



Astrea Academy Trust

INSPIRING BEYOND MEASURE



Astrea Academy Woodfields

INSPIRING BEYOND MEASURE

RESET BASE MANAGER

CANDIDATE PACK

SCHOLARSHIP

TENACITY

CURIOSITY

RESPONSIBILITY

RESPECT

Job Description

JOB TITLE:

Reset Base Manager

REPORTING TO:

Senior Leadership Team

SALARY RANGE:

£32,909 - £34,723 per annum full time equivalent salary

ACTUAL SALARY IF PRO RATA:

£28,909 - £30,503 per annum

CONTRACT TYPE:

Permanent

WORKING PATTERN:

37 hours per week, term time contract

39 weeks per year - 38 weeks plus 5 INSET days

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Open Letter from our Principal



Dear Candidate,

Thank you for your interest in Astrea Academy Woodfields.

Astrea Academy Woodfields is on an exciting journey towards excellence. Offering provision for 750 students from Year 7 through to Sixth Form, there is much to be celebrated within the academy and, for the successful candidate, this position offers a fantastic opportunity to shape and enhance the life chances of our students so that they go on to be successful in their next stage of their educational journey.

To ensure that we continue and strengthen the trajectory of rapid improvement, we are keen to attract exceptional colleagues to join the staff community to realise the potential which Woodfields clearly has. We are keen to attract the right calibre of professional to work alongside our dedicated team of staff; a colleague who shares our vision and commitment to a knowledge-rich curriculum and a traditional approach to teaching, behaviour and culture, influenced by Lemov's Teach Like A Champion and Tom Bennett.

We believe that schools must teach powerful knowledge, 'the best that has been thought and said' and an 'entitlement curriculum' for all, with an underpinning philosophy that 'education for all should confer the benefits associated with education for the rich' (Michael Young). With careful curriculum design, spaced retrieval practice, detailed assessment and achieving mastery in small steps, rates of progress can increase greatly. We believe in explicit instruction and have been greatly influenced by Lemov's 'Teach Like A Champion', Rosenshine and recent developments in cognitive science. Excellent teaching must sit alongside a carefully considered and sequenced curriculum, implemented successfully and consistently through a culture of deliberate practice and instructional coaching.

We have recently launched the Astrea Behaviour Curriculum, where behaviour expectations and routines are explicitly taught and deliberately practised. The creation of a scholarly culture that is warm and strict, disciplined and joyful, where there is 'purpose not power', ensuring impeccable behaviour, where teachers can focus on teaching and pupils can focus on learning, underpins everything. There needs to be relentless consistency with the implementation of the behaviour policy in every classroom, and overcommunication of the 'why' to all stakeholders, to help ensure impeccable behaviour.

The ideal candidate will be fully aligned to our vision and be an experienced and outstanding classroom practitioner with a track record of strong outcomes and in supporting the development of other colleagues. We are seeking someone who can walk the walk and be a beacon of excellent practice in a classroom environment, whilst possessing the muscularity of intellect and professional credibility to drive up standards across the academy.

I hope you can see that this is an exciting time to join the Academy. If you are considering applying for this role, you will need to have ambition for the students as well as for yourself. We want colleagues who are prepared to push themselves professionally to develop their skills and experiences, so that the young people of Woodfields get the very best we can offer them.

If you would like to visit the academy, please contact Kathryn Haughian – Jo.morris@astreawoodfields.org - to arrange a visit or to find out more about the role.

Yours sincerely,

David Scales

Principal - Astrea Academy Woodfields

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Role Description

Purpose

The Reset Base Manager helps to maintain continuity of education for students who are excluded from their usual lessons. They seek to ensure that the work set is understood and completed, supervise students in a manner conducive to high standards of student conduct and learning and works with students to assist with a successful reintegration back into lessons.

Main Duties and Responsibilities

- Supervise students in the reflection room to continue with their work
- Where possible, to liaise in advance with Heads of Year to ensure a full understanding of the reasons for a student being placed in the Reflection Room
- Complete relevant paperwork, identifying students who work well and those who underachieve
- Contribute to behaviour management within the Academy to ensure rules are upheld in the Reflection Room, in accordance with Academy policies
- Provide feedback on learning activities
- Contribute to, as appropriate, reports on student behaviour management;
- In line with the operational needs of the Academies, undertake other duties, eg exam invigilation or administrative tasks as required
- Attend training or meetings as required
- Have full regard to all aspects of the Academies' Health and Safety policy and secure appropriate practice in those areas for which responsibility is held
- Safeguard and promote the well-being of students and staff in all aspects of the performance of this role
- Follow Child Protection and other agreed procedures, eg relating to the organisation of trips and visits and the ordering of goods
- Undertake such other duties as the Principal may reasonably require

- Promotes positive values, attitudes and good student behaviour, dealing promptly with incidents, in line with Academy policy, encouraging students to take responsibility for their own behaviour
- Establishes productive working relationships with students, acting as a role model and setting high expectations of work and behaviour
- Complying with work set and instructions from the class teacher and make appropriate use of equipment and resources
- Is not normally expected to set or plan work but should be prepared to use their initiative to occupy students if work is not immediately available
- Is expected to be able to deliver instructions clearly so that students are able to understand what is required of them
- To support the team with administering First Aid for students
- Prioritise and manage your own time effectively to balance all the demands made in this role
- All employees are required to meet the expected level of performance necessary for undertaking their role, whilst demonstrating positive behaviours in line with Trust Values
- Astrea Academy Trust is committed to safeguarding and promoting the welfare of children and young people. We expect all employees to share this commitment
- All employees are required to comply with all Astrea Academy Trust, Statutory and School policies, and their updates, as required by legislation or changed from time to time by the Trust to reflect changing circumstance, and act in accordance with them as necessary
- All employees are required to demonstrate a continued commitment to professional development and undertake all relevant mandatory training associated with their role
- This list of key responsibilities is not intended to be exhaustive and is a general outline of the typical duties and responsibilities expected to be carried out whilst accepting that these may vary

This is not exhaustive.

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Person Specification

Essential

- Committed to the safeguarding of children and young people.
- Experience of working with children and young people in a variety of situations.
- Ability and enthusiasm to work jointly with the senior leadership team, teachers and support staff.
- High standards of achievement and professionalism.
- Ability to communicate effectively, orally and in writing with both adults and young people.
- Good organisational and planning skills including prioritising tasks effectively and working under pressure when necessary.
- Ability to work individually, or as part of a team.
- Thinking creatively to anticipate and solve problems.
- A positive attitude.
- Ability to inspire students.
- Reliable and punctual.
- Flexible, adaptable and able to follow instructions.
- To keep calm and professional at all times.
- To have good interpersonal skills and value the views of others.
- Ability to work as part of a team, understanding school/departments' roles and responsibilities.
- Set the highest possible standards through the ways in which we behave, talk to each other and strive for excellence in all that we do.
- Support the academy uniform policy for students and echo this through professional and business-like mode of dress.
- Have the highest expectations of students' behaviour through supporting and upholding the Astrea Way.
- Experience using IT packages including Word, Excel, Outlook, PowerPoint and Microsoft 365.
- Experience of working with sensitive information and data.
- Excellent numeracy and literacy skills.

Desirable

- Experience of Management Information Systems (experience of using Bromcom)

This is not exhaustive.

Astrea Academy Trust is committed to safeguarding and promoting the welfare of children and young people. We expect all staff and volunteers to share this commitment. Posts are subject to enhanced DBS checks. For further details on the recruitment process, please review our Recruitment Pack. This can be found attached to this vacancy.

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About Astrea

Astrea is an ambitious, dynamic and young trust with a mission to tackle historic educational disadvantage and raise quality standards across all of our schools. Our academies are based across South Yorkshire and Cambridgeshire, often in areas or at schools which have experienced generationally poor educational opportunities. Our role is to change that. We have grown rapidly over the last four years and now educate around 14,000 students in 27 academies and settings. Whilst our educational outcomes have improved over the last 4 years, they are not yet as strong as we would like them to be, nor as strong as our students and communities deserve. With this in mind, we are entering a new period in our development. We are increasingly clear and specific about our vision for behaviour, curriculum and teaching quality.

Key Characteristics of our academies:

- High aspirations, with a firm emphasis on academic attainment
- A knowledge-rich curriculum that develops a general knowledge of the world not simply for progression for the workplace, but for the love of the acquisition of knowledge
- A calm and purposeful learning environment built on mutual respect and centralised behaviour systems
- Outstanding pastoral care with the provision of specific trust delivered SEMH services where appropriate to the pupil
- Standardised reading and arithmetic catch-up programmes for pupils where this is relevant that are taught by specialists
- Active parental and community involvement
- A broad range of extra-curricular activities including sports, music, performing arts and academic clubs

Objectives for pupils:

- Encourage all children to be confident, hard-working and ambitious, regardless of background
- Transmit a core body of knowledge to all pupils and the ability to think for themselves in order to be aware of the world around them
- To be active and thoughtful participants in their local community
- To be successful in achieving their qualifications at both GCSE and A Level

A knowledge-rich education:

- By a knowledge-rich education we mean a rigorous and extensive, knowledge-based education that draws its material and methods from the best and most important work in both the humanities and the sciences.
- The aim of a core-knowledge education is not primarily to prepare pupils for a job or career, it is more to transform their minds so that they are able to make reasonable and astute judgments and engage fruitfully in conversation and debate – not just about contemporary issues, but also about the universal questions that have been troubling mankind throughout history.
- We want children to leave our schools with the confidence that comes from possessing an essential general knowledge. A knowledge-rich education should not confine itself to the Western canon, but should embrace other cultures and traditions. What that canon includes will be subject to review, but will always be closely connected to the history and the present nature of the society in which we live, including our international connections.

View the [Astrea 2025 Strategy here](#)

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Astrea Academy Trust are delighted to be part of such an important movement, which will ensure we have the guidance to challenge attitudes towards disability, tap into wider talent pools and help all individuals across the Trust fulfil their potential and realise their aspirations. As a Disability confident employer we have pledged to promote a culture that ensures there are no barriers to the development and progression of disabled staff.

Astrea Talent Programme

We believe that everyone has talent. At Astrea, we want your career to flourish, nurturing potential through the Astrea Talent Programme. This provides a defined career pathway, with associated personal and professional development way points and opportunities, funded by the Trust, wherever you start on the pathway. From apprentice to senior leader, we are devoted to growth and fulfilment. We want you to realise your ambition plus competence towards a brilliant education for all our pupils, giving them the opportunities they truly deserve.

