

## Job Description

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| <b>Job Title:</b>          | Refocus Manager      |
| <b>Salary &amp; Grade:</b> | WHFNJC M             |
| <b>Reports to:</b>         | Intervention Manager |

### **Safeguarding Commitment:**

*The White Horse Federation is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment. We therefore expect all staff and volunteers to work to and within school policies and procedures, including safeguarding, child protection and health and safety.*

*This post is subject to satisfactory references which will be requested prior to interview, an enhanced Disclosure and Barring Service (DBS) check, medical check, evidence of qualifications, plus verification of the right to work in the UK.*

### **Purpose of the Role**

- To work closely with pastoral staff and others to ensure individual programmes of reflection and intervention are delivered effectively to students being supported in Refocus.
- To provide supervision of the students within Refocus ensuring that they are working productively and safely.
- To ensure that the Refocus procedures are adhered to.
- Ensure that the climate for learning in Refocus is exceptional, characterised by warmth, kindness and rigor, with clear boundaries being central to this.
- Communicate effectively with teachers and pastoral teams regarding students in the room, including acknowledgement of arrival, coordination of collection if necessary, and return of work once completed.
- To Refocus students using reflective and restorative resources, allowing students to succeed and make progress in their learning.
- Set high expectations for behaviour and conduct and hold students to account for their actions.
- To support with the escalation of detentions for students who fail to attend.
- Interview students and take statements appropriate of reported incidents to aid investigations.
- Compile regular analysis reports for Intervention Manager and LT concerning students visiting Refocus, including subgroup analysis for more vulnerable students.
- To keep up to date with research and developments in SEMH and intervention, raising when appropriate, issues with the Intervention Manager.
- To be an excellent role model to all pupils.

## **Duties and Responsibilities of the Role:**

### **Key Accountabilities:**

#### **Delivering Quality Intervention through Refocus**

- Lead the delivery of an appropriate provision by delivering individual intervention allowing students to reflect on their behaviour and break down barriers to learning.
- Provide information and advice to enable pupils to make appropriate choices about their own learning and behaviour.
- In collaboration with key staff, devise individual programmes of support and resources to meet the needs of targeted pupils.
- To deliver motivational and engaging intervention sessions when appropriate which include: active, creative and reflective sessions of an outstanding quality.
- Setting appropriate and demanding expectations for students learning and motivation whilst in Refocus.
- Setting high expectations for students behaviour, establishing and maintaining a good standard of discipline through well-focused delivery and through positive and productive relationships.
- To assist with staff CPD on behaviour and intervention strategies
- Be aware of and support differences and challenge and motivate pupils, reinforcing self-esteem and promoting the inclusion and acceptance of all.

#### **Monitoring and Assessing Student Progress**

- Monitor the progress of pupils and make adjustments to their Refocus programme as appropriate.
- To lead on accurate tracking and analysing of Refocus data in order to implement medium and long-term strategic development and reduce repeat referrals.
- To keep all staff informed regarding students attending Refocus.
- Assess how well learning outcomes and SEMH targets have been achieved and use this assessment to inform intervention.
- Provide feedback to pastoral / teaching staff on students intervention work completed within Refocus.
- Participating in discussions of student targets and progress and of the development of strategies to meet subject and attendance targets.
- Overseeing the pastoral needs of all students in Refocus and passing on any concerns to the appropriate member of staff
- Liaise with external support agencies as required to support students
- Mentoring and negotiating individual targets for students in Refocus
- Liaise as appropriate with parents and carers.
- Be aware of and support differences and challenge and motivate pupils, reinforcing self-esteem and promoting the inclusion and acceptance of all.

### **Resources within the Department**

- Selecting and making good use of resources to enable intervention objectives to be met
- Ensuring that stock and equipment is well cared for and economically used
- Implementing the school Health and Safety Policy

### **Communication with Parents**

- Contacting parents throughout the week where needed
- Attending any appropriate meetings with parents
- Providing informative reports to parents
- Raising, in consultation with the Safeguarding Officer, particular concerns regarding students with parents

### **Internal Communication**

- Providing information required by the Pastoral team and LT
- Actively participating in relevant meetings
- Contribute to the professional training of staff including LSAs.

### **Staff Absence**

- Ensuring that appropriate work has been set and that the resources required are available

### **Safe Working Practices for Adults working with Children:**

It is the responsibility of each employee to carry out their duties in line with TWHF's ethos and culture of safe working practices for Adults working with Children and be sensitive and caring to the needs of the disadvantaged, promoting a positive approach to a harmonious working environment. Each employee should act as an exemplar on these issues and must, where appropriate, identify and monitor training for themselves and any employees they are responsible for.

### **General Data Protection Regulations:**

The post holder is required to comply with GDPR regulations (EU) 2016/679 unless and until the GDPR is no longer directly applicable in the UK, and then any successor legislation to the GDPR or the Data Protection Act 1998, including the Data Protection Act 2018. The postholder is to maintain awareness of Trust policies and procedures in this area. Attention is specifically drawn to the need for confidentiality in handling personal data and the implications of unauthorised disclosure.

### **Equality and Diversity:**

There is a requirement for the postholder to promote the equality and diversity agenda within their own role and areas of responsibility and across the department. In fulfilling the requirements set out in this job description, the postholder will apply the TWHF's commitment to equality by treating all employees fairly and without discrimination.

**Confidentiality:**

The postholder will respect the need for confidentiality at all times while performing this role.

**Health and Safety:**

The postholder must at all times carry out his/her responsibilities with due regard to Trust policy, organisation and arrangements for Health and Safety at Work.

**Flexibility:**

All staff within the TWHF Family will be expected to accept reasonable flexibility in working arrangements and the allocation of duties to reflect the changing roles and responsibilities.

The principal responsibilities and tasks as set out above are not intended to be exhaustive. The need for flexibility, accountability and team working is required. The post-holder is expected to carry out any other related duties that are within the employee's skills and abilities, commensurate with the post's grade and whenever reasonably instructed.

*This job description sets out the duties of the post at the time when it was drawn up. Such duties may vary from time to time without changing the general character of the duties or the level of responsibility entailed. Such variations are a common occurrence and cannot in themselves justify a reconsideration of the grading of the post. The job description will be reviewed regularly to ensure that it relates to the role being performed and to incorporate reasonable changes that have occurred over time or are being processed. This review will be carried out in consultation with the post-holder before any changes are implemented.*

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|------------------------------|--|------------------------|--|
| <b>Developed by:</b>         |  | <b>Issue Date:</b>     |  |
| <b>Postholder Signature:</b> |  | <b>Signature Date:</b> |  |

## PERSON SPECIFICATION

| Qualifications and Training   |  |
|---|--|
| Essential   | Desirable  |
| <ul style="list-style-type: none"> <li>• GCSE in Maths and English grade C or above.</li> <li>• Good working knowledge of safeguarding procedures and an understanding of your role in this area</li> </ul>   | <ul style="list-style-type: none"> <li>• Relevant degree in related field</li> <li>• First Aid Certified</li> </ul>  |
| Skills and Experience   |  |
| Essential   | Desirable  |
| <ul style="list-style-type: none"> <li>• Experience in working in educational environment, particularly with students who have SEMH needs</li> <li>• Demonstrable experience in managing behavior in educational setting or working in a pastoral support role</li> <li>• Working on own initiative as well as part of a team.</li> <li>• Developing positive relationships within a team</li> <li>• Working knowledge of the SEN Code of Practice</li> <li>• Working knowledge of a wide variety of behaviour management strategies and to be able to implement them in school or setting</li> <li>• To cope with stressful situations in a calm manner</li> </ul> | <ul style="list-style-type: none"> <li>• Carrying out observations of pupils and using the information gained to inform advice given.</li> <li>• Communicating effectively (both orally and in writing) with a variety of audiences</li> <li>• Promoting the aims and objectives of an organisation</li> <li>• Working in partnership with schools, other agencies, and parents</li> <li>• Using effective strategies to de-escalate difficult behaviours</li> </ul> |

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|--|-----------|
| <ul style="list-style-type: none"> <li>To respond positively and constructively to questions from school staff regarding behaviour concerns</li> </ul>   |           |
| Specialist Knowledge   |           |
| Essential  | Desirable |
|  |           |
| Personal Traits  |           |
| The successful candidate will:   |           |
| <ul style="list-style-type: none"> <li>Appreciate the differences between people regardless of ability or background and treat peoples' values, beliefs, cultures and lifestyles with respect and dignity at all times.</li> <li>Understand the boundaries of appropriate behavior when working with children and young people and always act in a way that respects these boundaries.</li> <li>Understand the principles of confidentiality and adhere to them in respect to the information available within the workplace.</li> <li>Have values that align with the ethos and culture of The White Horse Federation.</li> </ul> |           |