



JOB DESCRIPTION

Assistant Phase Lead – Reflection and Re-engagement Co-ordinator

Grade

Grade 6, SCP 18-24

Purpose

To lead the Refocus Room and support the school's behaviour and inclusion systems by providing targeted intervention, mentoring, outreach and re-engagement support for students experiencing behavioural, attendance, pastoral or emotional barriers to learning. The postholder will work closely with students, families and staff to promote positive behaviour, improve engagement and attendance, uphold high standards of conduct, and enable students to successfully access learning and participate fully in school life. This includes undertaking targeted intervention and support for students experiencing Emotionally Based School Avoidance (EBSA), both within the school environment and through home visits, to help reduce barriers to attendance and facilitate successful reintegration into education.

Staff Responsibilities

Line management responsibility: none.

Deployment

Deployment expectations: fixed-site, with school/site confirmed in the advert. Requirement to undertake home visits as part of role

Financial Accountability

No budgetary responsibility.

Key accountabilities

Support teaching and learning by maintaining calm, purposeful and well-managed Refocus Room environment so that students are able to access the work provided and re-engage with learning; identify and undertake interventions for students unable to attend lessons or school, including



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providing reports of the work completed; conduct home visits to support students with EBSA to reintegrate back into school; uphold school behaviour systems, including On Patrol, On Support, Daily After School Detention, break and lunchtime supervision and other allocated duties; analyse behaviour management and attendance data and provide accurate reports to the Pastoral Manager, teaching colleagues and pastoral colleagues; support the Pastoral Team in responding to behaviour issues across year groups throughout the school day; comply fully with school policy, health and safety requirements, safeguarding procedures and risk assessments; contribute to a consistent, safe and orderly school environment to support positive conduct, inclusion and readiness to learn.

Relationships

The postholder will build positive, professional relationships with a wide range of stakeholders, including Trust and school leaders, colleagues across Maiden Erlegh Trust, students, parents and carers, plus external partners. These relationships are central to creating a collaborative, supportive environment that enables shared success and strong outcomes for all. The postholder will also work with school staff, parents/carers and external agencies as required.

Supporting Maiden Erlegh Trust

The postholder may occasionally support other Maiden Erlegh Trust schools, promoting collaboration, professional growth, and the sharing of effective practice. This cross-Trust work provides opportunities to learn from colleagues, contribute to improvement initiatives, and strengthen our community.

Main duties and accountabilities

Teaching and Learning

- Supervise students in the Refocus Room, ensuring they understand and engage with the work provided and meet behaviour expectations.
- Provide students with the necessary resources for their learning.
- Maintain a calm and purposeful atmosphere that supports students to complete learning tasks.
- Instruct students regarding the work provided, within the agreed systems and expectations of the school.
- Register and record student attendance in Refocus Room accurately.



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- Ensure orderly entry and exit from Refocus Room and other supervised areas.
- Carry out allocated duties that support the effective running of the school day, including morning and afternoon duties, supervising pupils in after-school activities and supporting off-site activities where required.

Assessment

- Analyse data within the behaviour management system and provide reports to the Pastoral Manager, teaching colleagues and pastoral colleagues where required.
- Use behaviour and attendance data to support timely communication with relevant colleagues about patterns, concerns and follow-up requirements or interventions.
- Record student attendance and behaviour information accurately in line with school systems and procedures.
- Support the consistent use of behaviour records so that colleagues have reliable information to inform pastoral and inclusion responses.

Behaviour Management and Student Wellbeing

- Support school behaviour management during break time and allocated On Patrol/On Support duties.
- Support the supervision of students during snack breaks, break times and lunch times where required.
- Support Daily After School Detention arrangements as required.
- Supervise the Refocus Room in line with school expectations.
- Maintain high behaviour expectations in line with school policy.
- Follow school systems and procedures on behaviour management.
- Support the Pastoral Team in dealing with behaviour issues that may arise throughout the course of the school day, including undertaking investigations as required.
- Be on hand to support behaviour management across all year groups throughout the day.
- Comply fully with school policy, all relevant health and safety regulations, safeguarding procedures and risk assessments.



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Pastoral and Inclusion

- Support positive student conduct around the school through the school's behaviour systems, including On Patrol, On Support, Daily After School Detention and supervision of Refocus Room.
- Support the Pastoral Team in managing behaviour and responding to issues as they arise.
- Work with students in a firm, fair and professional manner, maintaining expectations while supporting positive conduct.
- Support the effective supervision of students whose behaviour requires additional structure or intervention during the school day.
- Contribute to safe, orderly and inclusive provision for students requiring Supported Study or Inclusion supervision to help students re-engage positively with learning and school expectations.
- Create resources to use within interventions. Create resources to support students to reflect upon their learning and behaviour to support reintegration back into lessons.
- Complete intervention work, including outreach home visits, for students unable to attend school or lessons in order to proactively support their return to learning.
- Where required, hold meetings with key stakeholders e.g. staff/parents for students undertaking interventions.

Trust Culture

- Build positive professional relationships with school leaders, colleagues, students, parents and carers, and external agencies as required.
- Work collaboratively with teaching and pastoral colleagues to support consistent behaviour expectations across the school.
- Contribute to the wider life and effective operation of the school through duties and activities that reasonably fall within the scope of the role.
- Maintain professional conduct that reflects the expectations of Maiden Erlegh Trust.
- Support the Trust's commitment to safeguarding, equality and promoting the welfare of children and young people.



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Other

- Carry out other duties within the school as required, including morning and afternoon duties, supervising pupils in after-school activities and supporting off-site activities where appropriate.
- Undertake any other duties that reasonably fall within the purview of the post and may be allocated after consultation with the postholder.
- Maintain enhanced DBS clearance as required for the role.
- Comply with all relevant school and Trust policies and procedures.

Other requirements and responsibilities

Enhanced DBS clearance is required.

Full driving licence required – must be willing to complete outreach/home visits within role

The Trust retains the right to implement changes in job descriptions and person specifications to reflect changes in the demands of the post. Where this is necessary, this will be done in consultation with you.

Maiden Erlegh Trust is an Ethical Leadership Pathfinder organisation and is committed to safeguarding, equality and promoting the welfare of children and young people. We are also committed to having the highest expectations of pupils/students and colleagues, and supporting everyone to reach their full potential. All employees of the school and Trust are expected to share these commitments. All posts require satisfactory employment checks and references and a satisfactory enhanced Disclosure and Barring Service check. All Leadership roles will require a Section 128 check.