

JOB DESCRIPTION

Job Title	Reintegration and Support Lead
Grade	G
Responsible to	Deputy Headteacher – Attitudes and Behaviour
Staff Managed	N/A
Job Family	Directors of Key Stage, Heads of Year, Ethos Team, DSL and Senior Leaders
Job Purpose	<ul style="list-style-type: none"> To support the effective development of Stokesley School’s Positive Conduct Policy by leading the daily operation of the school’s internal suspension provision and reintegration processes. The Reintegration and Support Lead will play a central role in supporting students whose behaviour places them at risk of suspension, repeated sanctions or disengagement from school. The Reintegration and Support Lead will contribute significantly to creating a strong sense of belonging for students, helping them feel valued, supported and connected to the culture and ethos of Stokesley School.
Accountabilities / Key Responsibilities	
Internal Suspension Provision	<ul style="list-style-type: none"> Lead and supervise the daily running of the school’s Internal Suspension provision. Ensure the provision remains calm, purposeful and focused on reflection, restoration and reintegration. Promote a supportive environment where students feel safe, respected and able to rebuild positive relationships with school. Support students in developing a renewed sense of belonging and engagement with the school community.
Reintegration and Behaviour Support	<ul style="list-style-type: none"> Coordinate reintegration support for students returning from suspension or internal suspension. Facilitate restorative conversations and reintegration meetings with students, parents/carers and staff. Promote positive relationships and a sense of belonging as a central part of successful reintegration.
Behaviour Monitoring and Intervention	<ul style="list-style-type: none"> Support the development of the school’s behaviour systems and staged interventions. Identify patterns of concerning behaviour and support early intervention strategies. Provide mentoring and structured support for students with behavioural, emotional or social needs.
Communication and Partnership Working	<ul style="list-style-type: none"> Build positive and professional relationships with students and families. Work collaboratively with Directors of Key Stage, Heads of Year, Ethos Team, DSL and Senior Leaders. Promote a culture where relationships, belonging and inclusion are central to behaviour support and reintegration.
Safeguarding and Inclusion	<ul style="list-style-type: none"> Promote and safeguard the welfare of students at all times. Support vulnerable students, including those with SEND, SEMH needs, attendance concerns or social care involvement. Help ensure vulnerable students feel included, valued and connected within the school community.
Additional Responsibilities	<ul style="list-style-type: none"> Uphold and model the values, culture and ethos of Stokesley School. Promote the principle that “relationships are key” through daily interactions with students, staff and families. Maintain confidentiality and professionalism at all times.
Systems and Information	<ul style="list-style-type: none"> Maintain computerised and manual records

	<ul style="list-style-type: none"> • Be aware that different types of information exist (for example, confidential information, personal data and sensitive personal data) and appreciate the implications of those differences • Share information appropriately – in writing, by telephone, electronically and in person.
Data Protection	<ul style="list-style-type: none"> • To comply with the Trusts policies and supporting documentation in relation to Information Governance – this includes Data Protection, Information Security and Confidentiality • Know about data protection issues in the context of your role
Health and Safety	<ul style="list-style-type: none"> • Be aware of and implement your health and safety responsibilities as an employee and where appropriate any additional specialist or managerial health and safety responsibilities as defined in the Health and Safety policy and procedure • To work with colleagues and others to maintain health, safety and welfare within the working environment,
Equalities	<ul style="list-style-type: none"> • We aim to make sure that services are provided fairly to all sections of our community, and that all our existing and future employees have equal opportunities • Ensure services are delivered in accordance with the aims of the Equal Opportunities Policy Statement • Develop own understanding of equality issues
Flexibility	<ul style="list-style-type: none"> • Whilst this job outline provides a summary of the post, this may need to be adapted or adjusted to meet changing circumstances • Reasonable additional duties commensurate with the grading of the job role may be requested from your line manager • Permanent and significant changes would be subject to consultation. All staff are required to comply with Policies and Procedures
Customer Service	<ul style="list-style-type: none"> • The Trust requires a commitment to equity of access and outcomes, this will include due regard to equality, diversity, dignity, respect and human rights and working with others to keep vulnerable people safe from abuse and mistreatment • The Trust requires that staff offer the best level of service to their customers and behave in a way that gives them confidence. Customers will be treated as individuals, with respect for their diversity, culture and values • Understand your own role and its limits and the importance of providing care and support.

PERSON SPECIFICATION

Job Title	Reintegration and Support Lead	
Grade	G	
Responsible to	Deputy Headteacher – Attitudes and Behaviour	
Staff Managed	N/A	
Job Family	Directors of Key Stage, Heads of Year, Ethos Team, DSL and Senior Leaders	
Essential	Desirable (if not attained, development may be provided for successful candidate)	
Qualifications and Training		
<ul style="list-style-type: none"> GCSE English and Maths (Grade 4/C or above). Willingness to undertake ongoing professional development in behaviour management, safeguarding and de-escalation. Understanding of safeguarding procedures. 	<ul style="list-style-type: none"> Training in behaviour management, restorative practice or de-escalation techniques. First Aid training. Degree in a related field Additional training relating to SEND, SEMH, trauma-informed practice or multi-agency working. 	
Knowledge and Skills		
<ul style="list-style-type: none"> Strong understanding of behaviour management. Ability to build positive relationships. Skilled in de-escalation and restorative practice. Excellent organisational skills with the ability to coordinate actions, track interventions and meet deadlines. Effective communication skills with students, staff and parents — both verbal and written. Confidence in using ICT systems for behaviour logging, data tracking and communication. Ability to maintain confidentiality, professionalism and emotional regulation when under pressure. Understanding of safeguarding, confidentiality, professional boundaries and the need for timely escalation. 	<ul style="list-style-type: none"> Knowledge of reintegration strategies. Understanding of SEND and SEMH needs. Ability to analyse behaviour trends and identify students requiring early intervention. 	
Experience		
<ul style="list-style-type: none"> Experience working with young people in a school, youth work or pastoral setting. Experience supporting behaviour, conduct or pastoral systems within a secondary school or related environment Experience engaging with parents/carers, including delivering challenging messages sensitively. Experience supporting students with behavioural, social or emotional needs. Experience recording and monitoring behaviour or pastoral information on digital systems (e.g., MIS, ClassCharts). 	<ul style="list-style-type: none"> Experience supervising an internal behaviour space such as a Reset/Reflection Room. Experience supporting attendance follow-up or first-day calling. Experience responding to serious incidents or high-level behaviour concerns. Experience working with external agencies (Early Help, Social Care, Police, Youth Services). Experience supporting reintegration following suspensions or serious behaviour events. 	
Other Requirements		
<ul style="list-style-type: none"> Calm, consistent and resilient, especially during high-pressure situations. Approachable, empathetic and supportive, while maintaining firm and fair boundaries. 	<ul style="list-style-type: none"> Motivated to contribute positively to school culture, enrichment and community engagement. 	

<ul style="list-style-type: none">• Highly professional with excellent integrity and personal conduct.• Demonstrates the Northallerton Character Values: Kindness, Respect, Responsibility, Honesty, Resilience and Inclusivity.• Solution-focused, proactive and able to think clearly when problem-solving.• Able to work effectively both independently and as part of a wider pastoral team.• Strong commitment to safeguarding, wellbeing and inclusion.	<ul style="list-style-type: none">• Reflective and committed to developing pastoral and behaviour management skills further.• Ability to support extra curricular activities and events.
---	---