

JOB DESCRIPTION

Job Title: Student Behaviour, Reflection & Reintegration Lead	Grade/Salary Range:
Reporting to: Deputy Headteacher – Pastoral	Hours: 37 hours per week

JOB PURPOSE

The Student Behaviour, Reflection and Reintegration Lead is responsible for the effective day-to-day management of the school's Internal Reflection Room. The role focuses on ensuring students are supervised, supported academically, and guided through a structured reflection process that enables them to return to lessons successfully. The Student Behaviour, Reflection and Reintegration Lead works closely with teaching staff, pastoral teams, and parents to promote positive behaviour, engagement, and learning.

DESIGNATION OF POST AND POSITION WITHIN DEPARTMENTAL STRUCTURE

- Reporting to: Deputy Headteacher (Pastoral)

Internal Reflection Room Management

- Manage the daily operation of the Internal Reflection Room (IRR).
- Notify relevant staff and attendance teams of students placed in the IRR each day.
- Ensure students are supervised at all times and that expectations are clear, consistent, and in line with the school's Behaviour Policy.
- Maintain a calm, purposeful, and structured learning environment.

Academic Support and Structured Programme

- Ensure students follow a structured timetable within the IRR, including:
 - Mathematics
 - English
 - Science
 - Reflection activities
 - Completion of subject-specific work set by teaching staff
- Support students in completing assigned and timetabled work effectively.
- Encourage engagement, responsibility, and positive attitudes to learning.

Monitoring, Data, and Intervention

- Track and review data for students placed in the IRR, particularly those with repeated placements.
- Monitor student progress and behaviour following time spent in the IRR.
- Identify students who have not responded positively to IRR intervention and notify Heads of House accordingly.
- Contribute to discussions around next steps or escalated support where required.

Communication with Parents and Staff

- Communicate with parents and carers as required regarding IRR placements and student progress.
- Liaise closely with Heads of House, pastoral staff, teachers, and senior leaders to ensure consistent and effective support for students.
- Share relevant information to support reintegration into lessons and prevent recurrence.

Group Work and Behaviour Support

- Organise and deliver small-group interventions where appropriate, addressing:
 - Behaviour management
 - Self-esteem
 - Engagement and readiness to learn
- Work directly with students as part of structured and planned behaviour and reflection interventions.

Administration and Record-Keeping

- Ensure students who are suspended from school receive appropriate work from teaching staff.
- Coordinate the collection, distribution, and return of work during periods of suspension.
- Check that work set during suspension has been completed and follow up where this has not occurred.
- From day six of suspension onwards, provide academic and pastoral support in line with statutory guidance.
- Manage and support all suspension-related administration, including:
 - Preparation and distribution of suspension letters
 - Maintenance of suspension records and documentation
- Support administrative processes relating to Governor Disciplinary Meetings, including:
 - Collating paperwork
 - Maintaining accurate records
 - Ensuring documentation is complete and shared appropriately
- Work closely with senior leaders to ensure suspension procedures comply with statutory and Trust requirements.
- Maintain accurate records and documentation relating to IRR placements and interventions.
- Ensure all associated administrative tasks are completed accurately and within required timescales.

PROFESSIONAL VALUES AND PRACTICE

- Have high expectations of all students encouraging them to live our school motto – 'Personal Excellence and Collective Responsibility'.
- Respect students' social, cultural, linguistic, religious and ethnic backgrounds.
- Build and maintain successful relationships with students, treating them consistently, with respect and consideration and to be concerned for their development as learners.
- Demonstrate and promote the same positive values, attitudes and behaviour that are expected from students and as outlined in the NAT Staff Code of Conduct.
- Work collaboratively with colleagues to meet the needs of all students (inc SEND students).
- To play a full role in the life of the school community.
- Carry out all aspects of the role effectively and to seek help, advice or guidance as necessary.

STAFF DEVELOPMENT

To take part in the school's staff development programme by participating in arrangements for further training and professional development.

- To continue personal development in the relevant areas.
- To engage actively in the Performance Management Review process.
- To work as a member of a designated team and to contribute positively to effective working relations within the school.

SCOPE OF JOB (Budgetary/Resource Control, Impact)

- No direct budgetary responsibility.

OTHER SPECIFIC DUTIES

To be responsible for ensuring that the Trust's Safeguarding policy is adhered to, ensuring concerns are raised in accordance with this policy, including logging information on CPOMs.

Whilst every effort has been made to explain the main duties and responsibilities of the post, each individual task undertaken may not be identified.

Employees will be expected to comply with any reasonable request from a manager or Headteacher to undertake work of a similar level that is not specified in this job description.

Employees are expected to be courteous to colleagues and provide a welcoming environment to visitors and telephone callers.

The school will endeavour to make any necessary reasonable adjustments to the job and the working environment to enable access to employment opportunities for disabled job applicants or continued employment for any employee who develops a disabling condition.

This role has been identified as public facing in accordance with Part 7 of the Immigration Act, and therefore the ability to fulfil all written and spoken aspects of the role with confidence in English will be required. Conversing at ease with the public including students, answer questions and provide advice, including the use of appropriate specialist terminology relevant to the job role/profession and where necessary for an extended period of time.

This job description is current at the date shown, but following consultation with you, may be changed by Management to reflect or anticipate changes in the job which are commensurate with the salary and job title.

Date: July 2026

Safeguarding Statement:

This School is committed to safeguarding children and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment. We will ensure that all our recruitment and selection practices reflect this commitment. The post holder is responsible for ensuring they adhere to the School's Child Protection Policy and that any concerns are raised in accordance with this policy. All successful candidates will be subject to Disclosure and Barring Service checks along with other relevant pre-employment checks.

Date: March 2026

PERSON SPECIFICATION



Job Title: Student Behaviour, Reflection and Reintegration Lead	
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KEY CRITERIA

ESSENTIAL

DESIRABLE

Qualifications and Training	• A qualification in English/literacy and mathematics/numeracy, with a pass at GCSE Grade 4/ C or equivalent. • A commitment to undertaking relevant professional development, including safeguarding and behaviour management training.	• Higher Level Teaching Assistants standards qualification or equivalent. • Training in relevant specialist skills. • Behavioural or deescalation qualification • ELSA qualification
Competence Summary (Knowledge, abilities, skills, experience)	• Strong understanding of behaviour management and the importance of structured intervention. • Ability to maintain a calm, authoritative, and supportive approach when working with challenging behaviour. • Ability to support students with academic work across a range of subjects, particularly English, Maths, and Science. • Good organisational skills, with the ability to manage multiple responsibilities and deadlines. • Strong attention to detail, particularly in relation to record-keeping and statutory documentation. • Ability to track, analyse, and interpret behaviour and intervention data. • Clear understanding of safeguarding responsibilities and procedures within a school setting. • Strong written and verbal communication skills. • Competence in the use of ICT systems, including school MIS and administrative tools.	• Experience of working with children and young people in a secondary school or similar educational setting. • Experience of supervising and supporting students with behavioural, pastoral, or engagement needs. • Experience of supporting students to complete academic work outside of mainstream lessons. • Experience of maintaining accurate administrative records and documentation. • Experience of communicating effectively with parents and carers, including in challenging situations.

Work-related Personal Requirements	• Actively enjoys working with children/young people and is empathetic to their needs. • Professional, patient, and resilient. • Consistent and fair in applying expectations and boundaries.	
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	• Confident in challenging poor behaviour while maintaining positive relationships with students. • Empathetic and supportive, with high expectations for student conduct and engagement. • Able to work independently and use initiative, while also contributing effectively to a wider team. • Committed to inclusion, equality, and safeguarding. • Willingness to engage fully in the life of the school.	
Other Work Requirements	• Fluent in written and spoken English to an appropriate level for the role. • Right to work in the UK.	

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