



A message from our proprietor, Jason Steele

As its proprietor and principal, as well as one of the original founders, on behalf of our governing body and our whole school team I extend a heartfelt thank you for taking an interest in our school and our unique approach to nurturing the youth and investing in the future.

If you are considering joining our vibrant school community - be it as a student, parent/carer, employee or commissioner - the core message I wish to impart is this: **Raise cares deeply about children, young people, families and communities, and will do all that is possible to promote their safety, health, happiness and overall wellbeing.**

We have unified a community of passionate, caring, highly skilled and experienced professionals dedicated to doing our very best for our students. Our commitment is to be a school that not only promotes the **wellbeing of all its stakeholders** but also ensures that children and young people remain at the centre of everything we do.

At the heart of our mission lies a steadfast commitment **to bringing people, communities, partnerships and industry together to raise the youth and invest in the future.** Our school community and collaborative partnerships offer and provide our students with a holistic programme of learning, personal development and therapeutic activities. This comprehensive approach is designed to empower our students at every level to:

- **Be Safe & Feel Safe:** Ensuring a secure environment that nurtures the sense of safety among all students. Where safety is paramount and allows our students to thrive without concerns about their well-being.
- **Promote Their Health & Wellbeing:** Implementing practices that support physical, mental and emotional health. Our programmes are infused with initiatives that promote health and wellbeing. From physical activities to mindfulness sessions, every aspect is designed to forge strong bodies and resilient minds because we recognize that a healthy student is a flourishing one.
- **Have Fun & Experience Happiness:** We believe that learning should be enjoyable. Our curriculum includes fun activities that contribute to a happy school and creating opportunities for joy and positive experiences within the school community. We strive to infuse fun and happiness into the educational journey, crafting moments of laughter and awe that ignite passion and foster lifelong memories.
- **Learn & Develop Essential Knowledge, Skills, and Attitudes:** Our tailor-made curriculum equips students with the critical tools needed to succeed in all facets of life. Providing educational experiences that foster growth, resilience and a readiness for future challenges and opportunities.

Our objective is to equip students to be safe, healthy and well-balanced human beings who flourish in all aspects of their lives.

Together, let's raise aspirations, raise standards, and raise futures.

Warm regards,
Jason Steele



What We Do

We are a compassionate person centred, family and community-based school. We wish to teach and guide pupils towards attitudes of kindness, compassion and respect for themselves and others. We wish to support and enable pupils' self-confidence to know they can achieve, be healthy, well and participate, and make a positive contribution to society. We believe young people are our future and we wish to invest in their future by offering a high-quality co-designed & individualised curriculum that provides them with the skills, knowledge, values and experiences to succeed and thrive in all aspects of learning, personal development and life.

We will provide nurturing relationships built upon developed mutual respect, high expectations and trust in us as emotionally available adults to support their learning, personal development and wellbeing. We foster attitudes of compassion, skilful means of discipline and support, and have high regard for pupils' learning experiences and achievements. We wish to work collaboratively with pupils and parents/carers to promote and enable pupils' positive attitude in their effort to learn and develop knowledge, skills and values to be able to make positive behaviour choices so they can succeed in school and in their futures.

Children and young people experience a broad range curriculum that includes psychosocial education, social emotional literacy and health & well-being support to promote their welfare and enable them to acquire the skills to be safe, promoting and enhance their personal, social, physical, emotional development, and support and enhance well-being. Our Curriculum and personal development support prepare young people for adult life, with particular regards to developing their knowledge and skills for independent living, citizenship, personal and professional relationships, and family life. Our teaching, care, and support promote young people's well-being and enable them to participate and contribute as British citizens to the wider aspects of keeping people and communities' safe and contributing to a healthy, cohesive, and prosperous society.



In many cases, young people join Raise and need considerable amounts of support, encouragement and catch up and recover time to be able to return to the learning environment with confidence and reintegrate themselves into academic life.

How We Work

Varied and proven approaches:

Maslow

Trauma and mental health informed UK

The Thrive Approach

PACE: Playfulness, acceptance, curiosity and empathy.

The National Autistic Society's SPELL Framework

Positive Behaviour Support (PBS) – The Association for Psychological Therapies

Team-Teach – De-escalation and positive handling support

Mindfulness-Based Approaches for Health and Wellbeing including mindfulness in schools project programmes

Compassion focused interventions

Emotional coaching

Our multidisciplinary team and collaborative delivery partners:

At Raise we take pride in our multidisciplinary team's professional expertise, which encompasses a broad spectrum of knowledge, skills and experience. Our community of professionals is not only robust but also supported by contracts and service level agreements with highly skilled and qualified external delivery partners. These arrangements ensure that our students receive the necessary support to feel safe, protected, cared for and educated, as well as providing them with an assessed comprehensive package of education and wellbeing support.

Our founding directors bring a wealth of experience from various fields including Education, Psychology & Mindfulness-Based Approaches, Social Work & Youth Justice, Accountancy, Business and Social Enterprise. We boast a cadre of experienced school leaders and managers who are experts in education, training, social care and psychological and therapeutic services.

Our specialised departments and professionals include:

- SEND Department: Staffed with highly experienced and qualified SENCOs, deputy SENCOs and SEND administration management.
- Teaching Department: lead teachers, senior teachers and broad range of subject teachers.
- Vocational Skills Tutors: Offering expertise in various trades and professions.
- Sports & Fitness Coaches: Fostering physical education and well-being.
- School Social Worker: leading and supporting student voice, safeguarding, early help, and providing student welfare and social support within the educational environment.
- Trauma and Mental Health Informed Practitioners: Providing psychological and social support for our students with complex psychological needs related to adverse child experiences and ongoing emotional and psychological difficulties.
- Thrive Practitioners: Promoting emotional and social development to promote learning.
- Pastoral Professionals including our youth champions (pastoral practitioners): Ensuring the welfare and personal development of our students.
- HLTAs, TAs, and Intervention and Learning Support Workers: Assisting in educational delivery and student support.

Collaborations and contracted services:

Beyond our internal team, we have established collaborations and contracted services with leading entities in education, health and therapeutic psychology to deliver:

- Clinical Assessment & Intervention
- Plans, Reports & Review
- Professional Consultations
- Solution Circles
- CPD for Our Whole School Team

Our psychology assessment & diagnostic services & intervention providers:

- Horizon Psychology: HCPC-registered practitioner psychologists offering clinical supervision, health and therapeutic planning, compassion-focused therapies, training, assessing and monitoring progress.
- Re-Connect Now: Specialists in psychological therapies such as Cognitive Behavioural Therapy, Person-Centred Therapy, Integrative Psychotherapy, Play and Art Therapies.
- Foxfield Riding Centre & Eqwise Riding School: Providing therapeutic horse riding, equine therapy and animal care.
- Ladywood Outreach Services: Delivering CELF sessions, ADHD and BSCIP observations and write-ups, SPLD assessments and access arrangements.
- Bolton MBC Education Psychology Services: Expertise in assessment and plans, consultation and training and support.

Together we offer wrap-around care, education and support to our students, their parents and carers. This comprehensive holistic package aims to meet their diverse needs and promote overall health, education, personal development and wellbeing.



Our Holistic Curriculum


- Circle Time (extended daily form time – settling the amygdala/ready to learn/gaining support), Nurture, Mindfulness, Zones of regulation and Votes for schools
 - Assembly, SMSC/SEAL themes, and votes for schools

 - Maths
 - English
 - ICT
 - Science
 - PSHE
 - Global Understanding
 - Arts Award

 - Outdoor Education
 - Health & Fitness including:
 - Gym – cardio, circuits and resistance training
 - Athletics
 - Bat and Ball Games including football, Rugby, Basketball, Cricket & Rounders
 - Boxing
 - Biking and BMXing
 - Climbing wall

 - Personal Development & Independent living

 - Mindfulness-based programmes (Mindfulness in Schools Project curriculums)
 - Therapeutic Art and Music
 - Therapeutic Dance
 - Wilderness Therapy
 - Equine Therapy

 - Skills for Employment
 - Vocational Skills including:
 - Functional skills (Literacy, Numeracy, ICT),
 - Health & Safety,
 - Construction & Environment,
 - Health & Social care,
 - Hair & Beauty, and
 - Catering & Food Safety
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Benefits of Working with Raise

Time to teach

- Small class sizes & time for intensive support
- Full TA support
- Generous PPA time
- Support of our multi-disciplinary team
- Modern assessment and learning platforms



Opportunities

- Work with supportive colleagues across curriculum areas
- Develop new skills and competencies
- Access training and professional development
- Be part of our 'grow our own' talent pool



Wellbeing

- Excellent work life balance
- Early finish on Fridays
- Paid Wellbeing days
- Mindfulness-based courses
- Employment Assistance Programme (including Counselling and legal and financial advice)



Values

- Student, family, and community focus
- Strength based approaches
- Trauma and Mental Health Informed approaches
- ACE's & Attachment Aware
- Compassionate and supportive
- Restorative



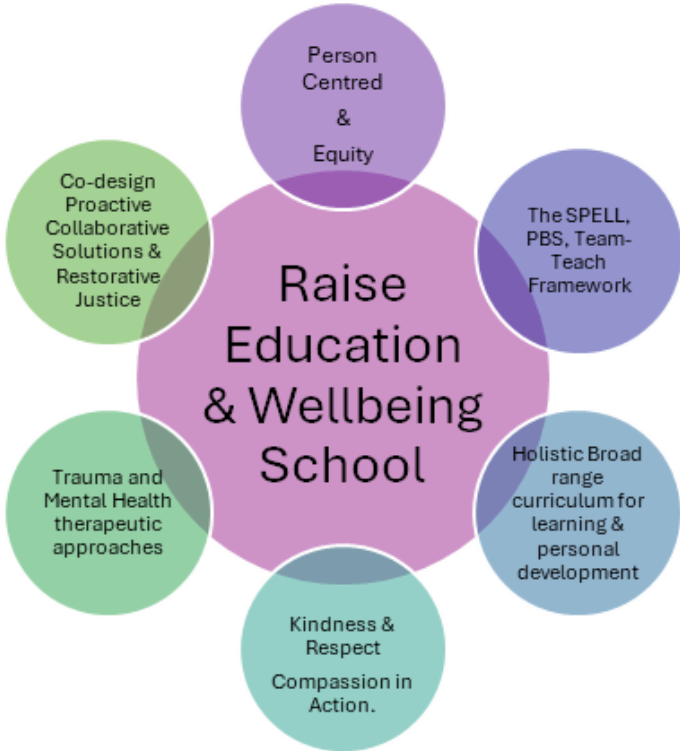
Rewarding

- Making a real difference to pupils' lives
- Autonomy within your role
- Freedom to be innovative within your subject and beyond
- Supportive SLT, proprietor & governors
- Team ethos
- Competitive salary

**CPD**

- Supervision and appraisal (every half term)
- Consultation, support and training from health, education, and trauma psychologists and other clinical practitioners.
- Professional accredited training courses
- Unique in house training and coaching from highly experienced industry professionals and leaders





The Position:

Job Title:	Higher Level Teaching Assistant (HLTA)
Salary:	£26,342.00 actual salary
Work Pattern:	40 Weeks, 35 Hours/Week (Term Time plus training & development days)
Contract Type:	Permanent
Location:	Raise Education & Wellbeing

Our School:

Raise Education and Wellbeing school is a trauma informed independent SEMH special school that caters for 11 to 19 year olds (up to 25 if their needs require) with education and healthcare plans in addition we provide a Day 6 service to councils for children that have been permanently excluded, providing them with specialist assessment in order to determine their overall needs. We are a new school, having registered in 2016 and received an Ofsted judgement of Good with Outstanding features, in 2017 & 2022.

It's in our name to Raise the Youth, and we place child's welfare and wellbeing paramount, treating all our students with a person-centred approach, with dignity, compassion and respect. We are a compassionate learning and developmental organisation with a strong team who support one another, and a school which has outstanding features and fully committed towards being outstanding in all areas. We provide a quality education with the freedom to teach, whilst meeting needs and supporting aspirations to encourage learning for life.

The Role:

We are looking to add to our busy support team by appointing an HLTA with the skills to deliver effective, compassionate and comprehensive support to the wider team using a range of tools to assure the best outcomes for our children and young people. Experience and qualifications in core subjects would be desirable.

The role will involve working alongside the senior team to implement Raise policies and procedures and promote the highest levels of quality care, education, development and engagement and ensure the best possible chances for young people to within their education and wellbeing provision.

How to Apply:

To apply for this position please read the attached job description and ensure you meet the criteria of the person specification, complete the application form and submit to recruitment@raisetheyouth.co.uk
Please note: We do not accept CVs.


Raise the Youth Foundation CIC is an Equal Opportunity Employer and welcomes applications regardless of race, nationality, ethnic origin, sex, marital status, disability, or age. All applicants are considered based on their merits and abilities for the job. All posts are subject to enhanced DBS checks. We operate a strict safeguarding policy which is consistently and rigorously applied.



Job Description

Primary purpose of the role:

The HLTA will:

- Work with class teachers to raise the learning and attainment of pupils
 - Undertake teaching small groups as well as acting as cover teacher when required
 - Promote pupils' wellbeing, independence, self-esteem and social inclusion
 - Give support to pupils, individually or in groups, so they can access the curriculum, take part in learning and experience a sense of achievement
 - Lead an intervention area and or fulfil pastoral support duties e.g. Thrive, nurture, catch up and recovery, stretch and challenge or personal development, enrichment sessions and youth champion role
 - May be required to supervise and line manage TA's and or intervention support
 - Promote and utilise trauma informed and attachment aware practises across school activities
 - Build positive relationships with learners to achieve the best outcomes
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Main Duties

1.	Teaching & Learning Demonstrate an informed and efficient approach to teaching and learning by adopting relevant strategies to support the work of the teacher and increase achievement of all learners with special educational needs and disabilities (SEND)
2.	Promote, support and facilitate inclusion by encouraging participation of all learners in learning and extracurricular activities
3.	Use effective behaviour management strategies consistently in line with the school's policy and procedures
4.	Support class teachers with maintaining good order and discipline among learners, managing behaviour effectively to ensure a good and safe learning environment
5.	Organise and manage teaching space and resources to help maintain a stimulating and safe learning environment
6.	Observe learner performance and pass observations on to the class teacher
7.	Supervise a class if the teacher is temporarily unavailable
8.	Run 1-2-1 sessions and group sessions, as directed by Senior teacher
9.	Support teaching and learning within school buildings or community settings
10.	Use ICT skills to advance learners' learning
11.	Make contact with parents/carers as requested
12.	Attend and/or contribute to EHCP reviews, and other meetings as required
13.	To cover and lead class teaching and ensure pupils make progress as and when appropriate
14.	Direct the work, where relevant, of other adults in supporting learning
15.	Undertake any other relevant duties given by the class teacher
16.	Planning Contribute to effective assessment and planning by supporting the monitoring, recording and reporting of pupil performance and progress as appropriate to the level of the role
17.	Read and understand lesson plans shared prior to lessons, if available
18.	Prepare the classroom for lessons
19.	Use their area(s) of expertise to contribute to the planning and preparation of learning activities, and to plan their role in learning activities
20.	Use allocated time to devise clearly structured activities that interest and motivate learners and advance their learning
21.	Plan how they will support the inclusion of pupils in the learning activities
22.	Working with colleagues & other relevant professionals Communicate effectively with other staff members and pupils, and with parents and carers under the direction of the class teacher
23.	Communicate their knowledge and understanding of pupils to other school staff and education, health and social care professionals, so that informed decision making can take place on intervention and provision
24.	With the class teacher, keep other professionals accurately informed of performance and progress or concerns they may have about the pupils they work with
25.	Understand their role in order to be able to work collaboratively with classroom teachers and other colleagues, including specialist advisory teachers
26.	Collaborate and work with colleagues and other relevant professionals within and beyond the school
27.	Develop effective professional relationships with colleagues

28.	Whole school organisation, strategy & development Contribute to the development, implementation and evaluation of the school's policies, practices and procedures, so as to support the school's values and vision
29.	Make a positive contribution to the wider life and ethos of the school
30.	Ensure that themes and achievements are reflected in displays around the school
31.	Be comfortable driving learners between venues and to and from home where required
32.	Health & safety Promote the safety and wellbeing of learners, and help to safeguard learners' well-being by following the requirements of Keeping Children Safe in Education and our school's child protection policy
33.	Look after children who are upset or have had accidents
34.	Contribute to learners one page profiles and risk assessments
35.	Follow our Health and Safety policies and procedures
36.	Professional development Help keep their own knowledge and understanding relevant and up to date by reflecting on their own practice, liaising with school leaders, and identifying relevant professional development to improve personal effectiveness
37.	Take opportunities to build the appropriate skills, qualifications, and/or experience needed for the role, with support from the school
38.	Undertake self-directed CPD
39.	Take part in the school's supervision and appraisal procedures
40.	Personal & professional conduct Uphold public trust in the education profession and maintain high standards of ethics and behaviour, within and outside school
41.	Have proper and professional regard for the ethos, policies and practices of the school, and maintain high standards of attendance and punctuality
42.	Practise trauma informed and attachment aware approaches within the school
43.	Demonstrate positive attitudes, values and behaviours to develop and sustain effective relationships with the school community
44.	Respect individual differences and cultural diversity
45.	Other areas of responsibility The HLTA will be required to safeguard and promote the welfare of children and young people and follow school policies and the staff code of conduct.



Person Specification

	Requirements	Desirable/ essential	A=Application I = Interview C= Certificates
1.	Level 4 HLTA certificate, Level 3 Certificate in Supporting Teaching and Learning in Schools, Level 3 Diploma in Childcare and Education, or other relevant qualifications	Essential	A & C
2.	GCSEs at grades 9 to 4 (A* to C) or L2 functional skills in English and maths	Essential	A & C
3.	Experience of working with children or young people with SEMH/SEND needs	Essential	A & I
4.	Experience, knowledge and qualifications within core subjects: Maths, English, Science.	Desirable	A & I
5.	Minimum of 2 years' experience as a TA L3, tutor, or teaching support role (preferably experience as a HLTA)	Essential	A & I
6.	Full driving licence, an available car and business insurance	Essential	A
7.	Experience of planning and leading Intervention, teaching and learning activities	Desirable	A & I
8.	Good organisational skills	Essential	A & I
9.	Ability to build effective working relationships with learners and adults	Essential	A & I
10.	Skills and expertise in understanding the needs of all learners	Desirable	A & I
11.	Knowledge of how to help adapt and deliver support to meet individual needs	Desirable	A & I
12.	Knowledge of supporting children or young people with ASD, ADHD or mental health needs	Essential	A & I
13.	Subject and curriculum knowledge relevant to the role, and ability to apply this effectively in supporting teachers and learners	Essential	A & I
14.	Excellent verbal communication skills	Essential	A & I
15.	Active listening skills	Essential	A & I
16.	The ability to remain calm in stressful situations	Essential	A & I
17.	Knowledge of guidance and requirements around safeguarding children	Essential	A & I
18.	Good ICT skills, particularly using ICT to support learning	Desirable	A & I
19.	Understanding of roles and responsibilities within the classroom and whole school context	Essential	A & I
20.	Awareness of how to support learners in accessing the curriculum in accordance with the SEND code of practice, including the graduated approach	Essential	A & I
21.	Understanding of de-escalation techniques and how to support children or young people to emotionally regulate	Desirable	A & I
22.	Good understanding of effective teaching methods	Essential	A & I
23.	Knowledge of how to successfully lead learning activities for a group or class of learners	Essential	A & I



24.	Knowledge of how statutory and non-statutory frameworks for the school curriculum relate to the age and ability ranges of the learners they support	Desirable	A & I
25.	Knowledge of how to support learners in accessing the curriculum in accordance with the SEND code of practice	Essential	A & I
26.	Enjoyment of working with children and young people	Essential	A & I
27.	Comfortable supporting children and young people with complex needs and challenging behaviours	Essential	A & I
28.	Sensitivity and understanding, to help build good relationships with learners	Essential	A & I
29.	A commitment to getting the best outcomes for all learners and promoting the ethos and values of the school	Essential	A & I
30.	Commitment to maintaining confidentiality at all times	Essential	A & I
31.	Commitment to safeguarding learner's wellbeing and equality	Essential	A & I
32.	A compassionate and restorative approach to behaviour management	Essential	A & I
33.	Personal resilience to 'bounce back' after challenging situations	Essential	A & I
34.	A team player who works collaboratively across the school	Essential	A & I