world.

Mission

Discovering dreams, achieving ambitions, and transforming lives.

Staff Values

Our values underpin our mission and provide the basis on which we will achieve our vision.

- **Students First:** We put our students at the heart of all our decisions
- **High Expectations:** We have high expectations of both ourselves and others
- **Integrity:** We do the right thing

Student Values

- **Take part**
- **Work hard**
- **Do the right thing**

Mr Paul Roach

CEO

Leverhulme Trust



“An outstanding community school which has had a massively positive impact on the local community.”

Outgoing Assistant Headteacher

Our staff benefits

Working for Leverhulme Academy Trust is rewarding in many ways, with benefits designed to support wellbeing, security and work–life balance. We know that to achieve our vision, it is our colleagues who make the difference.

We offer a competitive and thoughtfully designed rewards and benefits package to support colleagues at every stage of their career.

Pay and Pensions

We offer competitive pay and conditions aligned with national frameworks:

- **National Terms and Conditions:** National terms and conditions in line with the School Teachers' Pay and Conditions Document (STPCD), the Burgundy Book (for teachers) or the NJC Green Book (for support staff).
- **Pension Scheme:** Automatic enrolment into either the Teachers' Pension Scheme or the Local Government Pension Scheme, both offering generous employer contributions (with the option to opt out)
- **Trade Union Recognition:** We actively recognise trade unions and work closely with them to ensure staff interests are represented. We meet regularly with union representatives through our Trade Union Recognition Agreement, providing a forum for open discussions on issues that matter to our staff.

Everyday Benefits

We aim to make working life as enjoyable, convenient and rewarding as possible. Our everyday benefits include:

- Cycle to Work scheme via salary sacrifice
- Free eye tests through our partnership with Specsavers
- Free annual flu vaccinations
- Blue Light Card eligibility, providing access to a wide range of discounts
- Electric vehicle charging points available across our schools to support greener travel

Financial Wellbeing Support

We are committed to supporting the financial wellbeing of our staff:

- **Mortgage and Will-Writing Service:** Free, confidential advice on mortgages and will-writing is available to all staff and their families, provided by Radcliffe & Newlands.

Health and Wellbeing

The Trust places a strong emphasis on creating a positive, healthy, and supportive work environment:

- **Wellbeing Half Day:** Staff can request a wellbeing half day to recharge and focus on personal wellbeing.
- **Mental Health First Aiders:** Mental Health First Aiders in every school, alongside a clearly signposted Leverhulme Ladder of Support.
- **Wellbeing Ambassadors:** Representing every department, with protected time to support staff wellbeing.
- **Staff Wellbeing Portal:** Provides support for mental, physical and financial wellbeing.
- **Trust Menopause Ambassador:** Offering guidance, support and resources.
- **Flexible Working:** We provide flexible working options and are open to discussing individual needs in line with role responsibilities, wherever possible.

Occupational Health and Employee Support

All staff have access to comprehensive, confidential support through Smart Clinic, a specialist occupational health provider for the education sector:

- **24-hour Employee Assistance Programme:** Access to confidential support services including legal advice and a range of different support.
- **Counselling:** Counselling and CBT, available remotely or face to face.
- **Physiotherapy:** Staff have access to both remote and in-person physiotherapy.

Learning, Development and Career Growth

We are committed to the continuous professional development of all staff:

- **Professional Development Conversations:** Instead of traditional performance management, the Trust offers supportive, collaborative conversations focused on professional growth. Pay progression for teachers is no longer linked to performance evaluations and we have an extensive CPD menu for both teaching and support staff.
- **The National College:** Staff can access a range of professional development resources, training and courses to support their growth and career progression.

Listening to Our Staff

Employee feedback is essential to our Trust. Through our annual staff wellbeing survey and wellbeing suggestion boxes across all schools, we ensure the needs of our staff are understood and addressed.

Reducing Workload Through Technology

We actively invest in digital solutions to support efficiency and reduce workload, including AI tools such as TeachMate and Microsoft Copilot.

Recognition, Rewards and Engagement

We celebrate our staff and recognise the positive contributions that make Leverhulme Trust such a great place to work.

- **Leverhulme VIP Awards:** Our VIP Awards honour staff who exemplify our Trust values of maintaining high expectations, demonstrating integrity and putting students first.
- **Pride in Our Trust:** 87% of staff report feeling proud to tell others that they work at Leverhulme Trust.
- **12 Days of Christmas Campaign:** A Trust-wide initiative celebrating staff in the lead-up to Christmas.
- **Employee Referral Scheme:** We celebrate staff helping us find great talent with £250 rewarded for each successful employee referral.

Equality, Diversity and Inclusion

We are committed to challenging discrimination and celebrating the diversity of our people. Our Wellbeing Calendar recognises national awareness days centred around health, diversity and inclusion. This helps us create a supportive and inclusive workplace where everyone feels valued and informed.

“The support staff give to students is incredible.”

Outgoing Head of Department



Job Description

Job title: Intervention Assistant

Grade: D

Reports to: Behaviour Centre Manager
Director of Resources

Line management responsibility: N/A

Main purpose of the job:

To work under the guidance of the Behaviour Centre Manager, providing both pastoral, academic and behaviour support to students helping them to overcome barriers to learning.

Main duties

- To uphold the Trust's mission, vision and values.
- To uphold all Trust and School policies and procedure.
- To establish productive working relationships with students, acting as a positive role model.
- To develop positive relationships with students, positively encouraging and providing support.
- To provide information and advice to enable students to make positive choices about their own learning, behaviour, attitudes and morals.
- To motivate students to engage in their learning experience in the Behaviour Centre.
- To work with students to develop their social skills, resilience and self-esteem.
- To support students' access to learning, using appropriate strategies and resources.
- To assist in the development and implementation of appropriate behaviour and restorative intervention programmes.
- To assist in the development, implementation and monitoring of systems relating to behaviour and restorative strategies; and to share good practice with relevant colleagues as and when required.
- To be responsible for keeping and updating records as agreed with the Behaviour Centre Manager, contributing to reviews of systems and records as requested.
- To mentor individual students both in the Behaviour Centre and when they return back into mainstream lessons.
- To assist the Behaviour Centre Manager with the development and implementation of Individual behaviour plans.
- To liaise with teachers, HOD's, pastoral staff and other relevant parties to gather student information to assist in potential intervention and restorative strategies to develop, support and enhance students' behaviour and learning.
- To receive and supervise students referred to the Behaviour Centre.
- To provide feedback to students in relation to progress, achievement and behaviour.
- To monitor and evaluate students' responses and progress during their time in the Behaviour Centre.
- To promote good behaviour and motivate students to stay on task and enhance their understanding and learning in all curriculum areas, with emphasis on English, Maths and Science.
- To support students in all aspects of learning and behaviour, through observation, coaching, mentoring and 1:1.

- To contribute to the schools enrichment programme and to support the Behaviour Centre manager in developing the cultural capital of our students.
- To supervise students on trips and out of school activities as required.

Support for the School

- To be aware of and comply with policies and procedure relating to child protection, health, safety and security and confidentiality, reporting all concerns to an appropriate person.
- To be aware of and support difference and ensure all students have equal access to opportunities to learn and develop. Contribute to the overall ethos and aims of the school.
- To establish constructive relationships and communicate efficiently and effectively with the Behaviour Centre Manager and whole school to support achievement and progress of students.
- To recognise own strengths and areas of expertise and use them to advise and support others.
- To implement planned supervision of students out of lesson times e.g. break/lunchtimes/group activities.

General

- To engage in continuing professional development in order to keep up to date with strategies for working with difficult students and the Professional Development process.
- To support the Behaviour Centre Manager administratively as and when required.
- Any other duties commensurate with post.

The above duties are not exhaustive and the post holder may be required to undertake tasks, roles and responsibilities as may be reasonably assigned to them by the Leadership Team.

This job description will be kept under review and may be amended via consultation with the individual, Governing Body and/or Leadership Team as required. Trade union representation will be welcomed in any such discussions.



Person Specification

Job title: Intervention Assistant

Skills and Knowledge	Essential	Desirable
The ability to support teaching and learning within a classroom environment.	✓	
The ability to interact with, listen to and positively encourage students tolerance.	✓	
Ability to deal with and respond calmly and promptly to incidents, safeguarding issues and 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	✓	
Knowledge and understanding of the relevant school curriculum and age-related expectations of students	✓	
To have excellent organisational skills, allowing for prioritising of workload	✓	
General computer skills	✓	
Ability to promote a positive ethos and act as a role model	✓	
Effective and excellent communication skills both in writing and verbally	✓	
An understanding of the need for dealing with parents, students and outside agencies in a professional manner and to treat the information they provide as confidential	✓	
Ability to work on own initiative and as part of a team	✓	
Ability to follow procedures	✓	
Ability to work and liaise with a wide cross-section of people, specifically young people	✓	
Ability to adapt own approaches in order to meet the needs of vulnerable or challenging young people	✓	
Knowledge of KS3 & KS4 curriculum		✓

Qualifications and training	Essential	Desirable
Good standard of academic achievement (GCSEs A*-C or equivalent INCLUDING English and Maths)	✓	
Willing to take part in own PDP and any identified training	✓	
Previous experience of working in a secondary school setting		✓
TA Qualification		✓

Personal attributes	Essential	Desirable
The ability to identify risk to self and others when undertaking work activities and appropriate actions needed to minimise risk	✓	
A policy of no smoking will apply	✓	
Valuing diversity – 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	✓	

Special requirements	Essential	Desirable
Right to work in the UK.	✓	
Satisfactory enhanced DBS certificate.	✓	
Medical clearance.	✓	
2 satisfactory references.	✓	
Full UK driving license and access to a car during working hours.		✓

The 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 from the Disclosure and Barring Service (DBS). 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.

