

## CHILDREN AND LIFELONG LEARNING – HR SERVICES

| School  |                              |         |         |            |
|---------|------------------------------|---------|---------|------------|
| Job No. | Post Title                   | Grade   | JE Pts  | Date       |
| C1342   | <b>RESET Room Supervisor</b> | Grade 5 | 420 NJC | April 2008 |

### Statement of Purpose

To supervise students removed from class for poor behaviour and ensure work set is completed.

### Support to Pupils

- Receive and supervise students who are removed from class for a period of one school day.
- To recognise and diffuse difficult behaviour.
- Inform parents as required of student's presence in Withdrawal Room.
- Send for appropriate work, supervise students doing it, and be responsible for them until their return to normal timetable.
- Provide feedback to senior staff if necessary about behaviour of disruptive students while in Withdrawal Room.
- Apply sanctions as required.
- Log Behaviour Consequences data on SIMS.net.

### Support to Teacher

- Supervise pupils excluded from the classroom during the timetabled lesson.
- Return to appropriate teachers all work completed by students while in Withdrawal Room.
- Provide data analysis on numbers of Behaviour Consequences and Praise Postcards if required.

### Administrative Support

- Administer all House Point data on the school's behaviour system
- Provide data analysis on numbers of House Points as required.
- Provide general administrative support according to the needs of the school.

### Support to School (this list is not exhaustive and should reflect the ethos of the school)

- Promote and safeguard the welfare of children and young persons you are responsible for or come into contact with.
- Comply and assist with the development of policies and procedures relating to child protection, health, safety and security, confidentiality and data protection, reporting all concerns to an appropriate person.
- Be aware of, support and ensure equal opportunities for all.
- Contribute to the overall ethos/work/aims of the school.
- Establish constructive relationships and communicate with other agencies/professionals.

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- Attend and participate in regular meetings.
- Participate in training and other learning activities and performance development as required.
- Recognise own strengths and areas of expertise and use these to advise and support others.

**Note 1:**

***The content of this job description will be reviewed with the post holder on an annual basis in line with the School's performance and development review policy. Any significant change in level of accountability that could result in a change to the grade must be discussed with the post holder and the relevant trade union before submitting for re-evaluation.***

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**Person Specification  
RESET Room Supervisor  
Level 3**

| Essential Criteria  | Measured By |
|---|-------------|
| <p><b>Experience</b></p> <ul style="list-style-type: none"> <li>• Experience of working in an education setting committed to the inclusion agenda.</li> <li>• Experience of working with pupils demonstrating challenging behaviours.</li> </ul>  | AF/I        |
| <p><b>Qualifications/Training</b></p> <ul style="list-style-type: none"> <li>• NVQ3 learning &amp; development support for children, young people and those who care for them or equivalent qualification, or experience in a relevant discipline.</li> </ul>   | I           |
| <p><b>Knowledge/Skills</b></p> <ul style="list-style-type: none"> <li>• Ability to work constructively as part of a team, understanding school roles and responsibilities and your own position within these.</li> <li>• Able to apply effective management behaviour tools • Ability to relate well to children and to adults.</li> <li>• Good ICT and record keeping skills.</li> <li>• Very good numeracy and literacy skills.</li> <li>• Excellent interpersonal skills</li> <li>• Good communication skills</li> <li>• Good organising, planning and prioritising skills</li> <li>• Methodical with good attention to detail.</li> </ul> | AF/I        |

