



Broughton Hall Catholic High School

Application Pack

ROLE:	Behaviour & Inclusion Support Officer
START DATE:	1 st September 2026
CLOSING DATE:	Monday, 13 th April 2026 at 12 noon
INTERVIEW DATE:	To be confirmed
SALARY SCALE:	PASS 5 £27,254 - £29,540
CONTRACT TERM:	Permanent – Full-Time
HOURS:	35 hours per week/39 week contract (term time plus 10 days)

"We pride ourselves on our high expectations of all pupils and have an 'Ambition for All' policy."

Good
Provider | Ofsted

Founded in 1928 under the trusteeship of the Sisters of Mercy, Broughton Hall Catholic High School, an all-girls Catholic secondary school in Liverpool, provides the very best in modern education based on the Gospel values of mutual respect and care.

The central aim of our school is to provide excellent educational opportunities enabling each pupil to develop their God given talents, to grow in confidence and self-esteem and to fulfil their potential.

As a Catholic school Broughton Hall centres its mission on the person of Jesus Christ, and promotes the Gospel values throughout the school community and in all aspects of school life: spiritual, academic, pastoral, and personal. By proclaiming and living out the faith of the Catholic Church, we support each other in shared experiences of teaching and learning, prayer, worship and charity. Our mercy values permeate throughout our community.



Broughton Hall is Ofsted rated as a “Good” provider (November 2022).

Our facilities are bright, spacious, high tech and designed to meet the needs of all our pupils. We have a separate 6th Form facility, which is shared with our neighbouring boys school Cardinal Heenan Catholic High School. A full range of extra-curricular activities are provided to further the creative, sporting and academic talents of each pupil and offer Outward Bound and Duke of Edinburgh Award schemes as well as the opportunity to attend educational visits and residential trips.

We pride ourselves on our high expectations of all pupils and have an **‘Ambition for All’** policy. Whatever your role within the school, you will share these values and be able to encourage and motivate pupils with your passion, presence and personality.

Our school motto **‘Cor Unum et Anima Una’** - One Heart and One Mind, reflects the strong sense of community amongst pupils, staff, parents and Governors.

School has a weekly Newsletter – please [click here](https://www.broughtonhall.com/newsletter/) to view our latest edition.

Welcome

Thank you for your interest in the position of Behaviour and Inclusion Support Officer.

This pack has been designed to help you should you choose to submit an application form, which we sincerely hope you do. We hope it answers your initial questions, but if not, please do not hesitate to contact us and we will endeavour to help you through your application process.

Broughton Hall Catholic High School is the largest all-girls school in Liverpool and serves many different areas making us a vibrant a diverse school. Our aim is to be a good school in all areas and we are seeking staff to apply to work with to be of that journey. Ofsted rated the school as "Good" in November 2022.



We work hard to ensure Broughton Hall Catholic High School remains a friendly and welcoming environment for all those who work, study or visit here and hope that you are the person we are looking for to bring creativity and innovation to the role.

The school actively supports the training of staff and opportunities for professional development exist for all. Our staff are passionate about supporting our students to achieve their personal and academic potential.

We look forward to hearing from you.

Sarah O'Rourke
Head Teacher

We Offer

- Pensions Scheme – Teacher Pension Scheme for teaching staff or Merseyside Pension Fund for support staff
- Regular training and development programme
- An enhanced Occupational Health & Well-Being App (Smart Clinic) with access to a wide variety of services e.g.
 - Virtual GP
 - 24 hour employee assistance line
 - Physiotherapy
 - Mental Health Services
 - Self-support and guidance tools
- Cycle2Work Scheme
- Tax Free Childcare Vouchers
- Supportive work environment where all staff are valued
- Continuous professional development for all staff and follow a whole school approach to staff performance and development

And that's not all, we place the outcomes of the children in our school at the heart of everything we do, so you'll wake every day in the knowledge that your role will have a significant positive impact on the lives of others.

Equal Opportunities

Broughton Hall Catholic High school is an equal opportunities employer.

We welcome applicants from all backgrounds and value everyone as an individual. We are committed to organisational practices, which promote diversity and inclusion for all employees and volunteers regardless of age, gender reassignment, marriage or civil partnership status, pregnancy and maternity status, disability, race (including colour, nationality, ethnic or national origin), religion or belief, sex, or sexual orientation. Connecting these differences creates a productive environment in which everyone feels valued.

Monitoring information in relation to job applicants will be to assist us in equality monitoring. The recruitment panel will not have access to job applicant's monitoring information.

To assist us in monitoring the operation of equal opportunities policy, and for no other reason, please ensure you complete and submit the Equal Opportunities Monitoring Form with your application form.

Safeguarding & Enhanced DBS Checks

Broughton Hall Catholic High School is committed to safeguarding and promoting the welfare of young people and expect all pupils, staff, volunteers and visitors to share this commitment

All posts are subject to an enhanced DBS check and full pre-employment checks to comply with the current Keeping Children Safe in Education statutory guidance for schools.

All staff will be expected to follow Broughton Hall Catholic High School's child protection policies, code of conducts and managing allegations against staff procedures.

All roles in school, including this post, are exempt from the Rehabilitation of Offenders Act (ROA) 1974. The Ministry of Justice's guidance on Rehabilitation of Offenders Act 1974 and the Exceptions Order 1975 provides information about which convictions must be declared during job applications and can be accessed [here](#).

All applicants must therefore declare all previous convictions and cautions, including those which would normally be considered 'spent' except those received for an offence committed in the United Kingdom if it has been filtered in accordance with the DBS filtering rules. Information about filtering offences can be found in the DBC Filtering Guide, which can be accessed [here](#).

By engaging in this recruitment process, shortlisted candidates consent to an online search in line with the Keeping Children Safe in Education Statutory Guidance 2022.

A copy of our Child Protection Policy and Procedures can be access at https://www.broughtonhall.com/documents/BroughtonHall_CP_Policy.pdf



BEHAVIOUR AND INCLUSION SUPPORT OFFICER

SALARY:	PASS Point 5 Range £27,254 - £29,540 (full time equivalent)
CONTRACT TYPE:	Permanent
HOURS:	35 Hours pwk/39 week contract (term time plus 10 days)
CLOSING DATE:	Monday, 13 th April 2026 at 12 noon
INTERVIEWS TO BE HELD:	As soon as possible after the closing date
START DATE:	As soon as possible

“One Heart, One Mind, in Faith, Hope and Love”

Broughton Hall Catholic High School is seeking an inspirational and strategic **Behaviour & Inclusion Officer** to support students who struggle to access mainstream education. This is an exciting opportunity to help shape and deliver a holistic programme that blends academic challenge with personal development, rooted in trauma-informed and relational practice.

You will work proactively with students who experience barriers to learning due to social, emotional or behavioural needs to deliver targeted one to one support and small group interventions.

What We Are Looking For:

- A passionate practitioner with experience supporting students with SEMH and behavioural needs
- A confident communicator who can build strong partnerships with families and external agencies
- You will play a key role within the Behaviour & Inclusion Centre by delivering a structured therapeutic and trauma-informed approach to behaviour support.

In Return, We Offer:

- The chance to help shape a brand-new, high-impact provision
- A supportive, values-driven school community
- Access to CPD, leadership support, and professional growth opportunities
- A genuine opportunity to make a difference in the lives of our most vulnerable learners

How to Apply: Completed applications should be submitted outlining how your experience and vision align with this role. Please complete the school's Application Pack and email to recruitment@broughtonhall.com

Broughton Hall Catholic High School is committed to safeguarding and promoting the welfare of children and we expect all staff and volunteers to share this commitment to keeping children safe. Any offer of employment will be subject to statutory pre-employment checks including satisfactory references and Enhanced DBS and Barred List checks. This post is exempt from the provisions of the Rehabilitation of Offenders Act 1974 (as amended in 2013 & 2020) and shortlisted candidates will be required to disclose any relevant criminal history prior to interview.

BEHAVIOUR AND INCLUSION SUPPORT OFFICER

Our Mission

Broughton Hall Catholic High School is a caring and inclusive community guided by Gospel values. We are proud to live by our motto:

“One Heart, One Mind, in Faith, Hope and Love.”

We are committed to developing the whole person and ensuring every student is equipped for future success, regardless of their starting point.

RESPONSIBLE TO:	Behaviour & Inclusion Manager
PAY SCALE:	PASS 5 £27,254 to £29,540 (Full-Time Equivalent)
PURPOSE OF THE ROLE:	- To play a key role within the Behaviour & Inclusion Centre by delivering a structured, therapeutic and trauma-informed approach to behaviour support. - The post holder will work proactively with students who experience barriers to learning due to social, emotional, or behavioural needs, using relational, restorative and evidence-informed strategies to improve engagement, self-regulation, and inclusion. - The role combines intervention, relationship-building, and behavioural analysis, ensuring students are supported to successfully reintegrate into mainstream learning and develop long-term positive behaviours.
KEY RESPONSIBILITIES:	1. Therapeutic Behaviour Support & Intervention - Deliver targeted 1:1 and small group interventions using a structured, therapeutic approach (e.g. trauma-informed, relational, restorative practices) - Support students in developing: - Emotional regulation - Social skills - Resilience and self-esteem - Use de-escalation strategies to manage crisis situations in a calm, consistent and restorative manner - Provide reflective opportunities for students following incidents to promote accountability and growth - Develop personalised behaviour support plans informed by student needs, triggers, and strengths 2. Behaviour & Inclusion Centre Provision - Support the day-to-day operation of the Behaviour & Inclusion Centre as a safe, structured and nurturing environment

	• Supervise and support students who are temporarily not accessing main school lessons, ensuring continued access to learning • Facilitate structured reflection, restorative conversations, and reintegration planning • Create a therapeutic environment that promotes belonging, safety, and positive relationships • Maintain high expectations for behaviour while applying a compassionate and consistent approach • Contribute to preparations that ensure the Inclusion Centre operates smoothly, including preparing appropriate work and materials. 3. Relational Practice & Student Engagement • Build strong, trusting relationships with vulnerable and disengaged students • Model positive interactions and promote respectful behaviours • Motivate students to re-engage with learning and school routines • Support reintegration into mainstream lessons following long term absence, previous attendance at an alternative provision, or suspension • Develop positive partnerships with parents/carers to support behaviour improvement 4. Behaviour Monitoring, Assessment & Planning • Observe and assess student behaviour to identify: ◦ Patterns ◦ Triggers ◦ Underlying needs • Maintain accurate and detailed behaviour records and intervention logs • Analyse behaviour data to inform targeted interventions and support strategies • Contribute to behaviour reviews, pastoral meetings, and inclusion planning • Evaluate the impact of interventions and adapt approaches accordingly 5. Staff Support & Collaboration • Advise and support staff in implementing consistent, therapeutic behaviour strategies • Work collaboratively with: ◦ Teaching staff ◦ Pastoral teams ◦ Behaviour & Inclusion Manager
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	○ SENDCo and safeguarding leads • Contribute to a whole-school relational and inclusive ethos • Contribute towards Pastoral Support Plans or Pupil Passports. 6. Safeguarding & Inclusion • Promote and safeguard the welfare of all students at all times • Maintain strong awareness of safeguarding procedures and reporting responsibilities • Support inclusive practices that meet the needs of vulnerable learners, including those with SEND • Uphold equality, diversity and inclusion across all aspects of the role 8. Professional Development • Engage in ongoing training in: ○ Trauma-informed practice ○ Behaviour intervention strategies ○ Mental health and wellbeing ○ First Aid • Contribute to team development and reflective practice within the Inclusion team
OTHER REQUIREMENTS:	• Enhanced DBS clearance • Commitment to safeguarding and the school's Catholic ethos • Commitment to continued professional development
WORKING HOURS:	• 35 hours per week (hours to be discussed) • Term time plus 10 days (including 5 Inset days) • 39 weeks contract
Whilst every effort has been made to explain the main duties and responsibilities of the post, each individual task undertaken may not be identified. The post holder will be expected to comply with any reasonable request from senior staff to undertake a similar level of work not specified within this job description.	
This job description is current at the date shown, but, in consultation with you, may be changed by the Headteacher to reflect or anticipate changes in the job commensurate with the grade and job title.	

Person Specification

	Essential	Desirable
Knowledge & Understanding		
• Understanding of behaviour as communication and barriers to learning	E	
• Knowledge of trauma-informed, relational and restorative approaches	E	
• Awareness of safeguarding, child protection and SEND needs	E	
• Understanding of behaviour management strategies and intervention planning	E	
• Knowledge of therapeutic approaches (e.g. attachment theory, CBT-informed strategies)		D
• Understanding of the SEND Code of Practice		D
Experience		
• Experience working with children or young people with challenging behaviour or complex needs	E	
• Experience delivering or supporting targeted interventions	E	
• Experience building positive relationships with vulnerable students	E	
• Experience working in a school or inclusion centre		D
• Experience supporting students with SEND or SEMH needs		D
• Experience working with families and external agencies		D
Skills & Competencies		
• Strong interpersonal and relationship-building skills	E	
• Skilled in de-escalation and conflict resolution	E	
• Ability to motivate and engage disengaged learners	E	
• Ability to remain calm and regulated under pressure	E	
• Ability to work both independently and as part of a team	E	
• Good organisational, recording and report-writing skills	E	
• Ability to analyse behaviour data and evaluate interventions		D
• Experience contributing to behaviour or pastoral planning		D
Personal Attributes		
• Empathetic, patient and resilient	E	
• Consistent and reflective practitioner	E	
• Committed to inclusion and equity	E	
• Maintains professional boundaries	E	
• Flexible and adaptable	E	

Qualifications		
• Good level of literacy and numeracy	E	
• Evidence of further educational study		D
• Training or experience in behaviour support, counselling, or therapeutic approaches		D
• First Aid training		D

