



Job Description:

Personal Development Officer

(Term Time plus 2 weeks)



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REF: LSU052-849

The role:

The Personal Development Officer supports learners with complex needs across The Bridge, delivering trauma-informed provision to promote wellbeing, engagement, and personal growth. The role involves building trusted relationships, delivering group sessions on key topics (e.g. safeguarding, wellbeing, relationships, and preparation for adulthood), and providing tailored 1:1 support.

You will monitor attendance, engagement, and progress, setting and reviewing personalised targets to remove barriers and support positive outcomes. Working closely with teaching staff, managers, safeguarding teams, and external partners, you will contribute to a coordinated approach to student support.

The role requires consistent use of trauma-informed and Team Teach approaches, including de-escalation and positive behaviour strategies, to ensure a safe, respectful learning environment.

Responsible to:

The postholder is responsible to the Centre Manager: The Bridge

Key Accountabilities and Responsibilities:

- Deliver a high-quality Personal Development programme across The Bridge, including group sessions and 1:1 support, tailored to meet the diverse and complex needs of post-16 learners.
- Apply trauma-informed practices in all aspects of the role, creating a safe, consistent, and supportive environment that promotes trust, emotional regulation, and student engagement.
- Use Team Teach strategies and approaches to support positive behaviour, including proactive de-escalation, relational practice, and safe responses to distressed or dysregulated behaviour.
- Take a holistic approach to student support by monitoring and responding to attendance, engagement, wellbeing, and progress, identifying barriers and implementing appropriate interventions.
- Set, review, and monitor individualised personal development targets, ensuring they are aspirational, meaningful, and linked to EHCP outcomes and preparation for adulthood.
- Work collaboratively with teaching staff, Learning Support Assistants, and wider college teams to ensure a coordinated and consistent approach to supporting students.



- Contribute to student reviews and EHCP processes, providing accurate, timely, and evidence-based information on progress, wellbeing, and outcomes.
- Liaise effectively with the Centre Manager, Director of Learning Support & Inclusion, and the safeguarding team to promote student welfare and respond appropriately to safeguarding concerns.
- Build and maintain positive relationships with parents, carers, and external agencies, supporting student retention, engagement, and progression.
- Promote and embed safeguarding, wellbeing, and personal development themes across all interactions and learning activities.
- Maintain accurate and up-to-date records of student progress, interventions, and support provided, in line with college systems and statutory requirements.
- Support the development of students' independence, resilience, social skills, and readiness for next steps, including employment and community participation.
- Engage in regular professional development, maintaining up-to-date knowledge of trauma-informed practice, behaviour support strategies, and safeguarding requirements.
- Contribute to a culture of inclusive practice, high expectations, and continuous improvement within The Bridge provision.
- Undertake any additional duties appropriate to the role, as directed by the Centre Manager or Director of Learning Support & Inclusion.

The above duties are indicative of the requirements of the post at the time of recruitment. It is management policy that roles and responsibilities are reviewed on a regular basis leading to possible modifications where appropriate. Staff may be asked to undertake other duties as may be reasonably required commensurate with the post, at the initial place of work or at other locations from which the College operates.

The Person:

The successful candidate will be the one whose professional and personal qualities correlate most closely with the following profile:

Qualifications and Attainments	Essential/ Desirable	Method of Assessment
L3 qualification in education and training (or equivalent)	D	A/AS
Minimum qualification level = Level 3 (A Level or equivalent)	E	A
Level 2 qualification in numeracy and literacy	E	A
Minimum L2 Team Teach or willingness to achieve upon appointment	E	A



Undertaken safeguarding training in the last 12 months	D	A
Willingness to complete qualifications and training upon appointment e.g. trauma informed, first aid, food hygiene etc.	E	A/I

Experience		
A minimum of 3 years' experience of working in an educational setting	E	A
Experience of working in SEND or SEMH roles (pastoral, support etc.)	E	A/I
Experience of working with post 16 learners	E	A
Experience of attending and contributing to EHCP review process	E	A/I

Knowledge, Skills and Attributes		
Understanding of trauma-informed practice and its impact on learning, behaviour, and engagement	E	A/I
Knowledge of safeguarding procedures and child protection responsibilities	E	A/I
Awareness of social, emotional and mental health (SEMH) needs and barriers to education	E	A/I
Understanding of strategies to support re-engagement and transition into mainstream education	E	A/I
Knowledge of dysregulation support approaches, including de-escalation and restorative practice	E	A/I
Ability to build positive, trusting relationships with young people who may be disengaged or vulnerable	E	A/I
Ability to plan and deliver engaging group sessions on personal development topics	E	A/I/AS
Skilled in providing effective 1:1 support tailored to individual needs	E	A/I
Ability to monitor, assess, and track student progress and set meaningful targets	E	A/I
Effective teamwork and collaboration with education staff and external agencies	E	A/I
Empathetic, patient, and resilient approach	E	A/I
Strong commitment to inclusion and supporting vulnerable learners	E	A/I
Strong communication skills, both written and verbal	E	A/I
Awareness of careers education and preparation for adulthood pathways	D	A/I
Ability to develop personalised intervention plans	D	A/I
Knowledge of multi-agency working and early help frameworks	D	A/I
Skills in engaging families and carers to support learner progress	E	A/I



Experience of delivering wellbeing, resilience, or life skills programmes	D	A/I
Ability to inspire and motivate disengaged learners	E	A/I
Commitment to continuous professional development	E	A/I
Strong organisational skills and attention to detail	E	A/I
Ability to work in a way that promotes the safety and wellbeing of children & young people	E	I
To work in accordance with and promote the Southport Education Group's Staff Charter, "Our Values"	E	I
Positive, flexible and adaptable approach	E	I
Willingness to commit to adhering to Southport Education Group policies and procedures with regards to Safeguarding, Prevent, Equality & Diversity, Health & Safety, GDPR etc.	E	I

Method of Assessment: A – Application, I – Interview, AS – Assessment

Salary:

£22,495.54 to £24,376.38 per annum.

For information, the all year-round equivalent is £27,198.00 to £29,472.00 per annum.

In order to ensure that employees who are employed on a term time only basis receive regular payments throughout the year, annual salaries are paid in 12 equal monthly instalments in line with the College's leave year (1 September to 31 August).

Please note, in the event of an appointment, contractual change or termination of employment mid-way through the College's leave year, the annual salary for the relevant leave year will need to be recalculated in order to ensure that the correct payment is received based on the projected working hours/weeks or actual working hours/weeks including any entitlement to accrued holiday pay.

Summary of Terms and Conditions of Employment:

There will be an annualised working year of 1,239 hours. The weekly pattern of hours to be worked are commensurate with the needs of the College.

The post-holder will be entitled to receive normal remuneration for all Bank and Public Holidays normally observed in England and Wales (currently eight days) and to a further 39 working days' (226 hours) holiday in each holiday year (being the period from 1 September to 31 August). The College may close for a number of working days in the interest of efficiency. If this occurs the taking of annual leave will be directed by the Corporation up to a maximum of 9 days. Typically, these closures occur over the Christmas and Easter periods.

Evening and/or early morning duty may be necessary during August, September and January for enrolment/examination registration and general enquiries. Annual leave may not be taken from 20 August until the 2nd week in September.



The postholder will be eligible to contribute automatically to the Merseyside Pension Fund (subject to qualifying conditions). Details of the scheme in operation can be found in the vacancies area of the College's website.

During their employment with the College the postholder will be expected to conduct themselves in a manner appropriate to the professional image of the College. The postholder will be expected to provide a prompt and efficient service and to maintain appropriate standards of personal appearance at all times.

A disclosure from the Disclosure and Barring Service (DBS) will be requested in the event of a successful application to this post.

All applications for disclosures are dealt with in accordance with the DBS's Code of Practice and the College's Policies on The Recruitment of Ex-Offenders and on The Storage, Handling, Use, Retention and Disposal of Disclosures and Disclosure Information. Copies of the Code of Practice are available from the Human Resources Department on request. Copies of the policies are available on the College's website on www.southport.ac.uk and the College's Intranet.

Southport Education Group is committed to safeguarding and promoting the welfare of children and young people. Copies of the College's Child Protection and Vulnerable Adults Policy and Procedures are available on the College's website on www.southport.ac.uk and the College's Intranet.

Timetable for Appointment:

Deadline for receipt of applications: Monday 15th June 2026 (10:00am)

Interviews will be held: Tuesday 23rd June 2026

Application Procedure:

An application form should be completed and supported by a letter of application, which succinctly but comprehensively identifies your reasons for applying and how your career to date may have equipped you for the post.

Completed applications should be returned via email to personnel@southport.ac.uk

CVs alone will not be accepted.

Upon receipt of your emailed application form, we will acknowledge your application via return email. If you haven't received a confirmation email prior to the closing date for the vacancy, please check your 'spam' or 'junk mail' folder. If the email is in this folder, please mark it as 'not spam/junk'. This should ensure that any further emails we send to you are not missed.



In the interests of economy, you will not hear from us again unless you are shortlisted. Your interest in the post is greatly appreciated.



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