



Reset Room Lead – Grade 6

**Grade: 6 Hours: Term time + 5 days**

**One Year fixed term**

**The successful candidate will be appointed at the grade that reflects their qualifications, experience and ability to meet the requirements of the role.**

### **Purpose of the role**

To lead the day-to-day running of the Reset Room, ensuring a calm, structured and safe environment where pupils can reflect, re-engage and return to learning successfully. The role has responsibility for behaviour standards, systems, and outcomes within the provision.

### **Key responsibilities**

#### **Leadership and provision management**

Lead and manage the Reset Room provision on a daily basis

Ensure the room is consistently calm, structured and purposeful

Work independently and make decisions to maintain safety and positive conduct

Support pupils to reflect on behaviour and take responsibility

Apply consistent behaviour strategies to challenge and motivate pupils

Act as a key adult for targeted pupils, especially those with social, emotional and mental health needs

Promote high aspirations, self-esteem and positive attitudes to learning

Ensure that the reset room procedures are adhered to and that the room is well maintained and is a suitable environment which reflects our vision and values.

#### **Pupil Support and Behaviour**

Support pupils to reflect on behaviour and take responsibility for choices.

Apply consistent behaviour strategies to challenge, motivate and support pupils.

Act as a key adult for targeted pupils, particularly those with SEMH needs.

Promote high aspirations, self-esteem and positive attitudes to learning.

Facilitate restorative conversations and support reintegration back into lessons.

Monitor pupils following reintegration to ensure sustained improvement.

#### **Curriculum and learning**

Coordinate work from subject teachers and ensure it is appropriate to ability and stage.

Monitor completion, engagement and quality of work produced in the Reset Room.

Support pupils to re-engage with learning and maintain academic progress.

Communicate with teachers regarding pupil engagement, progress and next steps.

#### **Data and Systems**

Record and analyse data relating to Reset Room usage, patterns and outcomes.

Evaluate the effectiveness of the provision and propose improvements.

Support the SLT team for Behaviour with reporting and systems.

Contribute to whole-school behaviour strategy and improvement planning.

Record, monitor attendance, punctuality and repeat referrals for pupils accessing the provision.

#### **Partnership working**

Work closely with pastoral staff, SEND team and subject teachers to support pupil needs.

Build positive, professional relationships with parents and carers.

Contribute to safeguarding and inclusion work, including accurate logging and escalation of concerns.

Liaise with external agencies where appropriate

## **Safeguarding**

Responsibility for identifying concerns  
Logging concerns accurately  
Escalating to DSLs promptly  
Monitoring vulnerable pupils in the provision  
Attendance and punctuality data entry and monitoring

## **Wider responsibilities**

Maintain confidentiality at all times.  
Contribute to whole-school systems, routines and behaviour culture.  
Support supervision, escort duties and other operational needs across the school.  
Take part in training and development, including behaviour, safeguarding and SEMH.  
Support the organisation and running of examinations and other key school routines.  
Act as a trained first aider, responding promptly to medical needs and maintaining accurate incident records.  
Undertake other similar tasks as may be determined by the Headteacher in consultation with the post holder.

## **Training**

The successful candidate will be supported through a comprehensive training and development programme to ensure they are confident and effective in the role. This will include behaviour management training, with a focus on de-escalation and relational approaches, as well as Team Teach (or equivalent physical intervention training).

You will receive safeguarding training, including working with vulnerable pupils, alongside training in supporting pupils with social, emotional and mental health needs. In addition, you will be coached on establishing effective routines and maintaining a structured Reset Room environment.

## **Reset Room Lead – Person Specification**

### **Qualifications**

GCSE English and Maths  
Relevant training in behaviour, safeguarding or pastoral support (or willingness to undertake)

### **Experience**

Proven experience working with children and young people, particularly those with behaviour or social and emotional needs  
Experience of leading or supervising provision or groups independently  
Experience of assessing needs and adapting support accordingly  
Experience working successfully with families and external support where needed

### **Skills and abilities**

Strong behaviour management, including confident de-escalation  
Ability to lead a provision independently and make effective decisions  
Skilled in building positive relationships, even in challenging situations  
Clear and consistent communication with pupils, staff and parents  
Strong organisation skills, able to manage competing priorities  
Ability to analyse information and use data to improve outcomes  
Ability to challenge and motivate pupils to improve behaviour and learning

### **Knowledge**

Strong understanding of behaviour strategies and barriers to learning  
Knowledge of safeguarding practice and responsibilities  
Understanding of how to support pupils with social, emotional and mental health needs  
Awareness of school systems, policies and expectations