

Great Academy Ashton

JOB DESCRIPTION

Post:	Isolation Manager
Reporting to:	Head of School Behaviour Lead, Vice Principal & Principal
Salary Scale:	Band 6 (SCP 15-19)
Academy Type:	The Academy is a publicly funded independent secondary Academy for pupils aged 11 – 19

JOB PURPOSE

The purpose of this role is to provide dedicated leadership and oversight of the academy's isolation room, ensuring a safe, supportive and structured environment for students who have not met expected behaviour standards. The post holder will work as a key member of the Pastoral Team, modelling a relational and caring approach while supporting students to regulate their behaviour and successfully re-enter mainstream learning. This includes supervising curriculum and reflection activities, maintaining accurate records, monitoring behaviour trends, and ensuring the consistent application of the academy's behaviour policy. The role also involves liaising with parents, external stakeholders and local schools to arrange placements, collaborating with Heads of Year and subject staff to maintain high-quality learning resources, and mentoring students with repeated incidents to promote positive behaviour, inclusion and engagement across the academy.

KEY RESPONSIBILITIES

- **Support the consistent implementation of the academy's behaviour policy**
Uphold and reinforce the academy's behaviour policy in all interactions with students and staff, ensuring that expectations are applied fairly, consistently and in line with whole-school procedures.
- **Support the work of the pastoral team in facilitating students' re-entry to mainstream learning**
Work directly with students who have experienced behavioural challenges, providing targeted support and guidance to enable their smooth and successful reintegration into classroom learning.
- **Model the academy's relational approach to behaviour at all times**
Demonstrate positive relational practice, including unconditional positive regard, empathy, and respect for all students, contributing to a supportive and inclusive school culture.
- **Manage the isolation room and supervise students completing curriculum work**
Oversee the day-to-day running of the isolation room, ensuring students remain focused on learning, complete assigned curriculum tasks, and are supported in meeting behavioural expectations.
- **Ensure the consistent management and tracking of after-school corrections**
Oversee the organisation and delivery of after-school corrections, ensuring procedures are followed accurately and all data is recorded and monitored to support whole-school behaviour tracking.

- **Maintain accurate logging and tracking of students placed in isolation**
Record attendance, behaviour incidents and time spent in isolation with precision, ensuring that all data is up to date and available for analysis by pastoral and senior staff.
- **Ensure behaviour expectations are upheld in the isolation room**
Maintain clear and consistent behaviour standards within the isolation setting so that students receive a structured and predictable experience that supports their readiness to re-enter lessons.
- **Develop and maintain systems that support successful classroom reintegration**
Create and implement structured processes that enable students to reflect on their behaviour and build strategies for improvement, ensuring they are ready and able to fully participate in mainstream lessons.
- **Mentor students with repeated behavioural challenges**
Provide targeted mentoring to students who have experienced multiple internal or external suspensions, helping them identify patterns, set goals and develop positive behaviour strategies.
- **Ensure all paperwork and digital records are completed accurately and appropriately stored**
Manage both physical and electronic documentation relating to behaviour, isolation and interventions, ensuring compliance with academy systems and data-protection requirements.
- **Support students in completing reflection activities**
Work directly with students to carry out reflective tasks that enable them to regulate their emotions and behaviour before resuming curriculum work.
- **Track attendance and identify patterns related to isolation use**
Monitor attendance in the isolation room and analyse trends in student referrals to support early intervention and inform pastoral decision-making.
- **Communicate with parents and external stakeholders regarding behaviour placements**
Liaise professionally with parents, carers and partner schools to arrange behaviour placements, ensuring information is communicated clearly, respectfully and in a timely manner.
- **Work collaboratively with Heads of Year to monitor and support student behaviour**
Provide regular updates and insights to Heads of Year, contributing to ongoing monitoring, intervention planning and support for individual students.
- **Review and update isolation room learning resources**
Ensure curriculum and reflection materials in the isolation room remain relevant, accessible and effective, working with subject leaders and the SENDCo to maintain quality and appropriateness.
- **Analyse behaviour data and prepare reports related to isolation room use**
Examine data linked to behaviour and isolation placements, producing clear and accurate reports that support strategic planning and targeted interventions.
- **Attend academy meetings and training as required**
Participate in staff briefings, team meetings and professional development sessions as directed, contributing to the continuous improvement of pastoral provision.
- **Act as a positive role model and maintain high standards of professionalism**
Demonstrate exemplary conduct and professionalism in all interactions with colleagues, students, parents and external professionals, upholding the values and expectations of the academy.

- **Maintain up-to-date knowledge of legislation and best practice**

Stay informed about current DfE guidelines, behaviour legislation and emerging best practice to ensure that all aspects of the role reflect statutory requirements and current educational standards.

OTHER DUTIES AND RESPONSIBILITIES (Generic to all posts)

- To promote the Academy as an inclusive institution which celebrates diversity and engages all learners and staff.
- To support the ethos of the Academy
- To comply with all relevant Academy policies and procedures, including those relating to Health and Safety
- To actively participate in relevant Academy processes including appraisal
- To undertake relevant CPD as agreed with line manager and to attend relevant meetings
- To support the Academy links with the community and with Samuel Laycock School

This post is subject to the enhanced level of Disclosure

This job description sets out the main duties and responsibilities of the post and each individual task may not be identified. The post holder will be expected to undertake such other duties as reasonably correspond with the general character of the post and are commensurate with its level of responsibility.

The job description may, in consultation with the post holder, be changed to reflect changes to the post.