

CHESHIRE EAST COUNCIL JOB DESCRIPTION QUESTIONNAIRE

JOB TITLE	Seclusion Room Supervisor	JOB REF NO	AAAE8034
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BASIC JOB PURPOSE

Under the supervision of an Assistant Headteacher manage the day to day running of the school’s Seclusion Room and co-ordinate the day to day operational administration tasks for the school’s Behaviour for Learning policy.

The Reset Room provides a higher order sanction in the school’s Behaviour for Learning policy. It isolates students for the school day including breaks and lunch times and enables them to continue with their academic studies uninterrupted. By their very nature many of the students can display anti-social behaviour. The Reset Room Supervisor needs presence, resilience patience, understanding, empathy, authority and flexibility in order to ensure the smooth running of the system. In addition the Reset Room Supervisor also co-ordinates the other key Behaviour for Learning sanctions, liaising with parents/ carers, staff and the school’s Senior Leadership team as appropriate and helps put in to practice schools’ Behaviour for Learning policy.

NO	MAIN RESPONSIBILITIES
1	Supervise students (internal and external) who have been referred to the Seclusion Room from within the school or by other schools and who are undertaking work that has been set in accordance with the school’s policy so that teaching and learning continues. Manage the behaviour of students whilst they are in the Seclusion Room in line with the school’s Behaviour for Learning policy and practice and whilst the students are undertaking their work ensure a constructive environment. To support the learning of students in the Seclusion Room by collecting work from staff, responding to questions from students about the work set, suggesting strategies for completion and returning the completed work to the relevant member of staff.
2	Deal with any immediate problems or emergencies in accordance with the school’s policies and procedures to ensure that the student / employee safety is assured.
3	Communicate student progress in the seclusion room with parents / carers (via email and SIMs) as appropriate and liaise with the school’s ICT Network Manager in order to ensure that all Behaviour for Learning incidents can be electronically recorded.
4	Carry out the day to day operational tasks of the school’s Reset system by ensuring the parents/carers are informed by sending emails regarding sanctions of any students that will be put into Reset and the reason(s) for this.
5	Input all behavioural incidents into the behaviour wizard/CPOMS and provide monthly reports to the school’s Senior Leadership Team and liaise with the Key Stage Teams and Assistant Head about repeat offenders.
6	Help put in to practice the school’s Behaviour for Learning policy.

7	To support learning activities and programmes of support to students in the Internal Exclusion Unit. To plan and deliver stand alone lessons when needed (work not set).
8	To work with individual students to raise awareness of appropriate behaviour and responses in the classroom and around school, providing them with feedback as to their progress. To engage students helping them to develop a sense of belonging to the school community, a sense of self-worth and competence and of empowerment to make informed decisions about their life at the Academy based around the Pride and Promises framework.
9	To manage challenging and extreme behaviour of individual students. To calm and diffuse difficult situations involving students. To take appropriate action to promptly resolve disciplinary issues with students including liaising with specific staff for repeat offenders.
10	To produce, analyse and report data to monitor and evaluate the effectiveness and impact of the Internal Exclusion Unit. Identify patterns, trends and make recommendations in periodic reports to the SLT and provide appropriate feedback to teaching staff, pupils and parents.
11	To maintain dialogues with key people around individual children's needs. Liaise with parents/carers and Progress and Pastoral Leaders. Creating/Contributing to reports, multi-agency meetings and behaviour plans, learning plans, health care plans, risk assessments, etc. and updating pupil records accordingly.
12	To attend training as directed and to develop and deliver support programmes as appropriate.
13	To collect students who are potentially in crisis and prepare them for learning.
14	Facilitate alternative provisions from other schools and to facilitate other schools with external seclusions.
15	To assist with students RAMP plans.
16	To develop positive relationships with students, parents, schools and outside agencies.
17	To employ restorative justice around school e.g. litter picking sanctions and to expand this into the local community.
18	Morning duties.

