



“The endless support I received from the teachers at Stonehenge has really inspired me. I am now training to become a teacher, to change lives in the way they □changed mine.

Former student, Kristie Newham

THE STONEHENGE SCHOOL

RESET ROOM CO-ORDINATOR

Application pack

[CLICK HERE FOR WEBSITE](#)

The Stonehenge School
Holders Road
Amesbury
Salisbury
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SP4 7PW
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WELCOME FROM THE HEADTEACHER

At the Stonehenge School we believe that there is no limit to any student's potential. We aspire to develop a positive learning community in which effort, participation and achievement are valued.

Striving for excellence, we aim to create an outstanding school where students are happy, healthy and given opportunities to exceed their expectations. Enriched by history and culture, Stonehenge is a school for the future.

The school is increasingly popular and to cater for a growing roll we have recently moved into our £6.5 million new build, allowing our full number on roll to eventually grow to 1120 pupils. Work is currently underway for the second phase in our redevelopment, which will bring a new building to replace older facilities in the school, and improve our sporting facilities. Applications for entry into Year 7 have been over-subscribed in each of the last three years and we are expecting an even larger increase this year.

The school community is important to us, meaning that we have strong relationships with our students, and a collegiate supportive atmosphere within staff.



PERSONALISED PROVISION

The Stonehenge school provides students with the opportunity to study a wide spread of subjects throughout Key Stage 3 and 4, providing full access to the National Curriculum with coverage of the full Ebacc at Key Stage 3, including 3 languages and a full range of arts subjects.

At Key Stage 3, key skills and knowledge are assessed using our 'I can' system, allowing teachers and students to keep track of their learning and progress. Students are given the flexibility and ownership to design their own option

Striving for excellence, exceeding expectation.



choices towards the end of Year 8, meaning that students study the curriculum that they choose, whatever their ability, allowing them to fully realise their future aspirations. At Key Stage 4 students are offered the full Ebacc, and the importance of taking a humanities and a language is discussed with parents as part of the options process. A variety of vocational courses are also offered to allow for development towards particular careers, or the pursuit of individual interests.

PREPARING FOR THE FUTURE

Qualifications are highly important, and our examination results reflect our commitment to this. However, school is also about preparing students for their future career and roles in the larger community. Students are offered many opportunities to develop team working and leadership skills. The prefect team in Year 11 is led by the Head Boy, Head Girl and their deputies. Students can initiate projects and share decision making through an active School council.

Careers guidance is provided throughout all years. A large number of students enjoy taking part in activities throughout the school year, including drama productions and musical concerts. We have excellent sporting facilities on site and at Amesbury Sports Centre, and run many sports teams and offer a number of extra-curricular sporting clubs, including rugby, basketball, netball, hockey, football and cricket. Trips and visits are run regularly; Year 9 can visit Pencelli Activity Centre in Wales and current trips planned include food trips to Normandy, outdoor pursuits in the Alps, and Geography trips to Iceland. There are regular Geography field trips, annual whole school cultural capital trips and the Languages department arrange annual visits to France or Germany.

The latest Ofsted inspection took place in September 2022 and concluded that... “The Stonehenge School continues to be a good school” and that “pupils like coming to school”. They explored the “clear vision (that we have) for the school’s next steps” and the “broad curriculum that (is) in place for every pupil”.

A recent evaluation by the Local Authority reported that ‘there is a positive and respectful school culture where the staff know and care for the students’ and the ‘leaders have a clear consistent vision which is realised through strong, shared and owned values and practice’, and praised the emphasis that we place on developing our staff.

I look forward to welcoming applications from you,

Carole Dean

Headteacher



Our Behaviour Philosophy

At The Stonehenge School we believe –

- Every student has the right to learn and achieve his or her best.
- Everyone has the right to come to school and feel safe.
- Everyone has the right to come to school in the knowledge that their property will be respected and not damaged or interfered with.

The Stonehenge school prides itself on its sense of community and strong ethos of mutual respect and these are nurtured through our relentless commitment to providing a supportive environment to learn. Our school mission is to create good citizens, within a community where:

- We model respect and compassion for all
- We celebrate diversity
- School rules are fair, clear and consistently applied
- The school is a good neighbour and has a positive role to play
- Traditional values are evident in all aspects of school life

The Focus Centre

The majority of Stonehenge School students are keen and able to learn and display a positive attitude to learning on a day-to-day basis. However, a minority of students can sometimes struggle to meet our behaviour expectations, either because they have not sufficiently learnt how to regulate their behaviour, or due to external influences creating barriers to behaviour for learning. Sometimes the barrier can be linked to attendance.

The focus centre provides these students with a learning facility that continues their mainstream education whilst also offering them an opportunity to reflect on their behaviour. The aim of any time out at the focus centre is always to return to the main classroom as soon as possible.

A child may be referred to the focus centre for:

- A one off serious incident that does not cross the threshold for exclusion
- A short reintegration period following an exclusion.
- Persistent refusal to follow uniform expectations
- Persistently disruptive behaviour that undermines the good order of the school.
- School refusal.

The Focus Centre is immediately adjacent to the school and in a small group environment, students complete their studies away from the distractions of the main school. The length of their stay in the focus centre is dependent on the reason for the initial referral, and progress towards set targets. Some students also benefit from a blended model with a mixture of focus centre and the main school.



Focus Centre Manager

Required from 17th April 2023 (After Easter holidays), or as soon as possible thereafter

37 hours per week/39 working weeks per year

Permanent Contract

Monday - Friday 8.00am - 4.00pm and 3.30pm on a Friday (30 minutes unpaid lunch)

Wiltshire Council pay grade H Points 15 - 17 , (£14.17 - £15.26 per hour) actual salary £23,420 - £25,214 per annum

Closing Date: Friday 3rd March 2023 at 9.00am

Due to the expansion of our school we are seeking to appoint a Focus Centre Manager to supervise and structure the school day of pupils who have been referred to work in the focus centre, instead of the mainstream environment

Working collaboratively with Pastoral Managers, visiting teaching staff as well as SLT, the centre manager will coordinate the everyday learning of students at the centre, as well as supporting their journey towards reintegrating into mainstream education.

The centre manager will work closely with students at risk of suspension to promote positive discipline to support their personal development as well as supporting their ongoing education

A strong commitment to inclusion and equality is essential to the post as well as the ability to work on your own initiative.

The successful candidate should have experience of working in a behaviour focused role with the ability to manage and motivate students whilst ensuring that the school's behaviour policy is adhered to.

Please see the job specification for further requirements.

A comprehensive training programme will be provided to support and develop the successful candidate. Informal visits to the school are welcome.

Please apply via a letter outlining your skills applicable to the role and reasons for applying, and an application form. Application form and further details are available from the school website and should be returned to Mrs D Harker, The



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Headteacher's PA, The Stonehenge School, Holders Road, Amesbury, Wiltshire, SP4 7PW.

Email: harkerd@stonehenge.wilts.sch.uk

Website: www.stonehenge.wilts.sch.uk

Striving for excellence, exceeding expectation.



JOB DESCRIPTION

Responsible to: Deputy Headteacher

Salary: Grade H (15 - 17)

Contract type: Permanent

Responsible for: To develop, co-ordinate, deliver and quality assure a programme of Alternative Provision for a targeted group of vulnerable students at KS 3 & 4.

Key Tasks

- To develop, co-ordinate, deliver and quality assure a programme of Alternative Provision in the Focus Centre for a targeted group of vulnerable students at KS 3 & 4.
- To manage all aspects of the day-to-day operation of the Centre to include:
 - Co-ordination of all staff allocated to the programme.
 - Organisation of effective group/individual teaching/learning programme.
 - Liaison with DHT and AHT in relation to curriculum coordination and implementation
 - The monitoring of progress of all students.
 - Liaison with Parents/Carers.
 - Organisation and co-ordination of multi- agency support.

Main Duties

- Provide high quality management of the Focus Centre programme.
- Co-ordinate all aspects of the provision relating to the operational management of RFC.
- Adopt and implement quality assurance procedures to maintain good outcomes for all.
- Effectively manage the behaviour of vulnerable students in order to prevent exclusion and disaffection from mainstream provision within the RFC.
- Compile all necessary monitoring reports for SLT and to ensure the effective transfer of data between the provision and our local schools.
- Monitor attendance and curriculum outcomes for students.
- Monitor the assessment system for each student.
- To monitor individual progress and set targets for improvement on a daily/weekly basis.



- To provide a system for the accurate recording of attainment/attendance/behaviour to the required standard and ensure that statistical data is readily available for monitoring and evaluation purposes.
- Promote and support the inclusion of all pupils in the learning activities in which they are involved, using behaviour management strategies, which contribute to a purposeful learning environment, in line with the school's policy and procedures.
- Recognise and respond effectively to any equal opportunities issues which arise, eg by challenging stereotyped views, bullying or harassment, following relevant policies and procedures.
- Attending and contributing to Inclusion meetings as appropriate.
- Maintaining regular contact between RFC and home as appropriate; establishing constructive links with families / carers, exchanging information; keeping them informed and facilitating support for their child.
- Ensuring that record keeping in relation to individual casework and team activities is maintained to the required standard and statistical data is readily available for monitoring and evaluation purposes.

Supervision & Management

- The jobholder does not have full regular management responsibility for staff but provides guidance and direction to Teaching Assistants.

Creativity & Innovation

- The jobholder regularly contributes to the planning of lessons and other learning activities and uses a variety of interpersonal skills and strategies to deliver effective lessons and to establish supportive and positive relationships with pupils, parents and carers

Key Contacts & Relationships

- The job holder coaches and mentors pupils, and formally delivers lessons to them. There is a regular need to tailor communication to the needs of the pupils.
- Other key contacts are with other school staff, parents and sometimes professionals from outside the school who are involved with particular pupils.

Decision Making

- There will regularly be a need to make immediate (direct) decisions, without initial referral to teachers, in relation to classroom management and the care, control and safety of pupils. Such decisions must be taken in accordance with school policies but the jobholder must select the appropriate decision.



Resources

- The jobholder is required to use resources with care but is not personally accountable for the security of physical or financial resources.

Working Environment

- The work involves standing for extended periods and bending/crouching/stretching at times.
- There is regular background noise. There is extensive contact with students and contact with parents.

Knowledge & Skills

- In order to undertake the range of advanced tasks the jobholder requires detailed knowledge and skills in matters such as the school curriculum; the age-related expectations of pupils; the main teaching and learning support methods and relevant testing/examination frameworks.

Other Duties

The postholder may be required to perform duties other than those given above. These may vary from time to time without changing the general character of the duties or the level of responsibility. Such variations would not justify the re-evaluation of this post.

All staff have a responsibility for their own health and safety and for that of others who may be affected by their acts or omissions. Staff are required to adhere to all health & safety regulations, guidance and procedures at all times. We are committed to safeguarding and promoting the welfare of children and young people and expect all staff and volunteers to share this commitment. An enhanced DBS clearance will be required.

All appointments are subject to satisfactory references, DBS and health checks.



PERSON SPECIFICATION

	Essential	Desirable
Qualifications	<ul style="list-style-type: none"> • 5 good GCSEs Inc. English and Maths Grade C or above (or equivalent). • Eligible to work in the UK 	<ul style="list-style-type: none"> • Relevant First Aid certificate or be prepared to undertake training • Relevant pastoral qualifications (ELSA, Thrive, de-escalation training)
Experience	<ul style="list-style-type: none"> • Experience of working under a pressurised environment with competing deadlines. • Experience of liaising with a range of stakeholders 	<ul style="list-style-type: none"> • Experience of administrative work, youth work, social work, counselling, coaching, teaching, mentoring • Experience of working with children or young people with social, emotional, mental health, physical disabilities and/or learning/behavioural difficulties • Experience of working with parents as well as external agencies • Experience providing high quality admin support
Behaviours, skills and abilities	<ul style="list-style-type: none"> • The ability to enthuse & inspire others and has a 'can do' attitude. • Excellent listening, communication skills and high levels of emotional intelligence. • Strong organisational and time-management skills and ability to work under pressure. 	<ul style="list-style-type: none"> • Driving license/minibus license



	<ul style="list-style-type: none">• The ability to take personal responsibility, a readiness to reflect and self-evaluate and the ability to change, improve and develop.• An ability to help implement necessary routines and patterns to establish good behaviour management within a school.• The ability to work well under pressure and to be decisive.• Ability to use IT systems including databases and Microsoft Office products.• Ability to pay attention to detail when completing administrative tasks.• High levels of honesty and integrity, confidence and self motivation.• Ability to communicate fluently in accurate spoken and written English.	
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