



**Post Reference:** 2650

**Job Title:** Reflective Learning Centre (RLC) Manager

**Grade:** SO2 (Actual Salary £32,010 to £33,617)

**Hours:** 37 hours per week, term time only plus 10 days

**Accountable to:** Assistant Principal for Positive Behaviour

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# JOB DESCRIPTION

## Role:

The Role of the Reflective Learning Centre Manager (RLC) is a vital one which sits within our extensive Pastoral Team. The holder of this role should have a firm belief that all students can be exceptional given the right circumstances to thrive. The role of the RLC manager is to facilitate the day to day running of the RLC room, supporting students who have made poor choices in mainstream lessons but also facilitating academic or behaviour modification sessions either as a whole room or in a smaller group setting.

You will be able to use your initiative and possess the ability to motivate and realign students who may be disengaged, be able to de-escalate difficult situations and encourage students to behave in a positive way, demonstrating the academy values of Resilience, Integrity, Trust and Ambition.

You will ensure that the RLC Space is prepared on a daily basis with the right equipment and resources making sure that these are used in an appropriate and efficient way. Resources may need to be update or adapted to meet the needs of students within the RLC to make these accessible and further prevent students falling behind academically. Whilst ensuring students achieve academically, it is crucial that students learn from poor behaviour choices in order to reduce the number of students accessing the RLC repeatedly. You will be expected to work with colleagues to organise, plan and deliver a variety of interventions which will have a positive impact upon student behaviour and their choices.



***All post-holders at White Rose Academies Trust are responsible for improving the outcomes for learners and upholding the ethos of the academies. Keeping Children Safe in Education and the guidance for Safer Working Practices directs the work of every adult working at or associated with White Rose Academies Trust.***

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## **General Duties and Responsibilities:**

- Provide continuous supervision of students who are working in the RLC ensuring they complete work and are working safely
- Establish a safe and calm environment where there are very clear, high expectations
- Encourage and facilitate time where students can reflect on their behavioural choices and support them via interventions to avoid repeating the same poor behaviour choices
- Where appropriate, to hold or support restorative conversations with students to explore the reasons behind their behaviour choices to prevent this being repeat poor behaviour
- Distribute appropriate work to students
- Plan and deliver behaviour interventions
- Monitor and track students who are referred to the RLC, how often and reasons for the referral
- Provide/ deliver data tracking to Senior Leaders on a half termly basis
- Use all appropriate internal systems to log and track behaviour and interventions
- Work closely with all stakeholders to ensure that student behaviour is tracked and monitored
- Support students where appropriate with their reintegration back into mainstream lessons, this may include further interventions or lesson visits
- Ensure that the RLC policies and procedures are adhered to and delivered to the highest standard
- Supervise students in the RLC at break and lunch time, ensuring that an accurate order goes into the canteen staff on a daily basis
- Implement strategies to support students with social, emotional and behavioural difficulties, setting challenging and demanding expectations and promoting independence

- Establish productive working relationships with students; acting as a role model, providing support, encouragement, guidance and assistance for learning
  - With appropriate training, attend to students' personal needs, including pastoral, social, health, physical, hygiene, minor first aid and welfare matters including the delivery of therapy and programmes of work as directed by specialist agencies
  - Be aware of and support differences and equality. Challenge and motivate students, reinforcing self-esteem and promoting the inclusion and acceptance of all students through the completion of relevant work packs if needed
  - Establish constructive relationships with parents/carers; exchanging information, facilitating their support for their child's attendance, access and learning and supporting home to academy and community links
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### **Equal Opportunities:**

- To promote equal opportunities in education in order that all children and families will gain optimum benefit from the service provided.
  - To promote and ensure that all students and young people are happy, healthy, safe, successful and achieve economic wellbeing.
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### **Generic Staff Requirements:**

- Uphold the professional standards expected of every member of academy staff in all dealings with colleagues, students, parents/carers, and the wider community.
- Adhere to the principles expressed in the aims of the academy and its mission statement.
- Actively contribute to the continued development of the academy and self by attending training, participating in relevant meetings and appraisals, and putting forward ideas for improvement.
- Be a positive, collaborative team member.
- Apply academy policies in all aspects of the role.
- Improve own practice through observation, evaluation, discussion with colleagues and appropriate CPD programmes.
- Work collaboratively with colleagues, knowing when to seek help and advice.

## Job Description and Person Specification

- Contribute to the overall ethos, work, and aims of the academy by attending relevant meetings, training days/events as requested.
- Be aware of and comply with the academy policies and procedures e.g. safeguarding, child protection, health, safety and security, confidentiality, and data protection, reporting all concerns to an appropriate person.
- Be responsible for safeguarding children and promoting their welfare and following child protection procedures.
- Be aware of and support difference and ensure equality for all working in an anti-discriminatory manner, upholding, and promoting the values, standards and equal opportunities of the academy.
- Recognise and appropriately challenge any incidents of racism, bullying, harassment, victimisation, and any form of abuse of equal opportunities, ensuring compliance with relevant policies and procedures.

Whilst every effort has been made to explain the main duties and responsibilities for the post, each individual task undertaken may not be identified. This job description may be changed by the Principal to reflect or anticipate changes in the job commensurate with the grade and job title.

The post-holder may be required to take on additional responsibilities when necessary to ensure the effective running of the academy.

All postholders are accountable through White Rose Academies Trust Performance Management Appraisal Policy. The Governors and Principals of White Rose Academies Trust are committed to safeguarding and promoting the welfare of children and young people and ensuring that safer recruiting procedures are in place.

White Rose Academies Trust is committed to safeguarding and promoting the welfare of its students and expects all staff and volunteers to share the commitment. Appointments will be subject to Safer Recruitment Procedures and an enhanced level check with the Disclosure & Barring Service. Please note that a criminal record will not necessarily be a bar to obtaining employment; this will depend on the circumstances and background to any offence.

Please note this role will involve contact with children and you will be engaging in regulated activity. It is an offence to apply for the role if you are barred from engaging in regulated activity relevant to children.

We promote diversity and want a workforce which reflects the population of Leeds. Applications are welcome from all, irrespective of sex, sexuality, race, religion, marital status, age or disability.

# PERSON SPECIFICATION

The specific qualifications, experience, skills, and values required for the role are outlined below. You should demonstrate your ability to meet these requirements by providing clear and concise examples on the application form. Each criteria is marked with whether it is an essential or desirable requirement, and at which point in the recruitment process it will be assessed.

**You should be able to demonstrate the following criteria:**

E = Essential

D = Desirable

**Measured by:**

A = Application Form

T = Test/Exercise

I = Interview

R = References

C = Certificate

**Qualifications**

<b>E</b>	Good level of education and relevant training (5 GCSEs or equivalent including English and Maths)	<b>A C</b>
<b>D</b>	Relevant qualification or experience in teaching English as an additional language	<b>A C</b>
<b>E</b>	Good ICT skills with the capacity to learn LEA systems	<b>A</b>

**Knowledge and Experience**

<b>E</b>	Have experience of supporting young learners in an organisational setting	<b>A</b>
<b>D</b>	Have experience of working with students within an agreed behaviour management policy	<b>A R</b>
<b>E</b>	Have a clear understanding of the Key Stage 3 and 4 national curriculums	<b>A I</b>
<b>E</b>	Have experience working constructively as part of a team	<b>A I</b>
<b>D</b>	Have an understanding of how data is used at KS3 and KS4	<b>A T I</b>
<b>E</b>	Have an understanding of individual learning styles	<b>A</b>
<b>E</b>	Have knowledge, understanding and commitment to equality, diversity and inclusion informed by practical experience and application	<b>A R</b>

**Skills, Attributes, and Abilities**

<b>E</b>	Be able to relate well to children and adults	<b>A I R</b>
<b>E</b>	Have excellent communication skills with all students and staff	<b>A</b>
<b>E</b>	Have excellent organisational skills	<b>A</b>
<b>E</b>	Be able to lead by example and inspire others	<b>A I</b>
<b>E</b>	Be able to use de-escalation strategies	<b>A I</b>
<b>E</b>	Have a willingness to learn new skills, techniques and systems	<b>A</b>
<b>E</b>	Be proactive and creative with an eye for detail	<b>A</b>
<b>E</b>	Be able to identify potential barriers to learning and engage in strategies to overcome these barriers	<b>A R</b>
<b>E</b>	Be able to maintain student records and feedback to relevant staff	<b>A R</b>
<b>E</b>	Be able to employ a range of coaching skills including group work	<b>A</b>
<b>E</b>	Be able to form and maintain appropriate relationships and personal boundaries with children and young people	<b>A</b>

**General**

<b>E</b>	Be able to attend meetings outside of normal school hours	<b>I</b>
<b>E</b>	Be able to work effectively with teaching staff to support their role	<b>I</b>
<b>E</b>	Have a commitment to continuing professional development	<b>I</b>

**Behavioural and other characteristics**

<b>E</b>	Excellent relationships with all members of staff and students	<b>R</b>
<b>E</b>	Respectful towards all staff and students, with total belief in their entitlement to a high-quality education, whatever their circumstances and ability	<b>R</b>
<b>E</b>	Possess enthusiasm and positivity	<b>I R</b>
<b>E</b>	Committed to the principles of the academy programme	<b>R</b>
<b>E</b>	Possess personal integrity, warmth and a willingness to grow and learn	<b>R</b>

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