



Application Pack

Student Welfare Intervention Officer

Required as soon as possible

Discovering dreams • Achieving ambitions • Transforming lives



July 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 **Fixed Term Student Welfare Intervention Officer** 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: Student Welfare Intervention Officer
Grade: Grade F
Reports to: Deputy Headteacher – Pastoral Care
Director of Resources

Line management responsibility: N/A

Main purpose of the job:

- To improve the attendance and punctuality of all students through external engagement and internal intervention.
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Key duties and responsibilities

Support for Students

- To outwardly engage hard-to-reach families where student attendance is a concern.
- To promote and monitor punctuality and attendance as required across the school and celebrate this where appropriate.
- To offer guidance on the operation of legal processes regarding attendance across the whole school, including the issuing of fixed penalty notices to relevant families
- To conduct home visits to promote attendance and monitor social situations in order to keep a point of contact between school and the wider community; explaining school procedures where necessary and negotiating a speedy return to school for students who have had periods of absence and ensuring the prevention of children becoming looked after and/or suffering significant harm.
- To co-ordinate appropriate mentoring and/or counselling or additional services for students as required
- To attend external meetings on behalf of the school supporting students and parents
- To take a supporting role on the issues of Child Protection, providing the school Safeguarding Team with guidance and advice on completing relevant documentation and referrals
- To engage with external services where required to promote student attendance
- To liaise with the Senior Leadership Team in relation to the behaviour and welfare of individuals and core vulnerable groups of students
- To maintain accurate, confidential and up to date documentation on all cases of safeguarding and child protection using CPOMS.

Support for Staff

- To implement student action plans and monitor their impact
- To provide objective and accurate feedback and reports as required to outside agencies, other staff on students' achievement, progress and other matters, ensuring the availability of appropriate evidence
- To manage record keeping systems and processes
- To establish constructive relationships with parents/carers, exchanging information, facilitating their support for their child's attendance, access and learning and supporting home-to-school and community links
- To provide administrative support, e.g. dealing with correspondence, compilation/analysis/reporting on attendance, exclusions, making phone calls, etc.

Support for School

- To be aware of and support difference and ensure all students have equal access to opportunities to learn and develop
- To attend and participate in regular meetings
- To contribute to the overall ethos/work/aims of the school in line with the school mission statement – discovering dreams, achieving ambitions and transforming lives.
- To recognise own strengths and areas of expertise and use these to advise and support others
- To establish constructive relationships and communicate with other agencies/professionals, in liaison with the teacher, to support achievement and progress of students
- To arrange and develop one-to-one mentoring arrangements with students and provide support for distressed students. Take a lead role in managing the speedy/effective transfer of students across phases/integration of those who have been absent
- To provide information and advice to enable students to make choices about their own learning/behaviour/attendance
- To challenge and motivate students, promote and reinforce self-esteem
- To provide feedback to students in relation to progress, achievement, attendance etc
- To identify and implement strategies to improve attendance whilst identifying trends and responding to them
- To participate in training and other learning activities as required
- To participate in the School's arrangements for professional development and the School's arrangements for quality assurance and internal verification
- To support the development of Pastoral Support Plans for individual students including liaison with other agencies as appropriate
- To liaise with school uniform suppliers as and when directed by the Director of Resources
- To operate within agreed legal, ethical and professional boundaries when working with children and young people and those involved with them
- To engage in Continuing Professional Development in order to keep up to date with strategies for working with challenging students
- Any other duties commensurate with the 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: Student Welfare Intervention Officer

Experience/Qualifications and training	Essential	Desirable
High standard of numeracy and literacy and or Level 3 qualification or equivalent	✓	
Understanding of how engagement & interest in learning can be maximised	✓	
Understanding of how frameworks that support the development & well-being of children & young people impact on practice, including Safeguarding, Child Protection and Health & Safety (suitably qualified in safeguarding).	✓	
Demonstrable experience of working effectively with vulnerable children either in education, social work, youth work or another related area of work	✓	
Extensive experience of working effectively with the parents/carers of pupils alongside a range of professionals promoting pupil welfare	✓	
Willing to take part in own PDP and any identified training	✓	
Level 4 qualification in a related field		✓
Experience and knowledge of data tracking systems		✓
Evidence of continuing professional development relevant to the post		✓
Driving licence and use of a vehicle	✓	

knowledge and skills	Essential	Desirable
Working knowledge of school based ICT systems & the internet	✓	
Ability to set & promote high standards of attendance & punctuality	✓	
Ability to engage children & young people & increase participation in school activities through appropriate differentiation, taking into account divers and individual needs of learners	✓	
Ability to model & demonstrate positive attitudes & behaviours & to utilise a range of activities to practise & reinforce social & emotional skills	✓	
Ability to adapt communication styles to needs & situations & to establish effective communication processes with teachers, colleagues, parents & carers	✓	
Knowledge of current educational issues and their relationship to the role	✓	
Ability to engage parents & carers & maximise their involvement in meeting children's needs in relation to attainment, well-being or personal development	✓	
Demonstrable knowledge of the range of additional support/agencies which can be of assistance to vulnerable pupils and families.	✓	
Ability to work effectively as part of the team, supporting colleagues & professionals from external agencies	✓	
Knowledge of Child Protection and Safeguarding and the ability to evaluate risk and assess the need for intervention whilst following protocol	✓	
Ability you reflect on own performance, agree development needs & evaluate learning achieved, as well as plan and evaluate improvement of knowledge in area of expertise	✓	
Ability to reflect pupils' age & developmental needs in selecting & supporting planning & the design of teaching strategies & materials & review materials according to progress	✓	

Ability to analyse & present data to a range of audiences	✓	
Knowledge of how statutory & non-statutory frameworks & the school curriculum relates to the age & ability ranges of the learners being supported	✓	
Knowledge & understanding of how to support children newly arrived in the UK		✓
Positive, proactive and outwardly engaging with the ability to use initiative	✓	

Work Related Circumstances	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	✓	
Current driving licence and car available to use during the working day to visit pupils/parents in their home	✓	
A willingness to drive the school mini bus as and when required	✓	
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	✓	

Customer Care
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.



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