



## JOB DESCRIPTION 2025

<b>TITLE OF POST:</b>	<b>RESET/ Short-term Off Site Provision (STOP) Supervisor</b>
<b>RESPONSIBLE TO:</b>	Executive Headteacher/ Head of School
<b>LINE MANAGER:</b>	Assistant Headteacher (Behaviour, School Culture and Student Support)
<b>SALARY:</b>	Scale 5 point 9-12

### JOB PURPOSE

To manage, deliver and lead on the RESET and/or Short-term Off site Provision (STOP) to support students to make changes to their behaviour and develop a positive attitude to learning.

To work with the pastoral and inclusion teams to implement tailored interventions through the RESET/STOP programme, working alongside Directors of Learning to coordinate work that fulfils the requirements of the core curriculum and is appropriate for students' needs and abilities.

The aim of this role is to support students accessing the RESET/STOP provision so that they can reflect on the impact that their behaviour has on their own learning and that of others, to develop and maintain positive relationships, successfully reintegrating and completing their studies, and being happy and safe at school.

### CORE REQUIREMENTS

In fulfilling the requirements of the role, the post holder will demonstrate essential professional characteristics, and in particular will:

- Inspire trust and confidence in colleagues and all other stakeholders.
- Use the performance management process to enhance personal professional practice in line with the school's aspirations and priorities.
- Promote the wider aspirations and values of the school.
- Recognise the importance of confidentiality and uphold the requirements of the new GDPR legislation.
- To be an effective communicator with all stakeholders, visitors and external companies.
- To be not only proactive but also reactive to the daily demands of the role.
- Demonstrate punctuality and reliability.
- Show a commitment to safeguarding and promoting the welfare of students.
- Model good attendance and punctuality.

## KEY RESPONSIBILITIES

In fulfilling the requirements of the role, the post holder will demonstrate essential professional characteristics, and in particular will:

- Support the school's focus on behaviour for learning.
- Support the school's values related to higher expectations, raising aspirations and transforming lives.
- Keep the RESET/STOP register updated and record students' attendance on the Arbor data system.
- Register RESET/STOP students coming from other schools and liaise with other schools to update their attendance.
- Provide feedback to pastoral teams on strategies to support the behaviour of individual students as part of the tiered support.
- Work as part of the team to reduce the number of students receiving High Level consequences.
- Be responsible for the education and successful reintegration of students back into lessons by ensuring appropriate academic, emotional and behaviour support is given.
- Lead some small group work with an identified group of students to build positive and trusting relationships.
- Be able to plan and lead Intervention programmes to help students improve their behaviour.
- Meet with parents and other stakeholders as part of the one planning process and pastoral care if required.
- Provide feedback on specific students to support the one planning process and pastoral care of specific students.
- Work with outside professionals such as the inclusion partner and educational psychologist to implement ideas and strategies to help support students with behaviour difficulties if required.
- Actively promote the inclusion of students with SEND in the mainstream setting and encourage their participation in extracurricular activities.
- Attend all required training sessions and to disseminate information and ideas to colleagues.
- Model and promote positive behaviour management, implementing strategies and learning techniques specific to individual students.
- Provide feedback to students in relation to attainment and progress under the guidance of the teacher.
- Support the use of ICT and develop students' competence and independence in its use.
- Promote positive student behaviour in line with school policies.
- Monitor and record student responses and learning achievements, maintaining student records.
- Inspire and motivate students, understand specific needs and styles and provide scaffolded support to students individually and within a group in partnership with the teacher.
- Implement planned learning activities/teaching programmes in consultation with classroom teachers.
- Support students to self-regulate successfully.
- Provide and/or organise support for students with special education needs so that they can access activities and educational visits under the direction of the trip leader.
- Undertake any additional duties as the Executive Headteacher/Head of School may reasonably require.

## SAFEGUARDING RESPONSIBILITIES

- Demonstrate a commitment to keeping children and young people safe.
- Report any disclosure made to you to the appropriate person.
- Report any safeguarding concerns in the workplace to the appropriate person.
- Maintain an awareness of the Trust policies in relation to safeguarding.

*The Sigma Trust is committed to safeguarding and protecting the children and young people that we work with. As such, all posts are subject to a safer recruitment process, including the disclosure of criminal records and vetting checks. We ensure that we have a range of policies in place which promote safeguarding and safer working practice across our schools.*

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

All employees are expected to be courteous to colleagues and provide a welcoming environment to visitors and telephone callers and comply with expectations as defined within the school's Code of Conduct and Leave of Absence policies.

The duties above are neither exclusive nor exhaustive and the post holder may be required by the Executive Headteacher/Head of School, Sigma Trust committee or the Local Governance Committee to carry out appropriate duties within the context of the job, skills and grade.

This job description is current at the date shown but, in consultation with you, may be changed by the Executive Headteacher/Head of School to reflect or anticipate changes in the job commensurate with the grade and job title.

Signed:	Post holder	Date:
Signed:	Line manager	Date:
Signed:	Executive Headteacher/Head of School	Date:

# Person Specification

	Essential	Desirable
Good level of literacy and numeracy.	✓	
INSET relating to SEND.		✓
A commitment to undertake further professional development.	✓	
Successful experience in Special Educational Needs.		✓
Experience in an education setting.		✓
A full understanding of what makes excellent pedagogy in an inclusive learning environment.	✓	
Experience of working with students with high needs.		✓
Use of effective teaching & learning strategies to support the identified needs of a student with complex needs.		✓
Experience setting targets and monitoring, evaluating and recording progress.		✓
Knowledge of SEN Code of Practice.		✓
The ability to communicate effectively with students to adapt to their needs and support their learning.	✓	
Recent CPD relevant to this post.		✓
ICT literate and able to use ICT to enhance learning.	✓	
The ability to work autonomously and as part of a team.	✓	
The ability to motivate students.	✓	
Effective time management.	✓	
A passion for the education of students who are identified as having SEND.	✓	
Excellent interpersonal skills.	✓	
Excellent communication skills with all stakeholders.	✓	
A genuine commitment to inclusive education for students in a comprehensive and a multi-cultural environment.	✓	
Ambition and drive.	✓	
A willingness to contribute to the wider life of the school.	✓	