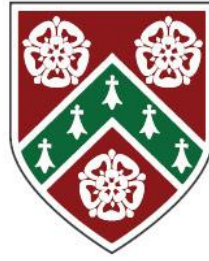


The people behind
the magic.



HONLEY
HIGH SCHOOL



JOIN OUR TEAM

Internal Exclusion Lead (Reset Manager)

Salary: Band F (NJC 16-19) **Full Time:** £30,518- £32,061 **Actual Salary:** £26,103 - £27,423
per annum.

Contract: Permanent. Term time only plus 3 days.

Hours: 37 hours per week, Monday to Thursday 8.00am – 4.00pm and Friday 8.00am –
3.30pm.

Closing Date: Monday 1st June 2026 at 9am.

Start Date: 1st September 2026.

We reserve the right to close this vacancy early if we receive sufficient applications for the
role. Therefore, if you are interested, please submit your application as early as possible.



Together
Learning Trust

THE SCHOOL

Exceptional opportunities, exceptional outcomes



We are proud of the high-quality education we offer at Honley. We are traditionally one of the highest performing schools in the region and this is directly attributable to the hard work and dedication of our entire staff team. We want our children to be the best that they can be and so there is a continual drive to develop and improve as professionals. As Ofsted stated following our last inspection: *"Pupil outcomes are good because teachers have high expectations of what children can achieve and plan interesting tasks that engage pupils in their learning."*

But these crucial years of adolescence are about more than exceptional performance in examinations. The world is changing more rapidly than any one of us can predict, and if our children are to thrive, they will need to develop personal skills and qualities alongside their academic qualifications. They will need a questioning mind, perseverance and resilience. They will need to be adaptable, creative and self-disciplined. These attributes are hard to measure but equally important, and we see it as our duty to develop students' character, as well as pursuing academic excellence.

We are nationally recognised for our sporting achievements and have a proud and enviable record in technology, drama and the creative arts.

Honley High is a fantastic place to work and learn, and we are always aiming to develop even further. We live by our school motto. The quality of every interaction we have with students and staff establishes a culture where everyone can 'strive for the highest' and achieve great things.

We are looking for an extraordinary individual to join our school and really make a difference in the lives of our young people.

Liz Lord, HEAD OF SCHOOL



"I am pleased that the school has such high standards and expectations for the children and encourages them to meet these at all times; this sets the children up for later life. Whilst striving for these standards, the school maintains a nurturing environment."

- PARENT COMMENT

EXPLORE MORE



www.honleyhigh.co.uk



[HonleyHighSchool](https://www.facebook.com/HonleyHighSchool)



[@HonleyHighUK](https://twitter.com/HonleyHighUK)



When schools collaborate, incredible things happen.

Together Learning Trust is a thriving group local family of schools. We have three secondary schools, two school sixth forms, five primary schools and a special school, inspiring 5800 young people. We are driven by a shared commitment to providing magical learning experiences for all our children and a belief that all of them can achieve great things.

Exceptional achievement stems from developing world class teaching and learning. Creativity is the core of our values. Our staff are amazing; in both the relationships they forge and the incredible range of opportunities they make possible. We get great results, but we give and expect so much more. We are shaping a generation of future global citizens with the character they need to succeed; with the integrity and commitment to excellence that will enable them to thrive.

Together Learning Trust schools are wonderful places to work. We value and support our team across all our schools, and recognise the ideas, experience and expertise of our staff. Being part of the Trust opens up new opportunities for staff development. The Trust schools work closely together to identify and then implement the best school improvement strategies across its schools. Our aim is to grow great people and talent.

We cherish our staff, support their wellbeing and enable them to flourish. Being part of Together Learning Trust feels special due to the unique nature of the schools and the opportunities it brings for staff, students and communities to collaborate. For everyone involved in our Trust our mission is simple. To **Grow, Excel, and Learn Together.**

What could we do, together?

DAVID LORD, CHIEF EXECUTIVE OFFICER



"Working with such creative, professional and dynamic staff from other schools in the trust has helped make my job much more enjoyable and manageable, whilst reducing workload."

- **DAMIAN BALL**

Assistant Headteacher, The Brooksbank School

EXPLORE MORE



www.togetherlearningtrust.co.uk

Together
Learning Trust

THE JOB

Reset Manager

Are you able to build positive professional relationships with young people? Can you support students to reflect, repair and re-engage with learning? Do you have the skills to help students reach their full potential regardless of past behaviours? If so, we would love to hear from you.

We are seeking a strong team player who is hardworking, enthusiastic and resilient to join our exceptional pastoral team as our Reset Manager. The successful candidate will manage our Reset Room (internal exclusion/isolation provision), providing students with the right environment and support to reflect, repair and successfully reintegrate into lessons.

Alongside ensuring continuity of learning through the co-ordination of learning resources and minimising lost learning time, you will act as a trusted adult who mentors and guides students to make positive choices. Over the past year, we have strengthened our focus on proactive mentoring and tailored interventions to help prevent repeat incidents and support students in making lasting improvements.

As a valued member of our pastoral team, you will contribute to the wider school community and have the opportunity to make a genuine difference to the lives of our students. We are looking for someone with a range of experiences, skills and attributes who is committed to our mission of transforming lives together.

This is an exciting opportunity to join a thriving school and trust in a role where you can truly make a difference. The role is suited to both teaching and non-teaching applicants, and we look forward to hearing from you.

What the role involves in a nutshell:

- Supervising the Reset Room, ensuring students' behaviour meets our high standards and expectations, alongside promoting reflection, repair and positive behaviour choices.
- Contributing to the wider pastoral team and working directly with students across school to provide proactive mentoring and tailored support that helps prevent repeat incidents.
- Building positive professional relationships with students, acting as a trusted adult who supports them in making better choices and reducing repeat incidents.

What you'll get in return?

You'll be joining a school and Trust which is all about putting staff first – with numerous wellbeing initiatives and social events to enjoy each term!

In addition to this you will benefit from:

- Automatic enrolment to the West Yorkshire Pension Fund.
- Staff development through proactive personal and professional development.
- Free Parking
- Additional holidays linked to service.
- Annual Flu Vaccines.
- Home & Technology Scheme.
- Rewards and discounts.
- GP Online and Prescription Service.
- Your Care Wellbeing Platform & EAP.
- Lifestyle benefits & discounts.

Diverse perspectives and experiences are critical to our success, and we welcome applications from all people from all backgrounds with the experience and skills needed to perform this role.

If our school sounds like a place in which you could really make a difference, then we'd love to hear from you.

ROLE PROFILE | Reset Manager

Accountable to:	Assistant Headteacher (Pastoral Lead)
Accountable for:	N/A
Job Family:	Support Specialist
Salary:	Band F (NJC points 16-19)
Hours:	37 Hours per Week. Term time only plus 3 days

CORE PURPOSE

The Reset Manager plays a pivotal role in maintaining high standards of behaviour for learning by coordinating and delivering effective internal exclusion provision. Working closely with senior leaders, Heads of Year, pastoral teams, parents and external agencies, the postholder supports students to reflect on their behaviour, address barriers to learning and successfully reintegrate into mainstream lessons through consistent expectations, restorative practice and targeted support.

The postholder delivers high-quality provision on a daily basis to ensure students are safe, engaged in learning and able to thrive. They act as an ambassador for the Trust, modelling its values and expected behaviours. They maintain credibility by consistently applying the technical expertise and professional standards required for the role.

KEY DUTIES AND OUTCOMES

Each individual task will not be identified within the role profile; Employees will be expected to comply with all reasonable requests to ensure the role delivers the expected outcomes linked to its core purpose and accountabilities.

Behaviour Intervention and Reset Provision

- ✓ Lead and manage the day-to-day operation of the school's Reset provision, ensuring students are supervised safely, complete appropriate learning and are successfully prepared for reintegration into lessons.
- ✓ Work collaboratively with pastoral teams and teaching colleagues to provide proactive mentoring, regular check-ins and targeted support for pupils, promoting sustained positive behaviour and reducing the likelihood of recurring behavioural concerns.
- ✓ Plan and coordinate short-term Reset placements in partnership with Heads of Year, pastoral leaders and teaching staff, supporting improved behaviour and reducing repeat incidents.
- ✓ Maintain a calm, orderly and purposeful Reset environment that promotes reflection, personal responsibility and positive behaviour change.

Student Support and Reintegration

- ✓ Support students to overcome barriers to learning through restorative conversations, targeted intervention and consistent pastoral support.
- ✓ Coordinate internal isolation arrangements, ensuring students receive, complete and return appropriate learning so academic progress is maintained during periods away from mainstream lessons.
- ✓ Support students and families during periods of heightened need by working with safeguarding leads and external agencies to secure timely and appropriate intervention.

Communication and Collaboration

- ✓ Build effective relationships with parents and carers, communicating clearly regarding behaviour incidents, reset placements and reintegration expectations to promote shared accountability and positive outcomes.
- ✓ Work collaboratively with pastoral, safeguarding and teaching teams to ensure consistent approaches to behaviour management and student support across the school.

Monitoring, Reporting and Compliance

- ✓ Monitor the behaviour and progress of students within Reset and provide information, reports and analysis on student behaviour as required.
- ✓ Contribute proactively to pastoral meetings and reviews, supporting the continuous improvement of behaviour systems and internal exclusion processes.
- ✓ Safeguard and promote the welfare of children and young people at all times, ensuring compliance with safeguarding, health and safety, confidentiality and data protection requirements.

EXPECTED BEHAVIOURS

All employees are expected to conduct themselves in line with the essential behavioural competencies, including any additional leadership competencies related to their job family level. These competencies are designed to support high performance and provide clear behavioural expectations at every level. Through active engagement with our personal and professional development offering we expect everyone to develop their skills and knowledge in line with our competency framework and the technical competencies outlined in the role profile. For more information on the behavioural competency framework please visit [Competency Framework](#).

PERSON SPECIFICATION

Experience and Qualifications Required	Essential	Desired
Educated to GCSE Grade C/4 or above (or equivalent) in English and Maths.	✓	
Experience working effectively with children and young people.	✓	
Experience of supporting student behaviour and pastoral interventions within a school or similar setting.		✓
Technical Skills Required		
Ability to support students with a range of SEND/SEMH needs including learning, emotional, behavioural and physical/sensory needs.	✓	
Effective communication skills, adapting style and approach to ensure appropriate, positive relationships are built and maintained.	✓	
Proficiency in Microsoft Office and ability to maintain accurate records.	✓	
Able to manage competing priorities effectively.	✓	
Is able to demonstrate effective knowledge and understanding of school behaviour systems / strategies, consequences procedures and exclusion / Reset provision.		✓
Has experience of working collaboratively with external agencies and supporting students and families during periods of challenge, vulnerability or crisis.		✓

HOW TO APPLY

Say yes to new adventures.

Could we be a good fit for each other? If you'd like a chat about the role or have any questions ahead of making a formal application, we'd be delighted to hear from you. Please contact our Senior Leadership Team Co-ordinator Nicola Pogmore via n.pogmore@honley.tlt.school .

If you're ready to apply, please complete our online application fully by clicking [here](#) before the deadline.

SAFER RECRUITMENT

We are committed to safeguarding children, young people and vulnerable adults. All staff and volunteers are expected to behave in a way that supports this commitment and are subject to an enhanced DBS check. Please be aware that it is an offence to apply for the role if you are barred from engaging in regulated activity relevant to children. If you are shortlisted for interview, we will undertake an online public search in line with guidance from the Department for Education and Keeping Children Safe in Education 2025.