



The Birley Academy
A L.E.A.D. Academy

Candidate Information Pack

Remove Room Manager

The Birley Academy





Welcome from the Headteacher

I am very proud to be the Headteacher of The Birley Academy and feel honoured and privileged to work with our pupils, parents, carers, colleagues and community to be part of the team who are making The Birley Academy a brilliant place to learn and work.

I am passionate about working with our staff in school and with colleagues across L.E.A.D. Academy Trust to ensure that the education we provide our pupils is of the highest quality, studying a broad range of subjects complemented by a clear personal development and wider curriculum offers.



Victoria Hall, Headteacher

About The Birley Academy

At The Birley Academy our vision is simple; we challenge ourselves and each other to be our best selves, demonstrating our school values every day, in all situations. Our latest Ofsted inspection rated the academy 'Good' across all areas and noted that students are 'proud to say they are part of The Birley Academy community. We want to be the school of choice in our region, showcasing excellent teaching and providing our pupils with an exemplary education and school experience.

Our values of Courage, Ambition, Respect, Kindness and Integrity have been developed with our staff and pupils to help all to succeed in life and achieve our academy vision together.

We are dedicated to providing a transformative educational experience that prepares students not only for academic success but also for a life of purpose, responsibility and fulfillment.

As part of L.E.A.D. Academy Trust, we are committed to providing the highest quality education, enabling every pupil to reach their full potential. We work with all stakeholders including parents, local businesses, community leaders and our partner primaries to represent and best meet the needs of our pupils.



About The Role

We are seeking an exceptional Remove Room Manager to lead and shape a highly effective Referral Centre that supports pupils in making positive choices, rebuilding expectations and re-engaging with learning. This is a pivotal role within our behaviour and inclusion strategy — one that directly influences the culture of the academy and the experiences of our young people.

You will lead the daily operation of the Referral Centre, ensuring it is a calm, purposeful and consistent environment where pupils work in silence, follow a structured curriculum and understand the clear steps required for successful reintegration into lessons. With a strong presence and unwavering professionalism, you will uphold the highest expectations of behaviour, punctuality and conduct, supporting pupils to take responsibility for their actions and make improvements over time.

Acting as a key link between curriculum leaders, pastoral staff, and the Senior Leadership Team, you will ensure the effective flow of communication, timely updates on pupil behaviour, and accurate record-keeping. Your strong organisational skills will support robust systems that reduce repeated referrals, improve standards, and contribute to a whole-school culture of ambition, integrity and respect.

This is a role for someone who leads by example, thrives in a fast-paced environment and is passionate about securing the best possible outcomes for all pupils — especially those who need it most.

What We Are Looking For

We are looking for a confident, resilient and inspiring professional who can influence, motivate and support pupils and staff alike. Someone with unwavering high expectations, an exceptional understanding of behaviour management, and the ability to build positive relationships with a wide range of individuals.

The ideal candidate will:

- Be a highly skilled behaviour practitioner with proven experience in managing behaviour across a school setting.
- Demonstrate a deep understanding of effective behaviour systems, restorative approaches and strategies that support pupils with complex needs.
- Bring strong interpersonal and communication skills, able to work sensitively yet purposefully with pupils, parents and staff at all levels.
- Show exceptional organisational skills, able to implement efficient systems, analyse patterns and ensure accurate record-keeping.
- Be reflective, proactive and solution-focused, with the tenacity required to maintain high standards under pressure.
- Embrace the academy's values and model them consistently — leading, empowering, achieving and driving improvements for all pupils.

This is a role suited to someone who is calm, unshakeable and passionate about helping children overcome barriers — someone who believes deeply in the power of education to transform lives.

Why Join us as Remove Room Manager

This is an exciting and influential position within an academy committed to continuous improvement. You will be central to shaping the behaviour culture of the school, working closely with dedicated staff who believe in making a genuine difference to young people's lives.

By joining our team, you will benefit from:

- A highly supportive leadership team who will invest in your development.
- The opportunity to lead and refine a key provision that has direct impact on pupil outcomes and school culture.
- Ongoing professional development, including training in behaviour management, restorative practice and inclusion.
- Opportunities to collaborate with experienced colleagues across the Trust.
- A values-driven environment where kindness, integrity and ambition underpin everything we do.

Your work will help pupils grow, make positive choices and return to lessons ready to succeed — making this a truly rewarding and meaningful role.

Our Location and Community

Birley Academy is located in the south-east of Sheffield, a vibrant and diverse city known for its strong sense of community, excellent transport links and high quality of life. The academy benefits from a well-connected location, with easy access to Sheffield city centre and surrounding areas, making it an attractive place to both live and work.

Sheffield offers a unique blend of urban living and green space. As one of the UK's greenest cities, it provides an exceptional environment for both professional and personal life, combining the energy of a major city with the tranquillity of nearby countryside.

The local area offers:

- A welcoming and diverse community
- Good local amenities, schools and transport links
- Affordable cost of living compared to many other UK cities
- A strong sense of community and local identity

One of Sheffield's standout features is its proximity to the Peak District National Park, which is just a short distance away. This provides outstanding opportunities for:

- Walking, cycling and outdoor activities
- Exploring beautiful countryside, reservoirs and historic villages
- Maintaining a healthy work-life balance

For those who enjoy city life, Sheffield provides:

- A thriving cultural scene including theatres, music venues and restaurants
- Excellent shopping and leisure facilities
- Strong rail and road links to major cities such as Leeds, Manchester and Nottingham.

This unique setting allows staff at Birley Academy to enjoy a rewarding and purposeful career while benefiting from a high quality of life, with access to both city living and outstanding natural surroundings.

Benefits of being part of the Trust



Annual leave

Teachers enjoy up to 13 weeks annual leave during school holidays. This is in addition to any bank holidays or statutory holidays.

Support staff benefit from an enhanced holiday allowance, starting at 26 days up to a maximum of 36 days, pro-rata for term time only staff. The allowance is dependent on the role and amount of service increasing after 5 and 10 years service.



Competitive salary

All Trust roles (except apprentices) offer a minimum hourly rate above National Living Wage, with salary progression.



Pension scheme

Teacher's Pension Scheme or LGPS, with generous minimum employer contribution of 17.4% plus life cover.



Online GP service

24/7 access to online GP consultations, providing advice, diagnosis, referrals, and ongoing support for all staff.



Flu vaccinations

Free seasonal flu vaccinations for employees who are not otherwise eligible, ensuring health and wellbeing.



CPD

Individual development plus high quality professional development through the L.E.A.D. Teaching School Hub for teachers.



Employee Assistance Programme

Free 24/7 support for employees, offering counselling and resources for emotional, financial, and legal issues.



Free eye test

Free eye test every two years for regular computer users, reimbursed through expenses to promote wellbeing.



Occupational Health

FREE services available to support employee well-being and promote a healthy work environment.



Physiotherapy services

Access to free physiotherapy to aid recovery, support physical health, and promote overall employee wellbeing.



Access to discounts

Exclusive discounts and cashback on travel shopping, insurance and utilities through the Blue Light Card, Discounts for Teachers and Teacher Perks.



Travel expenses

Business travel expenses reimbursed at the HMRC maximum mileage rate to support staff travel needs.



Remove Room Manager

Location:	The Birley Academy, Birley Lane, Sheffield S12 3BP
Salary:	SCP 21 - SCP 26
Closing date:	Monday 02 November 2026 - 08:00
Interview date:	W/C Monday 09 November 2026
Start date:	ASAP

Role Purpose:

Under the direction of the Senior Leadership Team, this role will be accountable for the leadership and management of the Remove Room. This role will contribute to the provision of an effective environment for teaching and learning by securing the highest standards of behaviour from pupils in the Academy by:

- Supporting implementation of the Behaviour Policy.
- Leading and managing the Remove Room.
- Supporting improvements in pupil punctuality, attendance and behaviour.
- Reducing disruption.
- Raising pupil ambition, achievement and progress.

Key responsibilities

The Remove Room Manager will ensure:

- Pupils work in accordance with Remove Room rules for the duration of their time in the Remove Room.
- Pupils comply with a developmental Remove Room curriculum so that no learning time is lost.
- That the entrance and exit of pupils to the Remove Room is well-managed with a clear rationale recorded for their referral including potential next steps (re-integration back into lessons, exclusion, screening for unmet need, referral to the internal alternative provision, etc).
- Work produced by pupils is of a high quality.
- The Remove Room setting meets the needs of pupils with a Personal Support Plan (PSP).
- Effective systems are in place to stop repeat referrals to the Remove Room
- Pupils who are in the Remove Room for a second day are escorted from the line-up in the playground at the start of each day and/or met when they arrive on site.
- Pupils are escorted off-site in an orderly manner at the end of the school day.
- Pupils receive supervised breaks and lunch.
- There is strong communication with parents/carers and staff to help avoid future referrals.
- A daily update of referrals is provided to the Senior Leadership Team (SLT) detailing individual pupil behaviours.
- A weekly update of referrals is provided for review and analysis at SLT meetings.
- Staff receive weekly feedback around the reasons for referrals and strategies to address emerging patterns.
- Systems for registering the pupils, informing parents/carers and ensuring all the administration including the tracking, assessments and logs are completed in a timely manner.
- The curriculum leaders (CLs) contribute to the development of the Remove Room curriculum for pupils, including blended learning.
- Effective communication with the staff on duty supports the operational management of the Remove Room.

Job Description



Relationships and Partnerships

- Develop strong relationships and effective working arrangements with Trust and school staff.
- Work with individual staff who require support with behaviour management.
- Establish effective partnerships with other relevant professional organisations.
- Respond to staff, student, parents and other stakeholder queries in a timely and professional manner.

Accountability

- Be accountable for behaviour and outcomes for pupils during their time in the Remove Room.
- Report daily Remove Room success / difficulties to the behaviour manager.
- Report findings of the Remove Room on a regular basis and as required to the Senior Leadership Team.

Other Responsibilities

- Champion the Trust's principles of 'Lead', 'Empower', 'Achieve' and 'Drive'.
- Contribute to the wider life of the Trust and the L.E.A.D. community.
- Comply with policies relating to safeguarding and child protection, health and safety, confidentiality, and data protection, reporting all concerns to a nominated person.
- Work within school policies and procedures.
- Contribute to the provision of an effective environment for learning.
- Participate in appraisal, training and professional development opportunities as required to fulfil the role.
- Support the promotion of positive relationships for parents and outside agencies.
- To act as a First Aider.
- Fire Marshall duties in the case of fire and/or emergency evacuation where applicable.
- Undertake other duties consistent with the scope of the post and within the competence of the post holder as required, in accordance with the Academy's aims and objectives.
- Carry out any such duties as may be reasonably required by the Trust.

Records Management

- All staff who create, receive, and use records in the course of their job are responsible for ensuring that records are managed appropriately. It is therefore likely that this post-holder will have responsibility for record-keeping as part of the role. Employees are required to be conversant with the Trust's policies and procedures on records management.

As job descriptions cannot be exhaustive, the post-holder may be required to undertake other duties which are broadly in line with above key responsibilities.

The Trust is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment and individually take responsibility for doing so.

This job description is current at the date shown, but in consultation with you may be changed to reflect or anticipate changes in the job, commensurate with the grade and job title.

At L.E.A.D. we have a strong vision and four core principles, to lead, empower, achieve and drive, which you will be expected to demonstrate in your working practices.

Person specification



The person specification listed below outlines the competences, knowledge and behaviour of candidates who would be suitable for this role. The criteria below provides guidance for the appointment of new staff. (E = Essential criteria, D + Desirable criteria).

Qualifications and Attainments	Essential criteria	Desirable criteria
	• 5 A*-Cs or 9 - 5 grades at GCSE including English and Maths. • Level 3 qualification (NVQ Level 3 or A Level)	• A degree qualification or equivalent. • Evidence of Continuous Professional Development in behaviour management training.

Skills and Knowledge	Essential criteria	Desirable criteria
	• Up to date knowledge in behaviour management including national policy, behaviour management strategies, inspection findings and statutory requirements. • A profound understanding of the elements which comprise effective behaviour management. • Strong interpersonal and communication skills. • The ability to embrace, adopt and put in to practice the school's approach to behaviour management. • The ability to develop, maintain and nurture positive professional relationships and work effectively with staff of varying experience. • Ability to work effective and sensitively with a range of groups and individuals.	• Knowledge and understanding of key partnerships and processes that meet the needs of children and young people • Well-developed coaching and mentoring skills.

Person specification



The person specification listed below outlines the competences, knowledge and behaviour of candidates who would be suitable for this role. The criteria below provides guidance for the appointment of new staff. (E = Essential criteria, D + Desirable criteria).

Experience	Essential criteria	Desirable criteria
	• Proven track record of securing a successful and positive culture • Outstanding behaviour management practitioner • Experience of leading behaviour. • Able to demonstrate substantial and successful experience of inclusive practice. • Proven experience of effective collaborative working and stakeholder engagement. • Effective use of ICT packages, especially Word, Excel, Outlook and Microsoft Access, as well as Explorer and databases. • Effective use of e-mail systems/online platforms.	• Experience of undertaking school behaviour. management audits. • Coaching and mentoring colleagues. • Experience of SIMS computerised systems. • Experience of gathering and analysis of information

Personal Attributes	Essential criteria	Desirable criteria
	• Commitment to working flexibly before and after school hours as required. • An inspiring leader with personal drive and tenacity to motivate, empower and support individuals. • Confident and willing to challenge traditional assumptions. • Energetic, enthusiastic and resilient, along with being action and solution focused. • Highly organised, literate and articulate. • Politically sensitive in the complex environment of safeguarding. • Committed to self-development and the development of others. • Highly resilient and determined in the face of challenges. • A passionate belief in the school's mission statement. Highest levels of professional and personal integrity. Personal resilience, persistence and perseverance. • A strong belief in the value of education in developing citizens. • A strong commitment to the Trust values of 'Lead', 'Empower', 'Achieve' and 'Drive'. • Commitment to support L.E.A.D. Academy Trusts agenda for safeguarding and equality and diversity.	

Person specification



The person specification listed below outlines the competences, knowledge and behaviour of candidates who would be suitable for this role. The criteria below provides guidance for the appointment of new staff. (E = Essential criteria, D + Desirable criteria).

Additional Requirements	Essential criteria	Desirable criteria
	• This role is subject to an enhanced DBS. • May be required to travel to other Trust locations or third party services as part of the role. • Hold a driving licence and have access to own vehicle.	



How to apply

Closing date: Monday 02 November 2026 - 08:00
Interview date: W/C Monday 09 November 2026
Contact email: HR@birleysecondaryacademy.co.uk
Contact number: 0114 239 2531

Please apply online through the [Trust recruitment portal](https://recruit.sampeople.co.uk/Jobboard/Trust/lead) or visit recruit.sampeople.co.uk/Jobboard/Trust/lead.

Applications will be reviewed upon receipt, therefore shortlisted candidates may be contacted in advance of the closing date.

L.E.A.D. Academy Trust is committed to safeguarding and promoting the welfare of children and young people and we can expect all staff and volunteers to share this commitment. This post is subject to an enhanced DBS check.



About the Trust

L.E.A.D. Academy Trust was established by Diana Owen, CBE in 2011 using her considerable experience as an executive headteacher, National Leader of Education, coach and mentor.

The Trust comprises 24 primary and 3 secondary academies across the East Midlands. All academies strive to achieve the highest standards of behaviour and conduct while providing outstanding teaching and learning.

Our values

The acronym L.E.A.D. embodies the four key principles at the heart of the Trust: strong leadership at every level; empowering everyone to aim high; providing the opportunity for all to achieve and constantly driving for improvement.



Lead



Empower



Achieve



Drive

“We are determined to bring about change and improvement to educational standards in the region by appointing visionary leaders who believe in the Trust’s vision and values and are committed to making a tangible difference to the lives of children and young people.”

Diana Owen, CBE Trustee and Chief Executive of L.E.A.D. Academy Trust.



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Primary
Academies



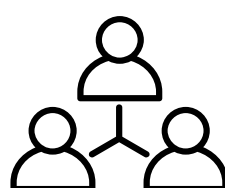
03

Secondary
Academies



05

Geographical
Regions



11,500

Pupils



1,650

Staff



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