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11 – 16 Mixed Comprehensive NOR 1,500 (across 2 campuses)
Head Teacher: Krista Dawkins

Reflection Room Support Assistant

Grade C: £14,105- £14,697 (depending on experience)

4 days per week: 8.15am-3pm (The successful candidate would be required to work on a Monday each week but other working days can be flexible). Term time only

We are looking to appoint an aspirational member of staff who has high expectations and standards for students and who is committed to achieving positive outcomes for students. The ideal candidate will have an interest in supporting students who may display challenging behaviour. You must be able to work collaboratively and may be required to travel between campuses. This role will require you to work with students 1:1 or in small groups, to deliver academic and emotional support sessions. The ideal candidate may be required to oversee the room on their own or in a team of two adults.

The Reflection Room opened in September 2024 as an alternative to suspension and internal isolation. It is designed to be a safe and supportive space where students can reflect on their behaviour and make positive choices in the future. Students who access the Reflection Room are referred by senior staff following an incident in school or returning from suspension. This space is a quiet space where students complete work independently or with support from staff in the rooms. Students can be placed in the Reflection Room for multiple days but the vast majority are in the room for one day. The rooms are fully resourced with textbooks and laptops for students to use to access work set by their class teachers. The ideal candidate should be able to support students in the room and also deliver reflection sessions.

The role of Reflection Room Support Assistant is an exciting opportunity for someone to work alongside the Reflection Room team. The Reflection Room manager has overall responsibility for both rooms and is a qualified teacher. Their vision for the Reflection Room is to restore behaviour within the classrooms and support students to make positive choices after a period of time in the Reflection Room. The overall aim is to break the cycle of behaviour to support students to access full time education in the classroom. The Reflection Room Manager is supported by two Assistant Managers who are campus specific. The role of a Reflection Room Support Assistant would be to support the team already in place and ensure that 1:1 work with students is able to take place. Ideally the rooms are always staffed by two adults but there may be some occasions where the ideal candidate must be comfortable having oversight over the room on their own.

Main responsibilities:

- To undertake CPD in therapeutic interventions or strategies to support students with challenging behaviour.
- To provide support to students who are placed in the Reflection Room and oversee their daily provision.

- To communicate key messages and principles linked to whole school behaviour policies and procedures.
- To deliver 1:1 and small group lessons with students who are placed in the Reflection Room.
- To monitor students and report any safeguarding or wellbeing concerns.
- To hold students accountable for their progress in the Reflection Room and maintain high standards for their work.
- To communicate with parents and relevant stakeholders.
- To uphold British Values.
- To work collaboratively with senior staff and the Reflection Room Leader.

Line Leader: Reflection Room Manager

Crestwood Community School had an Ofsted inspection in February 2024, which confirmed that we continue to be a **'good'** school. The report stated that at Crestwood *"there is a welcoming, friendly atmosphere"*. They also said that *"teachers and support staff, including those in the early stages of their career, are proud to work at the school. They particularly value school leader's careful consideration of their workload and well-being so that they can focus their efforts fully on pupils' education."* In addition, Ofsted report that *"many pupils, staff and parents describe the school as a 'big family'".* This is a happy school, where staff and students want to be. The #Crestwoodfamily pervades through everything we do.

As a school we take staff well being seriously. We offer staff the following:

- wellbeing weeks, with no commitments scheduled after school
- free lunch every day
- free tea and coffee
- half termly cooked breakfasts
- One wellbeing day per year (during term-time), to be taken at their chosen time (after a qualifying period)
- weekly thank you bulletin
- birthday cards
- heads discretionary leaves of absence for family events
- acts of random kindness
- access to mental health first aider

Applications should comprise of a completed Hampshire Support Staff application form, with the names and addresses of two referees and should be returned to the Head Teacher, Mrs Krista Dawkins, by hand, by post or email and must arrive no later than noon on the advertised closing date.

Please download details and a Support Staff Application form from the school website www.crestwood.hants.sch.uk located under the School Information / Vacancies tab.

Please note we cannot accept a CV as a means of application. We do reserve the right to close this advertisement early if we receive a high volume of suitable applications.

Closing Date: Monday 30th June 12pm

Crestwood Community School and Hampshire County Council are committed to safeguarding and promoting the welfare of children and young people and expect all staff and volunteers to share this commitment. We will ensure that all our recruitment and selection practices reflect this commitment. All successful candidates will be subject to Disclosure and Barring Service checks along with other relevant employment checks.

Person Specification - Wellbeing Centre Support Assistant

Area	Essential	Desirable
Qualifications	<ul style="list-style-type: none"> Level 2 (i.e. GCSE grade A*-C) in Maths and English (or equivalent) 	<ul style="list-style-type: none"> Qualifications at Level 3 or above Further study at further and/or higher education in courses relevant to the range of posts available. Qualifications in SEMH, Trauma and Mental Health.
Professional Development	<ul style="list-style-type: none"> Knowledge of different types of special educational needs. Experience of working with children and young people. 	<ul style="list-style-type: none"> Aspirations to undertake additional qualifications linked to post if not already held. Experience of working within a school.
Experience	<ul style="list-style-type: none"> Knowledge of secondary education. Knowledge of young people's attitudes and how to engage them Ability to use academic or behavioural assessment tools to inform planning. 	<ul style="list-style-type: none"> Mentoring skills Delivery of intervention programmes
Knowledge and skills	<ul style="list-style-type: none"> Professionally discreet and able to respect confidentiality Well-developed interpersonal skills Team worker Trustworthy Empathy with pupils and sympathetic to their needs Ability to build positive relationships with staff and students Ability to stay calm under pressure Good listening skills and good judgement Firm but fair Flexible and a good sense of humour 	<ul style="list-style-type: none"> Understanding of principles of learning processes and in particular barriers to learning.