Post Title: Internal Suspension Room Manager / Pastoral Supervisor
Pay Range: NJC Grade 4
Line Manager:

Chilwell School

Main Purpose of the Job

- To manage the day-to-day operation of the Internal Suspension Room (ISR), providing a calm, safe and purposeful environment where pupils continue their learning, reflect on their behaviour and prepare to return successfully to lessons.
- To provide targeted pastoral support and wider pupil supervision, working with teaching staff, pastoral colleagues, the SENCO and senior leaders to improve behaviour, remove barriers to learning and reduce repeated referrals.
- To uphold Chilwell School's SPARK values of Success, Perseverance, Aspiration, Responsibility and Kindness.

Duties and Responsibilities

- Supervise students assigned to ISR through the school's authorised referral process; explain expectations clearly and establish consistent routines for arrival, work, reflection and departure.
- Maintain an accurate room register and record arrivals, departures and authorised movements. Follow up non-arrival or unexplained absence immediately with the relevant staff.
- Apply the Behaviour Policy fairly and consistently, recognising positive choices and using calm, respectful de-escalation to address disruption or refusal.
- Check relevant student passports, support plans and risk assessments before or on admission; implement agreed adjustments and seek advice where needs or risks are unclear.
- Arrange and supervise break and lunchtime provision, including access to food, drinking water, toilets and agreed medical or wellbeing support. Maintain supervision and arrange an explicit handover whenever cover is needed.
- Arrange the supervised handover to any associated after-school detention in accordance with the Behaviour Policy and agreed staffing arrangements. Escalate serious incidents, unmet needs or unsafe conditions promptly to the designated senior leader.
- Maintain timely, objective and confidential records on Arbor and other approved systems, covering referrals, attendance, behaviour, work, adjustments, interventions and parental contact.
- Monitor repeated referrals and patterns involving students, subjects or groups; share concerns and concise reports with the designated senior leader and relevant pastoral staff.
- Review the impact of interventions through repeat referrals, engagement, target progress and successful return to lessons; recommend improvements to room routines and support.
- Manage the provision within agreed procedures and refer decisions to impose or extend ISR to authorised leaders. Formal suspension and permanent exclusion decisions remain with the Headteacher or acting Headteacher.

Support for the Pupils

- Use structured reflection and restorative conversations to help students understand the impact of their actions, identify triggers and practise more appropriate responses.
- Work with pastoral staff and teachers to agree achievable behaviour targets and support a planned return to lessons, including restorative meetings where appropriate and safe.
- Deliver agreed individual or small-group interventions addressing repeated referrals, emotional regulation, conflict, relationships and engagement; review progress and adapt support with the relevant staff.

- Listen to students and identify wider barriers to learning. Refer concerns about SEND, wellbeing, attendance or safeguarding to the appropriate colleague and implement agreed support.
- Communicate with parents and carers about ISR attendance, progress, concerns and agreed next steps, coordinating contact with pastoral colleagues and maintaining accurate records.
- Contribute to student support meetings and behaviour plans; provide factual observations and liaise with external professionals as directed.

Support for the Curriculum

- Liaise with teachers and faculty leaders to obtain suitable curriculum work, including alternatives for practical subjects, and maintain an accessible bank of agreed resources.
- Support students to understand tasks, organise their work and remain engaged, adapting support to their needs while maintaining appropriate challenge.
- Monitor work completion and engagement, return work or feedback to teachers and raise gaps in provision promptly. Teaching staff retain responsibility for curriculum planning and assessment.

Support for the School

- When ISR supervision is not required, undertake agreed pastoral duties, including lesson transitions, break and lunchtime supervision, detention supervision and check-ins with identified students.
- Support the school's on-call response when allocated and when safe ISR cover is in place; assist students to reach the agreed supervised setting.
- Help gather factual accounts of behaviour incidents as directed, record student voice accurately and pass information to the relevant decisionmaker.
- Work collaboratively with teachers, pastoral staff, the SENCO and external professionals, drawing on their expertise to support pupils and following up agreed actions.

Professional Development

- Participate in training, supervision, appraisal and other professional development relevant to behaviour management, safeguarding, SEND and the responsibilities of the post.
- Regularly review the effectiveness of your work and its impact on pupils' engagement, behaviour and wellbeing, responding to advice and feedback from colleagues.

School Ethos and Employee Expectations

- Support the aims and ethos of Chilwell School and model the positive attitudes, conduct, punctuality and attendance expected of pupils.
- Treat pupils with dignity, build relationships rooted in mutual respect and maintain appropriate professional boundaries.
- Uphold the Behaviour Policy and agreed rewards and sanctions consistently, fairly and without confrontation.
- Safeguard and promote the welfare of children; follow school procedures and current Keeping Children Safe in Education guidance, reporting concerns without delay to the DSL or deputy and following escalation procedures where required.
- Maintain professional boundaries and confidentiality; share information appropriately and follow data protection, staff conduct, equality and health and safety requirements.
- Follow agreed emergency procedures, risk assessments and training. Seek trained assistance when needed; undertake searches or physical intervention only within the school's authorised procedures and relevant training and guidance.
- Undertake any other reasonable duties appropriate to the grade and responsibilities of the post as directed by the Headteacher or line manager.

This job description is not necessarily an exhaustive list of duties but is intended to reflect the range of duties the postholder will perform. The job description will be reviewed regularly and may be changed in the light of experience and in consultation with the post holder.

This post is subject to an enhanced DBS criminal record check and an online search.

Person Specification – ISR Manager		
	Essential	Desirable
Qualifications and Training		
Good general education with GCSEs grade 4/C (or equivalent) in English and maths	✓	
Relevant qualification or training in youth work, education, learning support, behaviour or pastoral care		✓
Training or practical experience in restorative approaches, de-escalation or supporting emotional regulation		✓
Willingness to undertake further training as necessary	✓	
First aid trained		✓
Experience		
Experience supporting children or young people, including those presenting with challenging behaviour or social, emotional or mental health needs.	✓	
Evidence of maintaining clear expectations, managing behaviour calmly and building constructive relationships with young people.	✓	
Experience working collaboratively with colleagues and communicating sensitively with parents or carers.	✓	
Experience working in a secondary school, internal suspension provision, inclusion setting or comparable pastoral role.		✓
Understanding of safeguarding responsibilities, professional boundaries and how to recognise, record and report concerns.	✓	
Understanding of consistent, proportionate behaviour management and the balance between clear boundaries, support and positive recognition.	✓	
Understanding of how SEND, communication differences, trauma and emotional or mental health needs can affect behaviour and access to learning.	✓	
Understanding of inclusive practice, reasonable adjustments, confidentiality and appropriate information sharing.	✓	
Understanding of curriculum continuity, structured reflection and reintegration following removal from lessons.		✓
Experience using Arbor or a comparable school management information system.		✓
Experience delivering and reviewing targeted interventions or contributing to individual behaviour support plans.		✓
Experience contributing to restorative meetings, reintegration plans or work with external agencies.		✓
Skills and Abilities		
Ability to supervise a group safely, maintain a purposeful learning environment and respond promptly to disruption or risk.	✓	
Ability to de-escalate conflict, communicate clear instructions and exercise sound judgement under pressure.	✓	
Ability to build rapport while maintaining professional boundaries, listening to student voice and reinforcing expectations.	✓	
Ability to support students with different learning needs to access work, sustain attention and develop independence.	✓	
Ability to organise daily routines, prioritise competing demands, use initiative within agreed procedures and recognise when to seek help.	✓	

Ability to keep accurate, factual records, write clear communications and use digital record systems and spreadsheets.	✓	
Ability to work constructively with teachers, pastoral staff and the SENCO, including following up missing work or agreed actions professionally.	✓	
Ability to identify patterns in behaviour records and use evidence to review support and report progress.	✓	
A calm, fair and respectful approach, with resilience, patience and willingness to reflect on practice.	✓	
Reliability, discretion and a collaborative approach, with commitment to Chilwell's SPARK values and high expectations.	✓	
Willingness to undertake relevant training and carry out agreed supervision and pastoral duties within contracted hours.	✓	
Equal Opportunities		
Commitment to safeguarding, equality, inclusion and the welfare and dignity of every student.	✓	
Understanding of different social backgrounds and a commitment to inclusive practice, community cohesion and equal access to learning.	✓	

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