



## 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**

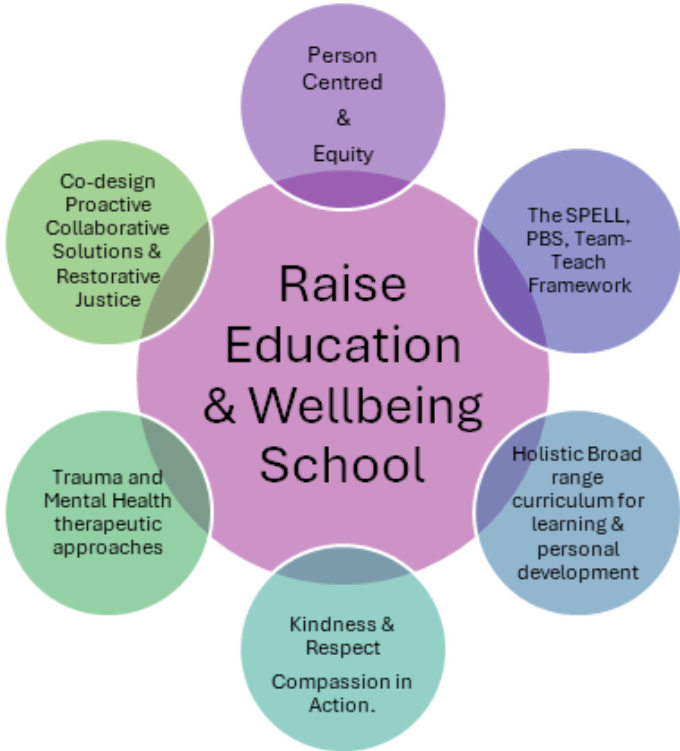
- Making a real difference to pupils' lives
- Autonomy within your role
- Freedom to be innovative within your subject and beyond
- Supportive SLT, proprietor & governors
- Team ethos
- Competitive salary

**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:	Intervention Practitioner
Salary:	£22,059 - £24,355 DOE
Work Pattern:	40 Weeks, 35 Hours/Week (Term Time plus training & development days)
Contract Type:	Permanent
Location:	Raise Education & Wellbeing
Start Date:	As soon as possible

### 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 Intervention Practitioner 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.

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](mailto: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:

To play an integral role and contribution to our multi-disciplined team to:

- Follow and implement our behaviour, safety and wellbeing policies and procedures.
  - Follow the school's ethos and person centre approach and establish good relationships with the children and young people, those that care for them, and external professionals.
  - Complete assessments to identify needs and devise and implement intervention plans using the schools innovative evidence-based programmes and best practice to promote long term behaviour change and promotion of students wellbeing
  - Manage caseload of Identified students, supporting their needs and progress
  - Support the attendance improvement plan and take action and engagement for the successful integration and inclusion of students into our education and wellbeing pathways
  - Work collaboratively with colleagues, carers, and agencies to implement agreed holistic programmes to enable students to overcome their barriers to learning and wellbeing.
  - Support students to emotionally regulate enabling them to learn and develop.
  - Teach students right from wrong, using restorative approaches,
  - Support learning inside and outside the classroom.
  - Undertake professional standard recording, reflective practice, monitoring, and review processes, and support the schools reporting responsibilities
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## Main Duties

1.	Follow all the policies and procedures that ensure that raise is a positive place for students to learn, develop and progress.
2.	Using trauma informed and relational approaches, support students to regulate their emotions, settle to learn and make progress.
3.	Consistently follow all safeguarding practices and procedures to ensure the safety of all.
4.	Lead on and undertake the completion of assessments, intervention plans and the implementation of those plans with students, to identify need, provide interventions, and monitor progress.
5.	Manage caseload of Identified students, supporting their needs and progress.
6.	As part of the specialised pastoral team implement evidence-based approaches to crisis intervention, longer term interventions, as well as long term behaviour change. As well as contributing to post incident meetings, reviews, and recording and reporting on progress.
7.	Support students to attend and engage in learning and personal development opportunities, within the school and in community settings.
8.	Support the embedding of behaviour change interventions to the wider school curriculum.
9.	Appropriately and compassionately teach students who have experienced trauma, how to regulate their emotions and solve problems.
10.	Positively challenge and motivate students, promoting and reinforcing their self-esteem.
11.	Provide feedback in relation to progress, engagement, attendance and behaviour to the student, colleagues, and relevant stakeholders, as appropriate.
12.	Work in partnership with stakeholders. Including providing parents, families and carers advise, support and guidance, as appropriate. so, we can collaboratively fulfil the welfare principal of 'in the best interest of the child' and promote children and young people's overall wellbeing.
13.	Respect confidentiality at all times to prevent disclosure of confidential or sensitive information, ensure that all data protection policies and procedures are fully adhered to.
14.	Ensure that all recording follows the organisations policies and procedures, is comprehensive and completed in a timely manner.
15.	Provide administrative support as required.
16.	Actively participate in own CPD. keep up to date with evidence-based practice and approaches to supporting students' behaviour and emotional regulation, during periods of trauma and crisis.
17.	Be flexible, including hours and locations of work, 1-2-1 and group work, both with colleagues and alone.
18.	Have a full driving licence and a vehicle available to transport students and to work across various sites.
19.	Undertake any additional tasks that are required that are consistent with the level of this position.



## Person Specification

	<b>Requirements</b>	<b>Desirable/ essential</b>	<b>A=Application I = Interview C= Certificates</b>
1.	A degree level qualification in a relevant subject area	Desirable	A & C
2.	A good level of education, including a minimum of L2 maths and English	Essential	A & C
3.	Commitment to trauma and mental health compassion focussed approaches. Utilising restorative, non-punitive practices	Essential	A & I
4.	Experience of using data, assessment, planning, and recording systems	Essential	A & I
5.	Experience of directly supporting children or young people with social, emotional, or mental health needs	Essential	A & I
6.	Experience of directly supporting children or young people with neurodivergent needs	Desirable	A & I
7.	Experience of working in a school for students with SEMH needs	Desirable	A & I
8.	Knowledge of behaviour change plans for young people	Essential	A & I
9.	Experience of working with Looked After Children	Desirable	A & I
10.	Knowledge of other services/agencies involved in the lives of children and young people with SEMH needs	Essential	A & I
11.	Well organised and able to prioritise own workload, working with the minimum supervision	Essential	A & I
12.	Flexible approach to work, with a positive, 'can do' attitude	Essential	A & I
13.	High levels of emotional intelligence, including resilience, to deal with conflict and students in crisis, in a fast-paced environment	Essential	A & I
14.	Excellent communication skills- with students, parents/carers, colleagues, external partners, and agencies	Essential	A & I
15.	Ability to negotiate effectively with students whilst ensuring consistent application of the organisations policies	Essential	A & I
16.	Able and willing to work in different locations, including community settings.	Essential	I

