

Job Description: Behaviour and Reset Room Manager

Position: Behaviour and Reset Room Manager

Reporting to: Deputy Headteacher (Inclusion)

Location of Position: King James Academy, Royston

Purpose of this role

The Behaviour and Reset Room Manager will be responsible for supervising students in the Reset (Internal Inclusion) Room and to develop resources and programmes to allow restorative behaviour strategies to be employed to support the school in offering a personalised programme of study for a small number of key students. In addition, the Behaviour and Reset Room Manager will be responsible for looking after the welfare of students and supporting the Senior Leadership Team in building and maintaining a disciplined, yet caring ethos across the school. They will ensure that the school sanctions systems operate smoothly and to analyse and report on trends in behaviour across the school. They will also provide a broad range of administrative support, accurate clerical and pastoral service to the Deputy Headteacher (Inclusion) and the staff working within the Pastoral Team (HoYs) and to accurately and robustly maintain all correspondence and administration records relating to the requirements of students.

This is a key post within the school, which requires diplomacy and sensitivity, as well as dedication and a highly efficient, organised and responsible approach.

Key Responsibilities

- To manage and be responsible for the Reset Room
- To supervise students whilst internally excluded, ensuring a safe, nurturing, disciplined work environment at all times
- To coordinate the production of restorative action student work packs
- To analyse behaviour data and report regularly to the Deputy Headteacher (Inclusion) and Heads of Year on the standards and patterns of behaviour within the school.
- To send weekly behaviour statistics to Heads of Year and work with them and the pastoral team to proactively identify students that need escalating through the sanctions and behaviour management procedures
- To implement early intervention using Restorative Practice

Main Duties

- To manage and be responsible for the Reset Room, organising students when they arrive and ensuring students are kept on task
- To be responsible for resources in the Reset Room
- To liaise with parents and staff on students placed in the Reset Room
- To maintain a strong discipline and work approach and monitor that the work and behaviour are meeting the required standard

- To insist on high standards of co-operation and behaviour and initiate action as necessary
- To insist on high standards of school uniform and initiate action as necessary
- To supervise students during break and lunch,
- To enable and support students to reflect on their behaviour and to identify strategies to avoid repeating the behaviour
- To set restorative work for the students in the Reset Room according to their restorative action needs
- To prepare a detailed daily report on each student on behaviour, attitude and work carried out
- To complete a daily log sheet for the Reset Room recording whether the student has passed each session.
- To register the students and liaise with attendance officer daily with information on students in the Reset Room
- To request suitable work for each student from their class teacher(s) and/or Subject Head(s) with as much notice as possible
- To communicate effectively with the SENCO, ensuring vulnerable students are fully supported
- To prepare and maintain spreadsheet showing when and how often each student is placed in the Reset Room each academic year
- Promote positive student behaviour in line with school policies and keep students on task
- Liaise with staff and other relevant professionals and provide information about students as appropriate
- To maintain the learning environment in the Inclusion Room, including displays
- To ensure that all completed work is returned to the department
- Set Detentions daily, monitor attendance and coordinate follow up.

The Local Governing Body is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share in this commitment.

The duties above are neither exclusive nor exhaustive and the postholder may be required by the Headteacher to carry out appropriate duties within the context of the job, skills and grade.

Person Specification:

Essential (E) or Desirable (D) below

Experience:

- previous experience of working with students/staff in a mixed comprehensive school (E)

Skill, Knowledge and Abilities:

- high level of organisational skills (E)

- ability to form positive relationships with students, staff and parents/carers (E)
- possessing skills to communicate with challenging families (E)
- possessing competent ICT skills (E)
- an attention to detail (E)
- high level of personal drive and energy (E)
- receptive to new ideas and change (E)

Education and Qualifications:

- a good standard of literacy and numeracy (E)
- training in Arbor or equivalent Information Management Software (D)
- willingness to undertake appropriate professional development training (E)

Personal Attributes:

- willing to integrate into a team (E)
- able to use own initiative to deal with situations as they arise, acting in line with school policies and instructions (E)
- a friendly, co-operative approach to parents, pupils and staff (E)
- willing to work flexibly in terms of job roles and responsibilities (E)
- promotes and gives a positive image of the school (E)

Evidence through application/CV/interview