



## JOB DESCRIPTION – REINTEGRATION LEAD

### Job details

**Grade:** KS E (FTE £27,852 per annum)

**Reporting to:** Assistant Headteacher – Safeguarding & Behaviour

### MAIN PURPOSE

To support in developing a sense of responsibility we offer guidance to our young people to ensure that they work and exist, at school, within the boundaries set out clearly by school expectations and classroom/school rules.

We recognise that young people make mistakes and because of this we work with the student body to offer opportunities to reflect on situations, scenarios and conversations that occur between young people and their peers/supporting adults.

On occasion a student's behaviour/actions will sit outside of the school's set boundaries. To respond to such scenarios when they are repeated, we run an Inclusion Room. This allows a student who has made a repeated error of judgement to remain in school but out of circulation within the typical school day/environment.

Our aim is to host students in this situation in a safe space that allows them to reflect on whatever it is that has gone wrong for them, work through the scenarios that have resulted in them working in the Inclusion Room for a period of time and look at strategies they can engage to ensure they do not reach such a situation again. We would like this to happen alongside learning which means they should also be working to complete tasks that are appropriate for their learning stage.

### DUTIES AND RESPONSIBILITIES

1. Supervising students throughout the day while maintaining a well-disciplined and structured workspace for the group
2. Ensuring appropriate and suitable tasks are available for each student throughout the day in line with curriculum
3. Working to identify patterns of behaviours that our young people display/demonstrate
4. Working to provide scaffolding/structure to support our young people to work through issues that have arisen for them and develop, with the students, ways to ensure that they feel confident in applying any new skills/action plans for future scenarios causing them upset/anxiety/emotional dysregulation
5. Running sessions throughout the day with the group covering appropriate or suitable lessons/activities on mental health or content related to appropriate PSHE related topics.



On occasion there may be need for sessions to run on very specific behaviours identified across the wider school with small groups

6. Developing short programmes of work for students on wellbeing, emotional regulation and development of skills to improve behaviours displayed regularly
7. Presenting the room appropriately to ensure it is a space that supports calm and order while feeling safe and comfortable for students to reset and return to the typical classroom successfully
8. Assisting Student Support team as required



**Footnote:** This job description is provided to assist the job holder to know what his/her main duties are. It may be amended from time to time without change to the level of responsibility appropriate to the grade of post.

## PERSON SPECIFICATION

The following outlines the criteria for this post. Applicants who have a disability and who meet the criteria will be shortlisted.

Applicants should describe in their application how they meet these criteria.

CRITERIA	
<b>QUALIFICATIONS</b>	Level 1 or 2 Diploma (or equivalent) with proficient practical skills, including a Minimum of Level 2 in English and Mathematics
<b>EXPERIENCE</b>	Previous experience of working with children in a nurture setting Experience of SEN pathways and strategies Experience working with vulnerable people
<b>SKILLS AND ABILITIES</b>	A calm approach to working with young people A trauma informed approach to working with young people A recognition of the importance of having boundaries in place and the ability to hold the boundaries in place appropriately even in times of pressure An interest in understanding and supporting improved mental health for young people An ability to research appropriate school related topics, identify suitable courses/sessions for young people to access and the ability to deliver sessions of high quality with small groups An ability to entice young people to work with staff to learn and develop improved skill sets Strong communication skills An ability to work in a fast paced and busy school environment An ability to work within a high-pressure environment and keep calm within such an environment An ability to work/act on your own initiative An ability to maintain confidentiality and remain impartial A strong desire to learn and work towards upskilling at any available opportunity



	An ability to work as part of a team sharing information and communicating effectively
<b>KNOWLEDGE</b>	Knowledge of policies and procedures relating to child protection, health, safety, security, equal opportunities and confidentiality. Knowledge of behaviour strategies and techniques