



## Student Support Manger - Reset Room Lead

### Job Description

#### Purpose of the job

- To lead the Academy's Reset Room, providing a calm, structured and supportive environment where students can reflect on behavioural incidents, continue their learning and develop the skills needed to make positive choices in the future.
- Ensure that time spent in the Reset Room is educational and restorative, supporting students to take responsibility for their actions, repair relationships and successfully reintegrate into mainstream lessons.
- To be an active part of the Student Support Manager Team.

#### Reporting to

Senior Student Support Manager

#### Main responsibilities

##### Reset Room

- Lead the day-to-day operation of the Academy's Reset Room, ensuring it is a calm, purposeful and supportive environment where students can successfully regulate, reflect and continue their learning.
- Establish and maintain high standards of behaviour, conduct and engagement, ensuring students understand and meet the Academy's expectations.
- Develop a positive culture within the Reset Room that balances accountability with support, enabling students to restore relationships and successfully reintegrate into mainstream lessons.

##### Student Reflection and Behaviour Improvement

- Support students to reflect on incidents that have resulted in their placement in the Reset Room, helping them understand the impact of their actions on themselves and others.
- Deliver and coordinate educational intervention activities linked to the reason for a student's placement, including work related to behaviour choices, respect, relationships, conflict resolution, emotional regulation, resilience, safeguarding and personal responsibility.

- Facilitate restorative conversations and reflection activities that encourage students to identify strategies for future success and reduce the likelihood of repeat incidents.
- Support students in developing self-regulation, self-awareness and positive decision-making skills.

### **Education and Reintegration**

- Ensure meaningful learning continues throughout a student's placement through effective liaison with teaching staff.
- Coordinate curriculum work and intervention activities so that students remain engaged in education while withdrawn from lessons.
- Work with pastoral leaders and teaching staff to develop effective reintegration plans that support a successful return to mainstream learning.
- Monitor students following reintegration and provide feedback to relevant staff where appropriate.

### **Pastoral and Inclusion Support**

- Build positive, professional relationships with students, particularly those who may be vulnerable, disadvantaged or require additional support.
- Work closely with pastoral, safeguarding and SEND teams to ensure individual needs, reasonable adjustments and support strategies are implemented effectively.
- Identify students who may require additional intervention and signpost concerns through appropriate safeguarding and pastoral systems.
- Contribute to the Academy's wider inclusion strategy by helping students remain connected to education, their peers and their long-term success.

### **General responsibilities**

- Have a proper and professional regard for the ethos, policies and practice of the Academy and Trust.
- Have an understanding of, and always act within, the relevant professional standards and statutory frameworks. This includes those relating to Health & Safety, security, confidentiality and data protection.
- Promote and safeguard the welfare of all children and young people within the Trust.
- Uphold public trust and maintain high standards of ethics and behaviour, within and outside school by:
  - treating students with dignity, building relationships rooted in mutual respect, and at all times observing proper boundaries appropriate to the school environment;
  - promoting and safeguarding students' wellbeing;
  - showing tolerance of and respect for the rights of others and promoting a culture of inclusion.

*Please note that this is illustrative of the general nature and level of responsibility of the role and not a comprehensive list of all tasks. The postholder may undertake other duties appropriate to the role. This job description may be subject to amendment at any time after consultation with the postholder.*

### **Person Specification**

Qualifications and Experience	Essential	Desirable
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GCSE Grade 4/C or above (or equivalent) in English and Mathematics	✓	
Experience of working with secondary-aged students in an educational, pastoral or youth support setting	✓	
Experience of supporting students with challenging behaviour and/or social, emotional and mental health needs		✓
Relevant safeguarding, behaviour, mental health or restorative practice training		✓
Experience of delivering interventions, mentoring or coaching programmes to support behaviour and personal development		✓
Experience of working with vulnerable students, SEND students or those requiring additional support		✓
Experience of leading behaviour, inclusion or pastoral provision within a school setting		✓

<b>Professional Knowledge &amp; Understanding</b>	<b>Essential</b>	<b>Desirable</b>
Understanding of effective behaviour management strategies and approaches	✓	
Understanding of how reflection and restorative approaches can support behaviour change	✓	
Understanding of safeguarding responsibilities and procedures within a school environment	✓	
Knowledge of how SEND, SEMH, trauma and adverse childhood experiences can impact behaviour and engagement		✓
Knowledge of intervention strategies that help students develop self-regulation, resilience and positive decision-making skills		✓

<b>Personal Qualities and Skills</b>	<b>Essential</b>	<b>Desirable</b>
Ability to build positive, respectful and professional relationships with students whilst maintaining high expectations and clear boundaries	✓	
Calm, resilient and confident in managing challenging situations and behaviours	✓	
Skilled in supporting students to reflect on their actions, take responsibility and develop strategies for future success	✓	
Excellent communication, interpersonal and teamwork skills, with the ability to work effectively with students, families and colleagues	✓	
Strong organisational skills with the ability to maintain accurate records, prioritise workload and respond proactively to emerging issues	✓	

**Last review date: July 2026**

Signed: .....

Date: .....