



“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
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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. This means they should not be in fear of physical harm, threatening behaviour, bullying, discrimination or harassment.
- 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 Reset Room

The behaviour within our school is underpinned by a clear behaviour policy that allows for a clear set of routines and expectations throughout the school. There is a sense of a systematic approach where students are supported to make the right choices in the classroom, and to gain a sense of a fresh start, often following on from restorative conversations.

Students who are struggling to regulate their behaviours in a lesson may not only influence the learning of their classmates, but may also take the negative experiences from one lesson to the next. The Reset room, supported by the On-call SMT, will provide a temporary break from the classroom environment in order to reset before continuing with the school day. The Reset room allows the student to continue with their education away from the classroom environment, as well as giving the student time to reflect on what barriers to learning they are currently experiencing. A stay in the reset room should only be temporary.



Reset Room Coordinator

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

30 hours per week/39 working weeks per year

Permanent Contract

Monday – Friday 8.30am – 3.00pm (30 minutes unpaid lunch)

Wiltshire Council pay grade E Points 6 – 8, (£11.39 to £11.81 per hour) actual salary £15,256 - £15,817 per annum.

Closing Date: Friday 3rd March 2023 at 9am

Due to the expansion of our school we are seeking to appoint a Reset Room Coordinator to support students who require time in the Reset Room, providing challenge and motivation to ensure a calm working environment.

The successful candidate should have experience of working in a behaviour or training focused role with proven ability to manage and motivate people that will allow them support students whilst ensuring that the school's behaviour policy is adhered to.

This is a new and exciting opportunity to complement our Pastoral team. If you have a can-do approach and a passion for raising the expectations and achievement of students, then you are encouraged to apply.

A strong commitment to inclusion and equality is essential to the post. This is a non-teaching role. 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 Headteacher's PA, The Stonehenge School, Holders Road, Amesbury, Wiltshire, SP4 7PW.

Email: harkerd@stonehenge.wilts.sch.uk

Website: www.stonehenge.wilts.sch.uk



JOB DESCRIPTION

Responsible to: Deputy Headteacher
Salary: Grade E (6 - 8)
Contract type: Permanent

Responsible for: The day to day coordination of the reset room

The Stonehenge School is a Wiltshire Council mixed comprehensive school for students aged 11-16

JOB PURPOSE:

- To co-ordinate the running of the RESET Room at The Stonehenge School.
- To encourage students to develop the necessary skills and strategies to access the curriculum and to re-integrate within the normal classroom setting.
- To help reduce Fixed Term Exclusions.

MAIN TASKS

- To manage and maintain the resources of the RESET Room and to make recommendations to the Deputy Headteacher about development of the resources and the facility in general.
- To ensure this is a facility in which students can learn and is an appropriate supportive working environment.
- To keep accurate records in relation to the usage of the RESET Room.
- To work with individual students to help remove barriers to learning through personalised support.
- Ensuring that students that are referred have purposeful and appropriate work to do.
- Providing students within the RESET Room with details of the work submitted by their teachers to be completed.
- To reinforce and/or establish appropriate classroom behaviours through modelling, discussion and skills-based work.
- To inform staff of students placed into RESET at the start of the day and during the day.
- Manage after school detention system, update and inform staff.
- Respond to On-Call system.
- Support staff and collect students that are requested to attend RESET. Monitor the truancy alert system and support staff to find students.



OTHER DUTIES

The postholder may be required to undertake training and perform duties other than those given in the job description. The duties and responsibilities attached to posts may vary from time to time. Such variations are a common occurrence and would not justify the re-evaluation of a post. Where a permanent and substantial change in the duties and responsibilities occurs, then the post would be eligible for re-evaluation.

SUPERVISION AND MANAGEMENT

The job holder will have no line management responsibilities

DECISION MAKING

The job holder will be required to make decisions in relation to student access to the RESET room in line with the school's behaviour policy and also in relation to consequences for the student cohort within the RESET room.

CREATIVITY AND INNOVATION

The job holder will be required:

- to source resources to supplement the work that students will be completing in RESET.
- To engage with the students to support them to recognise the need to improve their behaviour and respond in a different way to future situations.

KEY CONTACTS

Key contacts will include:

- Senior Leadership Team, especially the Deputy Headteacher.
- Teaching staff
- The SENCo
- Pastoral team

KNOWLEDGE AND SKILLS

The post holder will need to:

- Have an understanding of working within a school/education and have worked with/supported a range of children.
- Be empathetic to the needs and requirements of all children especially vulnerable and disaffected.
- Need to be literate and numerate.
- Assertive to maintain high standards but emotionally intelligent to be able to adjust approach to fit the situation / child.
- Excellent communication skills.



- Work as part of a team with the enthusiasm and initiative to be independent.

WORKING ENVIRONMENT

The work base will be classroom based in the main part of the school building. There may be a requirement to move around the building in order to collect students for RESET, find those who are truanting or collect work for students.

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
Experience	<ul style="list-style-type: none">• Experience of working under a pressurised environment with competing deadlines.	<ul style="list-style-type: none">• Experience of administrative work, youth work, social work, counselling, coaching, teaching, mentoring• Experience of working of providing high quality admin support• Experience of working with children or young people with social, emotional, mental health, physical disabilities and/or learning/behavioural difficulties
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.• 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.	



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	<ul style="list-style-type: none">• 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.	
Other	<ul style="list-style-type: none">• This post is subject to an enhanced DBS disclosure.• Must be committed to safeguarding the welfare of children.	