



THE STONEHENGE SCHOOL



RESET ROOM CO-ORDINATOR Application pack

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WELCOME FROM THE HEADTEACHER

At the Stonehenge School we believe that there is no limit to any student's potential. We aspire to develop a positive learning community in which effort, participation and achievement are valued.

Striving for excellence, we aim to create an outstanding school where students are happy, healthy and given opportunities to exceed their expectations. Enriched by history and culture, Stonehenge is a school for the future.

The school is increasingly popular and to cater for a rapidly expanding roll we have had a state-of-the-art extension providing 23 additional classrooms, and a brand new performing arts block to replace our older, original accommodation. We are now in a position where the facilities are some of the best in Wiltshire and ensure that we are able to provide the very best education for the pupils that we serve.

Applications for entry into Year 7 have been over-subscribed in each of the last three years, and we are ever closer to reaching our full capacity of 1120 pupils.

The school community is important to us, meaning that we have strong relationships with our students, and a collegiate supportive atmosphere within staff.



PERSONALISED PROVISION

Our pedagogical approach is centered around the 'Cornerstones' of our teaching and learning approach, with assessment built around a 'milestone' structure. All of which is based around research-driven approaches that ensure effective progress whilst also maintaining sustainable workloads for staff.

Striving for excellence, exceeding expectation.

At Key Stage 3, key skills and knowledge are assessed using our 'I can' system, allowing teachers and students to keep track of their learning and progress. Students are given the flexibility and ownership to design their own option choices towards the end of Year 8, meaning that students study the curriculum that they choose, whatever their ability, allowing them to fully realise their future aspirations. At Key Stage 4 students are offered the full Ebacc, and the importance of taking a humanities and a language is discussed with parents as part of the options process. A variety of vocational courses are also offered to allow for development towards particular careers, or the pursuit of individual interests.

PREPARING FOR THE FUTURE

Qualifications are highly important, and our examination results reflect our commitment to this. However, school is also about preparing students for their future career and roles in the larger community. Students are offered many opportunities to develop team working and leadership skills. The prefect team in Year 11 is led by the Head Boy, Head Girl and their deputies. Students can initiate projects and share decision making through an active School council and the House system.

Careers guidance is provided throughout all years. A large number of students enjoy taking part in activities throughout the school year, including drama productions and musical concerts. We have excellent sporting facilities on site and at Amesbury Sports Centre, as well as exclusive use of the 22 acre playing field on Holders Lane. We run many sports teams and offer a number of extra- curricular sporting clubs, including rugby, netball, hockey, football and cricket. Trips and visits are run regularly; Year 9 can visit Pencelli Activity Centre in Wales and older students may take part in the annual ski trip to Europe. There are regular Geography field trips and the Languages department arrange annual visits to France or Germany, as well as an extensive and growing list of residential trips across the curriculum.

The latest Ofsted inspection took place in September 2022 and concluded that... "The Stonehenge School continues to be a good school" and that "pupils like coming to school". They explored the "clear vision (that we have) for the school's next steps" and the "broad curriculum that (is) in place for every pupil".

A recent evaluation by the Local Authority reported that 'there is a positive and respectful school culture where the staff know and care for the students' and the 'leaders have a clear consistent vision which is realised through strong, shared and owned values and practice', and praised the emphasis that we place on developing our staff.

I look forward to welcoming applications from you,

Carole Dean

Our Behaviour Philosophy

At The Stonehenge School we believe –

- Every student has the right to learn and achieve his or her best.
- Everyone has the right to come to school and feel safe. This means they should not be in fear of physical harm, threatening behaviour, bullying, discrimination or harassment.
- Everyone has the right to come to school in the knowledge that their property will be respected and not damaged or interfered with.

The Stonehenge school prides itself on its sense of community and strong ethos of mutual respect and these are nurtured through our relentless commitment to providing a supportive environment to learn. Our school mission is to create good citizens, within a community where:

- We model respect and compassion for all
- We celebrate diversity
- School rules are fair, clear and consistently applied
- The school is a good neighbour and has a positive role to play
- Traditional values are evident in all aspects of school life

The Reset Room

The behaviour within our school is underpinned by a clear behaviour policy that allows for a clear set of routines and expectations throughout the school. There is a sense of a systematic approach where students are supported to make the right choices in the classroom, and to gain a sense of a fresh start, often following on from restorative conversations.

Students who are struggling to regulate their behaviours in a lesson may not only influence the learning of their classmates, but may also take the negative experiences from one lesson to the next. The Reset room, supported by the On-call SMT, will provide a temporary break from the classroom environment in order to reset before continuing with the school day. The Reset room allows the student to continue with their education away from the classroom environment, as well as giving the student time to reflect on what barriers to learning they are currently experiencing. A stay in the reset room should only be temporary.

JOB DESCRIPTION RESET ROOM CO-ORDINATOR

Term time only, 39 weeks per annum this includes the 5 TD days across the year.
30 hours per/week: 8.30am – 3pm with a 30 minute unpaid break.

Start Date: 3rd June 2024 (After Half Term), or as soon as possible
Grade: Grade E, point 6-8 (actual salary £16,663 - £17,227 per annum)
Responsible to: Deputy Headteacher
Responsible for: The day to day coordination of the reset room
Closing date: 10th May 2024

JOB PURPOSE:

- To co-ordinate the running of the RESET Room at The Stonehenge School.
- To encourage students to develop the necessary skills and strategies to access the curriculum and to re-integrate within the normal classroom setting.
- To help reduce Fixed Term Exclusions.

MAIN TASKS

- To manage and maintain the resources of the RESET Room and to make recommendations to the Deputy Headteacher about development of the resources and the facility in general.
- To ensure this is a facility in which students can learn and is an appropriate supportive working environment.
- To keep accurate records in relation to the usage of the RESET Room.
- To work with individual students to help remove barriers to learning through personalised support.
- Ensuring that students that are referred have purposeful and appropriate work to do.
- Providing students within the RESET Room with details of the work submitted by their teachers to be completed.
- To reinforce and/or establish appropriate classroom behaviours through modelling, discussion and skills-based work.
- To inform staff of students placed into RESET at the start of the day and during the day.
- Manage after school detention system, update and inform staff.
- Respond to On-Call system.
- Support staff and collect students that are requested to attend RESET. Monitor the truancy alert system and support staff to find students.

PERSON SPECIFICATION

	Essential	Desirable
Qualifications	<ul style="list-style-type: none"> • 5 good GCSEs Inc. English and Maths Grade C or above (or equivalent). • Eligible to work in the UK 	<ul style="list-style-type: none"> • St John's Ambulance First Aid/Red Cross First Aid or equivalent or prepared to undertake training
Experience	<ul style="list-style-type: none"> • Experience of working under a pressurised environment with competing deadlines. • Experience in working with young people or training/motivating young adults to achieve their potential 	<ul style="list-style-type: none"> • Experience of administrative work, youth work, social work, counselling, coaching, teaching, mentoring • Experience of working of providing high quality admin support • Experience of working with children or young people with social, emotional, mental health, physical disabilities and/or learning/behavioural difficulties
Behaviours, skills and abilities	<ul style="list-style-type: none"> • The ability to enthuse & inspire others and has a 'can do' attitude. • Excellent listening, communication skills and high levels of emotional intelligence. • Strong organisational and time-management skills and ability to work under pressure. • The ability to take personal responsibility, a readiness to reflect and self-evaluate and the ability to change, improve and develop. • An ability to help implement necessary routines and patterns to establish good behaviour management within a school. • The ability to work well under pressure and to be decisive. • Ability to use IT systems including databases and Microsoft Office products. • Ability to pay attention to detail when completing administrative tasks. • High levels of honesty and integrity, confidence and self motivation. • Ability to communicate fluently in accurate spoken and written English 	

OTHER

Striving for excellence, exceeding expectation.

DUTIES

The postholder may be required to undertake training and perform duties other than those given in the job description. The duties and responsibilities attached to posts may vary from time to time. Such variations are a common occurrence and would not justify the re-evaluation of a post. Where a permanent and substantial change in the duties and responsibilities occurs, then the post would be eligible for re-evaluation.

SUPERVISION AND MANAGEMENT

The job holder will have no line management responsibilities

DECISION MAKING

The job holder will be required to make decisions in relation to student access to the RESET room in line with the school's behaviour policy and also in relation to consequences for the student cohort within the RESET room.

CREATIVITY AND INNOVATION

The job holder will be required:

- to source resources to supplement the work that students will be completing in RESET.
- To engage with the students to support them to recognise the need to improve their behaviour and respond in a different way to future situations.

KEY CONTACTS

Key contacts will include:

- Senior Leadership Team, especially the Deputy Headteacher.
- Teaching staff
- The SENCo
- Pastoral team

KNOWLEDGE AND SKILLS

The post holder will need to:

- Have an understanding of working within a school/education and have worked with/supported a range of children.
- Be empathetic to the needs and requirements of all children especially vulnerable and disaffected.
- Need to be literate and numerate.
- Assertive to maintain high standards but emotionally intelligent to be able to adjust approach to fit the situation / child.
- Excellent communication skills.
- Work as part of a team with the enthusiasm and initiative to be independent.

WORKING ENVIRONMENT

The work base will be classroom based in the main part of the school building. There may be a requirement to move around the building in order to collect students for RESET, find those who are truanting or collect work for students.

All staff have a responsibility for their own health and safety and for that of others who may be affected by their acts or omissions. Staff are required to adhere to all health & safety regulations, guidance and procedures at all times.

We are committed to safeguarding and promoting the welfare of children and young people and expect all staff and volunteers to share this commitment. An enhanced DBS clearance will be required

All appointments are subject to satisfactory references, DBS and health checks.