



A student centred learning community

Everyone a leader, everyone a learner.



Isolation Manager

37 hours and Permanent

SO1: £26,999 - £29,636 Full Time

SO1: £22,140 - £24,302 Actual

Required as soon as possible

Royds School
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roydsschool



@roydsschool

Headteacher's Welcome

Our staff team is our greatest asset; I am incredibly proud of them and the impact that they have on our students. Everyone at Royds is a leader and a learner and we value everyone equally, regardless of the role

I would like to thank you for taking the time to read our application pack, we appreciate that applying for jobs is a time consuming process. Please get in touch if you have any questions.



Recruitment Timeline

Closing Date:

17/06/19





Isolation Manager Job Description

Post Title:	Isolation Manager
Grade:	SO1: £26,999 - £29,636 Full Time SO1: £22,140 - £24,302 Actual
Conditions:	Term time only and permanent. Two additional INSET days must be worked. 37 hours per week which will be 8.00-16.00 unless otherwise agreed.
Accountable to:	Responsible to the Headteacher and Assistant Headteacher for Behaviour and Welfare
Accountable for:	N/A

Purpose of the Job

- Supervise and coordinate the implementation and delivery of the school's isolation room as part of the school's positive behaviour management system.
- Be accountable for the behaviour and welfare of students in isolation, reflecting on and reviewing the provision.
- Promote the importance of inclusion with students, not exclusion.
- Provide support to reintegrate students who are frequently in isolation back into learning.

Responsibilities

Signpost 1

All learning good or outstanding

- Set high expectations which inspire, motivate and challenge students.
- Adapt teaching to respond to the strengths and needs of all students when required.
- Ensure planned work from staff is made available for students, well managed and returned to staff at the end of the day.
- Notify subject leader if work is not provided or is of poor quality. Work collaboratively to improve the quality of work available in isolation.
- Develop additional programmes of work for students to complete during isolation in liaison with subject leaders so that student learning is maximised.
- Communicate set work to students and offer help and guidance as required.
- Provide clear feedback and encouragement to students in Isolation in terms of their progress during each lesson.
- Ensure all students rotate activities each hour, and operate a system where students have chance to use the toilet.
- Evaluate your own practice critically and use this to improve effectiveness.

Signpost 3

Students feel safe, supported and included.

- Manage the day to day running of isolation ensuring that students are effectively supervised and that high standards of behaviour are maintained.
- Ensure students are aware of the procedures and expectations whilst isolated and when necessary reinforce the reasons for the sanction.
- Communicate to staff the daily isolation register in advance, ideally 24 hours ahead of the planned day.
- Maintain a calm and positive environment in which students can learn and which is conducive to good behaviour.
- Maintain appropriate standards of behaviour in the room in accordance with school policy.
- Challenge and motivate students to promote and reinforce high levels of self-esteem.
- Use appropriate restorative and encouraging language with students at all times.
- Record and report on the behaviour and progress of the students in Isolation and communicate in a timely way with pastoral and inclusion staff of any reasonable adjustments or particular behavioural needs of students seen during the day.
- Maintain accurate and complete records on allocated isolation students in accordance with school record keeping methods and standards.
- Ensure statutory elements of behaviour documentation (e.g. exclusions) and record keeping are completed in a timely manner.
- Be aware of and support differences and ensure all students have equal access to opportunities to learn and develop and contribute to overall ethos, work and aims of the school.
- Establish and develop productive working relationships with students acting as a role model and providing support for distressed students.

- Promote positive values, attitudes and good student behaviour, dealing promptly with conflict and incidents in line with established policy and encourage students to take responsibility for their own behaviour.
- Supervise and provide particular support for students, including those with special needs, ensuring their safety and access to learning activities.
- Be proactive in managing behaviour and promote self-control, independence and integration into the wider community.
- Develop strategies to manage actual and potential aggression to prevent escalation.
- Assist students in their social and / or emotional development to ensure that they receive assistance and develop through the benefits of support.
- Liaise with families where deemed appropriate to reinforce behaviour expectations of the school.

Signpost 4

Preparing everyone for their future.

- Promote independence and employ strategies to recognised and reward achievement and self-reliance.
- Assist, encourage and empower students to identify their own issues, make choices, manage crises and resolve problems in order to enable students to develop the skills of managing their issues independently.
- Attend meetings and pastoral training specific to isolation and the positive behaviour management system at Royds school. Contribute to improving systems and procedures e.g. appropriateness of work set, amendments to procedures, improvements to learning environment and engagement of students.
- Support student management strategies and policies of the school and undertake additional duties (when no student has been referred) e.g. on call, in-class behaviour support, student mentoring.

Signpost 5

Closing the gap.

- Work in conjunction with inclusion staff to identify barriers to learning. Contribute to establishing strategies which will include careful analysis of students' own strengths, areas for development, preferred learning styles and environmental factors influencing behaviour and learning
- Contribute to establishing strategies which will include careful analysis of students' own strengths, areas for development, preferred learning styles and environmental factors influencing behaviour and learning.

Signpost 6

Attendance.

- Support students to ensure they maintain excellent attendance, punctuality and achieve agreed targets with the goal of maximising outcomes for all students.
- Ensure all absences are followed up and necessary safeguarding precautions are taken.
- Act as a role model by modelling outstanding attendance and resilience.

Signpost 7**A site and services that promote welfare and enhance the student experience.**

- Manage the upkeep of the room including signage and ensure that the isolation room is effectively resourced , stocked and maintained. Challenge any signs of damage or vandalism and implement necessary sanction and community service.
- Ensure work banks are kept tidy and well organised for use.
- Provide other administrative support including dealing with photocopying, correspondence, compilation / analysis / reporting on attendance, exclusions etc, making phone calls and liaison with relevant bodies (for example, feeder schools).
- Take responsibility for ensuring there is an appropriate learning environment which promotes students' welfare and successes.
- Work closely with the leadership team to ensure that all necessary policies and health and safety documentation are in place e.g. Behaviour Policy and risk assessment.
- Ensure breaks are taken promptly to minimise disruption to students in Isolation.

Personal and professional conduct.

- Manage and prioritise your own workload in line with service requirements.
- Share corporate responsibility for the implementation of school policies and practices.
- Be a role model for students through personal presentation and professional conduct.
- Contribute to the ethos of the school, in all areas of contact and responsibility, in relationships with staff and students.
- Establish effective working relationships with professional colleagues.
- Attend and participate in regular meetings, school led staff CPD, in training and other activities as required.
- Attend meetings with line managers as required.
- Demonstrate a commitment to continuous development, identify opportunities for professional development and undertake training opportunities where appropriate.
- Ensure promotion and support of Equal Opportunities and Health and Safety.
- Present a positive personal image, contributing to a welcoming school environment.
- Maintain confidentiality inside and outside the school.
- Any other duties as required by the Headteacher.

Safeguarding

- Ensure appropriate / relevant safeguarding policies and measures for all staff and students are in place and reviewed.
- Contribute to the safeguarding and promotion of the welfare and personal care of children and young people with regard to safeguarding procedures.
- Be aware of and comply with policies and procedures relating to child protection, health and safety, security and confidentiality, reporting all concerns to an appropriate person.

Relationships

The post-holder will be required to work flexibly to deliver an efficient service. There will be regular contact with students, colleagues, other members of staff, line managers and internal and external customers.

Physical Conditions

The post is currently based at Royds School which has access by stairs and is accessible by disabled persons to the ground floor by a portable ramp on request.

The school operates a non-smoking policy.

Economic Conditions

Grade:	SO1
Conditions:	NJC Terms and Conditions apply.

Safeguarding

Royds School is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment.

This post is subject to an enhanced Disclose and Barring Service check and Prohibition List check.

Prospects

Whilst there is no automatic progression to any more senior posts, opportunities do exist for advancement and promotion, dependent upon normal staff movements and on the capabilities of the individual post holder.

The school encourages training both in-house and external to meet the needs of the individual and of the school.

Conclusion

The job description is current but recognises that while every effort has been made to explain the main duties and responsibilities, each individual task may not be identified. It is recognised that technological changes and advancements make it impossible. Therefore, in consultation with the post holder, it may be amended to reflect or anticipate the changes in the role.

Job description prepared by:

Kate Davison

24/05/19

Job description reviewed by:

Claire Robbins

24/05/19



Isolation Manager: Employee Specification

Post Title:	Isolation Manager
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In order to effectively undertake the responsibilities required for the above role (see job description), the attributes below have been identified as important for the post holder. These attributes will be identified by means of the application, interview and references as appropriate.

Mode of Assessment	A = Application, I = Interview, C = Certificate, O = Observation, T = Task		Essential	Desirable
Qualifications				
A	Demonstrable levels of numeracy and literacy equivalent to GCSE (A-C).		X	
A I	Good general education minimum NVQ Level 3/ degree level or an appropriate equivalent standard.			X
Experience				
A I	Experience of working with young people with challenging behaviour of a relevant age and a genuine desire to work with them.		X	
A I	Experience of meeting the needs disaffected learners and implementing effective strategies to develop independent learning for all students.		X	
A I	Evidence of some training or experience in the relevant learning or behaviour management strategies.		X	
A I	Experience of working with students with additional needs or in crisis		X	
A I	Experience of working effectively with children, young people and families in challenging circumstances.			X

Mode of Assessment	A = Application, I = Interview, C = Certificate, O = Observation, T = Task	Essential	Desirable
Skills			
A T I	Effective use of a range of appropriate behaviour management techniques, restorative strategies and strategies to remove barriers to learning.	X	
I	The ability to remain positive under challenging circumstances.	X	
A I	Good listening skills and rapport with students, having a real interest in the issues faced by this age group.	X	
A I	Effective oral and written communication skills.	X	
I	Excellent interpersonal skills both in working relationship with young students and in forming effective professional relationships with a wide range of contacts.	X	
I	Have an empathy and understanding of the needs of vulnerable children and their families.	X	
A I	Excellent communication skills, including impeccable command of spoken and written English.	X	
A I	Understand and respond to the range of factors that create stress for children with challenging home lives.	X	
A I	Work as part of a team but take initiative and work independently when needed.	X	
I	Take responsibility for the quality of work acknowledging mistakes, find solutions and learning from the experience.	X	
Knowledge			
A I	Knowledge of the relevant learning strategies or behaviour strategies e.g. literacy, behaviour, and anger management.	X	
A I	Full working knowledge of relevant polices/codes of practice and awareness of relevant legislation	X	
A I	Working knowledge of national curriculum and other relevant learning programmes		X
A I	Understanding of principles of child development and learning processes and in particular, barriers to learning.		X

Personal Attributes			
A I	Work well as a part of a team, as well as on your own initiative	X	
A I	A respect for sensitive and confidential work.	X	
A I	Commitment to inclusive education.	X	
A I	The willingness to engage with appropriate training opportunities to promote professional effectiveness in this role.	X	
A I	Commitment to high educational, professional and personal standards.	X	
A I	Willing to take personal responsibility and abide by the School's Equal Opportunities and Health and Safety Policy.	X	
A I	Be a good role model to children and families.	X	
Safeguarding Children			
A I	Ability to maintain appropriate relationships and personal boundaries with children and young people.	X	
A I	Emotional resilience when working with challenging behaviours and appropriate attitude to the use of authority to maintain discipline.	X	
A I	Understanding of the importance of safeguarding and child protection and its impact on this role.	X	

Royds School is committed to safeguarding and promoting the welfare of its students and expect all staff and volunteers to share the commitment. Appointments will be subject to an enhanced DBS with barred list check as well as a Prohibition List check.

Job description prepared by:	Kate Davison	24/05/19
Job description reviewed by:	Claire Robbins	24/05/19



Staff Voice

I am proud to be part of a school that lives its values, and develops its students' love of learning.

Royds