



Durrington High School are seeking to appoint an
Internal Exclusion Supervisor



Welcome to Durrington High School



Do you want to work in a thriving school with a brilliant team of staff and students? Do you believe all children are entitled to an excellent education that opens doors for their future? If so, we'd love to hear from you.

Durrington High School, part of Durrington Multi Academy Trust (DMAT), is a large and oversubscribed 11–16 school with over 1,600 students on roll. As one of only 33 Research Schools nationally, we offer all staff – not just teachers – outstanding professional development. Our vision is simple: *going beyond our best through kindness, aspiration, perseverance and pride.*

We are seeking an Internal Exclusion Supervisor to join our pastoral, behaviour and inclusion team. This rewarding role is about more than managing a provision – it's about supporting students to reflect on their behaviour, re-engage positively, and return to lessons ready to succeed.

In this role you will:

- Safeguard and support students so they feel safe, respected and ready to learn.

- Maintain a calm, disruption-free learning environment in the internal exclusion room.
- Guide students through reflection and help them take responsibility for their actions.
- Support catch-up work and smooth re-integration into lessons.
- Build strong relationships, modelling our core values.
- Work with individual students to overcome barriers to successful engagement in their lessons

In return, you'll join a school that:

- Has a committed and positive staff team, led by experienced leaders.
- Welcomes a comprehensive intake – no two days are ever the same.
- Invests in excellent CPD with genuine opportunities for progression.

If your values align with ours and you're looking for a new challenge where you can make a real difference, we want to hear from you.

The Role

Internal Exclusion Supervisor

Internal Exclusion Supervisor

This is a fantastic opportunity to join our dynamic Pastoral, Behaviour and Inclusion team, making a real difference every day. As a key member of this highly skilled and dedicated team, you will play an essential role in supporting young people to reflect, reset and re-engage with their education.

The role is varied, fast-paced and rewarding. You will work closely with students who need additional support to manage their behaviour, ensuring they feel safe, respected and ready to return to lessons successfully. No two days will be the same – you'll be maintaining a calm environment, guiding self-reflection, and helping students to make positive changes in their attitude towards and success within school.

Key responsibilities include:

- Safeguarding and ensuring the welfare of all students in the provision.
- Guiding students through reflection activities, helping them take responsibility for their actions and make better choices.
- Maintaining a disruption-free, calm and purposeful environment in our internal exclusion and study rooms.
- Supporting students to complete classwork and catch up on missed learning.
- Working with pastoral, SEND and house teams to support reintegration and longer-term progress.

Why join us?

- You'll be part of a highly successful team, led by experienced and supportive leaders passionate about inclusion and high standards.
- You'll play a key role in delivering aspects of our exciting new behaviour curriculum.
- You'll work in a school where inclusion is central: every child should feel safe, supported and able to learn in a disruption-free environment.
- We offer excellent CPD, coaching and a range of opportunities for progression within our large and ambitious school.

We're looking for someone who is:

- Calm, resilient and solution-focused under pressure.
- Caring and compassionate, but strong, clear and consistent in their approach.
- Determined and resourceful, ready to help young people overcome setbacks and challenges.

In return, you'll join a school that offers a great place to work, expert colleagues, and the chance to have a genuine impact.

If this sounds like you, we'd love to meet you. Please get in touch to arrange a visit and see our work in action.

How to Apply

Applicants must complete the application form [Application form for non-teaching post](#) in full. If you have any questions about the role, please email Chris Woodcock, Co-Headteacher cwoodcock@durring.com. We would welcome visits to the school pre-application.

Closing date for applications is Monday 20th October 2025 9am.

Job description

Safeguarding Responsibilities

- Demonstrate an unwavering commitment to keeping all children and young people safe.
 - Report any safeguarding concerns (using our CPOMS system) to the appropriate person without delay.
 - Maintain awareness of Trust and school policies, particularly those relating to safeguarding, behaviour and SEND.
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General Requirements of the Role

- Provide a calm, visible presence within the internal exclusion and study rooms, ensuring students are supervised, supported and safeguarded.
 - Maintain a disruption-free, purposeful learning environment, reinforcing high standards of conduct, uniform and punctuality.
 - Guide students through reflection activities, encouraging them to take responsibility for their actions and make better choices.
 - Support students with completing classwork and catching up on missed learning, liaising with teaching staff to ensure consistency.
 - Work closely with the SENCO, Inclusion Leader, and pastoral/house teams to plan and monitor reintegration for students.
 - Record and monitor student engagement and outcomes, using school systems to track progress and provide feedback on patterns of behaviour.
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Assessment and Provision

- Build a working knowledge of statutory and non-statutory guidance linked to safeguarding, SEND and behaviour (with bespoke CPD provided).
 - Contribute to reintegration planning, monitoring and adapting support to ensure students return to lessons successfully.
 - Make a positive contribution to student wellbeing through consistent expectations and constructive support.
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External Engagement

- Where appropriate, liaise with parents/carers (including those harder to reach) to support effective reintegration and behaviour change.
- Work collaboratively with colleagues to ensure consistent communication with external professionals where students are receiving wider support.

Candidate specification

| Personal Attributes | Essential | Desirable (but can also be developed through in-role CPD) |
|-----------------------------------|---|--|
| Leadership & Knowledge | <ul style="list-style-type: none"> • Calm, resilient and able to emotionally self-regulate in challenging circumstances. • Able to work under pressure, prioritise effectively and manage time well. • Clear, adaptable communication skills with students, colleagues and parents/carers. • Ability to create and follow reintegration plans that ensure consistency of support. • Competent at using data to monitor attendance, behaviour and outcomes. | <ul style="list-style-type: none"> • Experience of supporting secondary-age students with behavioural or SEMH needs. • Understanding of young people's mental health, attachment and anxiety. • Basic child protection training in line with current KCSIE. • An understanding of how ACEs and trauma can impact upon young people . • SEND code of practice • Equalities duty (in relation to schools) • The WSCC OAIP inclusion support framework |
| Standards and routines | <ul style="list-style-type: none"> • Uphold school expectations consistently and fairly. • Balance the role of supporting individual students with the responsibility of maintaining whole-school standards. • Ensure a thorough understanding of behaviour and uniform policies to enable consistent application. • Apply statutory behaviour guidance confidently and appropriately. | |
| Skills and qualities | <ul style="list-style-type: none"> • Highly motivated, clear thinking and principled. • Proven willingness and capacity for hard work • A personality to merit the respect of students • A strong communicator and influencer able to maintain a calm and ordered provision even when individuals present as heightened • Competent in the use of ICT | <ul style="list-style-type: none"> • Evidence of using a range of assessment tools to identify strengths/difficulties and using the results to deliver change. • Evidence of running and coordinating training for those you have led. • Evidence of sourcing external support and/or funding to support intervention work. • Experience of using CPOMS. |

Package

- Responsible to:** Inclusion leader
- Salary Grade:** NJC Grade 5 scale point 7-8 (£26,403-£26,842) pro rata.
Actual gross salary £22,848 to £23,213.
For the right candidate there is also the possibility to apply for a paid lunchtime duty.
- Benefits** Our staff also have access to a school wellbeing support package including 24/7 GP access and a range of other benefits.
- Working pattern:** Term time only plus INSET days; 37 hours per week, 8:30am to 4:30pm (4pm on Fridays); there is an expectation of attendance at 2 or 3 calendared evening events throughout the year.
- We will consider appointing either a permanent candidate or someone on a fixed-term basis to cover maternity leave. The maternity cover contract will run from November 2025 to June 2026.

Safeguarding

Durrington High School is committed to the safeguarding and wellbeing of all our students. It is a core expectation of every member of staff to safeguard the wellbeing of every child and young person within the school. Staff are supported through regular training and are expected to adhere to the school's Safeguarding and Child Protection Policy at all times.

In addition to the statutory pre-employment checks, this appointment will be subject to an enhanced DBS check, a safeguarding background check and interview.

Durrington Multi Academy Trust is an equal opportunity employer and we welcome the unique contributions that everyone can bring to Durrington Multi Academy Trust in terms of education, opinions, culture, ethnicity, race, sex, gender identity and expressions, nation of origin, age, languages spoken, colour, religion, disability, sexual orientation and beliefs.

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