



JOB DESCRIPTION

Job Title:	Reset Room Coordinator & Pastoral Support Assistant
Salary:	TPAT Point 8
Responsible to:	Assistant Headteacher – Behaviour & Attendance
Direct Supervisory Responsibility for:	None
Important Functional Relationships: Internal/External:	TPAT, Local Monitoring Committee, Senior Leadership Team, School Staff, Students, Parents & Carers, External Professional Bodies

Main Purpose of the Job:

The Reset Room Coordinator & Pastoral Support Assistant plays a key role in maintaining high standards of behaviour and supporting student wellbeing across the school.

The primary purpose of the role is to coordinate the day-to-day operation of the Reset Room, ensuring a calm and controlled environment, where students can reflect, re-engage with learning, and regulate their behaviour.

The secondary aspect of the role is to provide pastoral support across the school, contributing to the consistent application of behaviour systems and supporting students in meeting expectations.

While the Reset Room remains the primary responsibility, the postholder will be required to respond flexibly to pastoral needs across the school, as directed.

This role requires patience, empathy and the ability to build trust with young people who may be resistant to authority or struggling with emotional difficulties.

Your role and duties will depend on the size of your school and therefore the size of the team. You may not be required to undertake every duty listed below and you may be asked to undertake additional duties that are at the appropriate level of responsibility for your post. The details below are not exhaustive, and each school will have their own individual requirements.

Main Duties and Responsibilities:

Reset Room Coordination [Primary Focus]

- Coordinate the day-to-day operation of the Reset Room, ensuring a calm and focused environment.
- Supervise students removed from lessons, maintaining clear routines and expectations.
- Support students to follow the work set by subject teachers and adapt the expectations around this in line with the student's needs whilst accessing the Reset Room.
- Create a positive learning environment where students are encouraged to take ownership of their learning.
- High expectations for behaviour and attitudes; should include the development of core values such as respect for self and others, resilience and motivation to succeed.
- Monitor student responses to the learning activities and feedback to subject teachers or AHT, where appropriate.
- Work with students to develop positive relationships and provide appropriate support to encourage acceptance, inclusion, social integration and individual development; promoting and reinforcing students' self-esteem.
- Give positive encouragement, feedback and praise to reinforce and sustain the student's efforts and develop self-reliance and self-esteem.
- Promote positive social skills and support students in resolving friendship and social issues.
- Support the AHT in the tracking and monitoring of data, highlighting areas that may require further attention.

- Maintain and prepare behaviour data to support trend analysis and action planning by senior staff.
- Generate, and maintain weekly behaviour reports for review by senior staff.
- Under the direction of the AHT, send out any behaviour administrative messages that may be required, for example, parental text messages, teacher updates, phone calls home to parents or related administrative tasks.
- Attend team meetings, if needed, in order to provide updates on support programmes and activities, developments in learning support strategies and initiatives.
- Maintain a professional and tidy environment within the Reset Room, including managing uniform stock and school equipment if required.

Detentions & Behaviour Procedures

- Supervise and support with after school detentions as required.
- Ensure students, parents and teachers are aware of attendance & reasons.
- Ensure consistent implementation of the Behaviour Policy, with a particular focus on the operation of the school's 'on call' system.
- Provide supervision in other student support areas, as needed.

Pastoral Support [Secondary Role – undertaken as required across the school]

- Support the implementation of school behaviour expectations throughout the school day.
- Provide pastoral supervision and support for students requiring additional support, reporting concerns and progress to staff.
- Build professional and appropriate relationships with students, to reinforce expectations and engagement.
- Adapt communication style to respond to students according to their individual needs.
- Support induction meetings with parents and students new to the school and are not part of the Reception intake for September. Monitor students new to the school to ensure they settle well.
- Support students who are not accessing their normal timetable, including internal provision where required.
- Identification of students in need of pastoral work. Working with the class teacher to remove barriers for learning.
- Monitoring and support of vulnerable children, including Looked after Children, CHIN, PA's and provision.
- Support students with their social, emotional and mental health needs, escalating concerns where appropriate.
- Arrange and develop 1:1 mentoring arrangements with students and provide support for distressed students.
- Provide information and advice to enable students to make choices about their own learning and behaviour.
- Share relevant information with staff regarding student behaviour and conduct.
- Support investigations into behavioural incidents and report outcomes to senior staff.
- Respond appropriately to student welfare concerns, including social, emotional and mental health needs, escalating concerns where appropriate.
- Promote high standards of behaviour, attendance, punctuality, and uniform.
- Support the consistent application of behaviour systems and policies across the school.
- Contribute to the implementation of support plans as needed.
- Provide feedback to identified students in relation to progress, homework, achievement, behaviour and attendance.

Supporting Students, Parents/Carers & relevant professionals

- Communicate effectively with students, staff, and parents/carers.
- Provide feedback on student behaviour, attendance, and engagement as directed.
- Support home/school links by sharing information and reinforcing expectations.
- Contribute to meetings with parents/carers where required.
- Liaise with families, under the direction of the AHT, to address concerns and support school expectations.
- Assist with reintegration processes following suspension, including accurate record-keeping and organisation of meetings.
- Work collaboratively with pastoral, safeguarding, SEND, and Leadership teams to share information and support consistent approaches.

- Liaise with external professional and attend meetings [e.g safeguarding or multi-agency], as directed.
- Maintain accurate, confidential records of communication, incidents, and meetings in line with procedures.
- Uphold safeguarding responsibilities at all times, reporting concerns in line with statutory guidance.
- Supporting student welfare by responding to social or emotional needs, referring concerns where necessary
- Complete administrative tasks associated with all of the above tasks.

General Responsibilities applicable to all staff

- Demonstrate and promote the values of Truro and Penwith Academy Trust at all times.
- Contribute to the overall ethos and aims of the school.
- Follow and adhere to all agreed Child Protection and Safeguarding policies and procedures at all times.
- Make a positive impact on our students' lives and contribute to shaping a brighter future.
- Play a full part in the life of the school community and support its vision and ethos to encourage all staff and students to follow this example.
- Work effectively with other members of staff to meet the needs of students; ensuring that students' needs are prioritised.
- Act as a role model and set high expectations of conduct and behaviour.
- Appreciate and support the role of other professionals.
- Have a clear sight of how this role impacts on the school's students at all times.
- Work with professionalism in line with the Trust's Code of Conduct.
- Be aware of and comply with all policies and procedures at all times, especially those relating to child protection, health, safety and security, confidentiality, data protection and copyright, code of conduct, reporting all concerns to line manager.
- Be a positive influence on the climate and culture of the school and a positive role model at all times.
- Model good management practice across the Trust.
- Be aware of and support difference, ensuring equal opportunities for all.
- Actively promote the safety and welfare of our children and young people.
- Administer basic first aid and assist in the dispensing of medically prescribed controlled drugs in line with school procedures (only if trained to do so); recording on SafeSmart as required.
- Attend liaison events and effectively promote the school at open days/evenings and other events.
- Act as a Trust team member and provide support and cover for other staff where needs arise, inclusive of work at other sites within a reasonable travel distance.
- Be aware of and comply with all School and Trust policies and procedures.
- Undertake mandatory training, professional development, learning activities and appraisal procedures as appropriate.
- Attend and participate in relevant meetings and Trust based INSET as required.
- Responsible for your own self-development on a continuous basis; taking responsibility for your own CPD.
- Recognise own strengths and areas of expertise and use these to advise and support others.
- Maintain at all times the utmost confidentiality with regards to all reports, records, personal data relating to staff and students and other information of a sensitive nature acquired in the course of undertaking duties for the Trust, with due regard to General Data Protection Regulations.
- Carry out any other reasonable instructions commensurate with the post in order to support the work of the Trust and its Academies.

Job Description

This job description is illustrative of the general nature and level of responsibility of the work to be undertaken commensurate with the grade. It is not a comprehensive list of all the responsibilities, duties and tasks relating to the post. This job description does not form part of your contract of employment.

The post-holder may be required to undertake such work as may be determined by their line manager from time to time, up to or at a level consistent with the main responsibilities of the job.

This job description may be amended at any time in consultation with the post-holder.

Special Conditions of Employment

Truro and Penwith Academy Trust is committed to safeguarding and promoting the welfare of children and young people, ensuring a culture of valuing diversity, and ensuring equality of opportunities, and expects all staff and volunteers to share this commitment. The post-holder is required to follow all of the Trust's policies and procedures in relation to safeguarding at all times, and to adhere to the statutory guidance 'Keeping Children Safe in Education'. The post-holder must take appropriate action in the event that they have concerns, or are made aware of the concerns of others, regarding the safety or well-being of children or young people.

All offers of employment are conditional and are subject to satisfactory pre-employment checks including receipt of original qualification documents, two satisfactory references, health screening, proof of eligibility to work in the UK, Childcare Disqualification check, a Disclosure and Barring Service (DBS) check and online searches.

PERSON SPECIFICATION – Reset Room Co-ordinator & Pastoral Support Assistant

Person Specification	Essential	Desirable	Recruiting Method
Education and Training	<p>Good general education; minimum 5 GCSEs grade A*-C (or equivalent) including English or proven experience demonstrating high levels of literacy and numeracy.</p> <p>Level 2 or higher qualification in Teaching & Learning, Education, Youth Work, or proven experience.</p> <p>Commitment to safeguarding training and ongoing professional development.</p> <p>Willingness to undertake any training relevant to behaviour and pastoral support and working with young people.</p>	<p>Degree in related field.</p> <p>Training in behaviour management approaches [e.g. de-escalation, restorative practice].</p> <p>Relevant CPD in safeguarding, behaviour, or pastoral support.</p>	<p>Application</p> <p>Certificates</p>
Skills and Experience	<p>Experience of working with young people in a school or similar setting.</p> <p>Ability to manage behaviour effectively and consistently in line with school systems.</p> <p>Understanding of emotional and behavioural needs of students.</p> <p>Strong communication skills with students, staff, and parents/carers and other professionals.</p>	<p>Experience working in a behaviour support, inclusion, or pastoral role.</p> <p>Experience supporting students who are not accessing mainstream lessons.</p> <p>Experience of working with parents/carer in a school context.</p>	<p>Application</p> <p>Interview</p> <p>Assessment</p>

	<p>Ability to record information accurately and maintain confidential records.</p> <p>Excellent listening skills.</p> <p>The ability to deal with private information & sensitive issues.</p> <p>Excellent organisational skills.</p> <p>Strong communication skills.</p> <p>Able to prioritise between different demands.</p> <p>Able to work to deadlines.</p> <p>Self-motivated, and able to work in a team.</p> <p>Capacity to work with flexibility and joy.</p>	<p>Experience of using school systems [e.g Arbor, SIMS, Class Charts].</p> <p>Experience working with SEND students or those requiring additional support.</p>	
Specialist Knowledge and Skills	<p>An understanding of the law about education and keeping children safe.</p> <p>An understanding of de-escalation techniques, for example PACE, restorative practice, shared affect.</p> <p>Teamwork & networking skills to work with a range of other agencies.</p> <p>Demonstrates an awareness, understanding and commitment to the protection and safeguarding of children and young people.</p> <p>Demonstrates an awareness, understanding and commitment to equal opportunities.</p>	<p>Understanding of SEND and barriers to learning.</p> <p>Awareness of wider factors that may affect behaviour [e.g. attendance, wellbeing, family context].</p> <p>Knowledge of multi-agency working within a school environment.</p>	Application Interview Assessment
Behaviours and Values	<p>A calm and confident approach in difficult situations.</p> <p>Patience and empathy.</p> <p>Honest and trustworthy.</p> <p>Enthusiastic and highly motivated.</p> <p>Discrete and professional in approach; trustworthy with sensitive and confidential information.</p> <p>Generates a positive ethos and working environment around them through their words and actions to others.</p> <p>Evidence of being a team player.</p> <p>Two fully supportive references from appropriate sources.</p>		Application Interview Assessment

	Display an understanding and commitment to the safeguarding of children; successful completion of an enhanced DBS and safeguarding checks.		
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