



Reset Centre Manager Job description

Salary / grade range	Grade H (SPC 12 to 22)
Location	Co-op Academy Swinton
Reports to	Internal Inclusion Strategic Lead
Hours	36 hours per week (Term time only plus 10 additional days)

Purpose of role:

The Reset Centre Manager is responsible for coordinating, organising and supervising the Reset Centre to ensure the efficient and effective running of the centre in order to maximise the educational achievement of students.

Key accountabilities (and specific duties / responsibilities):

- Responsible for all matters connected with the Reset Centre for students who would otherwise be on a fixed term exclusion.
- Supervise and organise the Reset Centre.
- Responsible for all schemes of work for the Reset Centre.
- Regular reports to be provided to and Senior Leadership Team and Year Teams regarding individual pupils and general progress.
- Provide regular detailed reports each term to the Principal, reporting on progress.
- Ensure that all pupils whilst placed in the Reset Centre complete work set and are able to access and follow the national curriculum.
- Collaborate with teaching and other staff in the assessment and support of pupils who need significant assistance to overcome barriers to learning.
- Arrange computer access for pupils and coordinate and organise appropriate software/hardware.
- Liaise with Head of Departments/Year Managers working with Key Stage 4 pupils to ensure all coursework is completed and submitted by deadlines.
- Ensure consistency, offer training and develop guidelines & procedures for staff when covering the Reset Centre.
- Focus empathically on the individual needs of identified pupils across a range of linguistic, cultural, social and educational matters with a view to maximising educational achievement.



- Develop good 1:1 and group working relationships with mentees.
- Review or draw up an action plan for each child who needs individual support.
- Establish systems for review so that progress is made formatively towards objectives
- Maintain regular contact with families/carers of pupils receiving support and to encourage positive family involvement in the students' learning
- Build up a full knowledge of the range of support available for students both in school and in the wider society, particularly in specialised contexts. To facilitate the maximum access to and use of such opportunities.
- Liaise with Year Managers/Assistant Year Managers on which pupils need to be monitored in lessons or 1:1.
- Act as a point of contact for accessing external support and networking relevant information including Reset
- Support and mentor Reset students in mainstream education.
- To undertake such additional duties as are reasonable commensurate with the level of this post.

Person specification

Personal attributes required (based on job description):		
Attributes	All attributes are essential, unless indicated below as 'desirable'	How measured, e.g. application form (A), interview (I) test (T)
Qualifications <ul style="list-style-type: none">• GCSE Grade C (or equivalent) in English and Maths• Teaching/mentoring qualification	Desirable	
Experience <ul style="list-style-type: none">• Experience of working with young people• Experience of working within an inclusion setting with challenging/vulnerable young people• Experience of mentoring	Desirable Desirable	A and I A and I A and I



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<p>Skills, Ability, Knowledge</p> <ul style="list-style-type: none"> • Outstanding interpersonal and communication skills • Knowledge of relevant policies including safeguarding, health and safety, data protection, etc • Ability to manage change and to adapt to unexpected demands • Ability to work on own initiative • Good organisational skills • Good problem solving skills • Knowledge of the National Curriculum 	Desirable	<p> </p> <p>A and I</p> <p> </p> <p> </p> <p> </p> <p>A and I</p>
<p>Personal Qualities</p> <ul style="list-style-type: none"> • Passion for working with young people • Positive attitude towards work • Resilience to working in challenging environments • Assertive personality • Empathetic 		<p> </p> <p> </p> <p> </p> <p> </p> <p> </p>

Co-op Academies Trust as an aware employer is committed to safeguarding and protecting the welfare of children and vulnerable adults as its number one priority. This commitment to robust recruitment, selection and induction procedures extends to organisations and services linked to the Trust on its behalf. This post is subject to an enhanced DBS check.

All our colleagues are expected to demonstrate a commitment to co-operative values and principles, and the Ways of Being Co-op.

Co-op Academies Trust is committed to equality of opportunity for all staff and applications from individuals are encouraged regardless of age, disability, sex, gender reassignment, sexual orientation, pregnancy and maternity, race, religion or belief and marriage or civil partnerships.