



## JOB DESCRIPTION

<b>Job Title:</b>	<b>Reflection Centre Manager</b>
<b>Grade:</b>	<b>Grade 5 (SCP 9-17)</b>
<b>Reports to:</b>	<b>Deputy Headteacher</b>
<b>Responsible for (staff):</b>	<b>N/A</b>
<b>Main purpose of the Role</b>	
<ul style="list-style-type: none"> <li>• To contribute to the development of a strong, effective school with an emphasis on promoting a positive behaviour culture within a caring and secure environment enriched with the values of discipline, mutual care and respect which extends beyond the school into the wider community.</li> <li>• Under the direction of the Senior Leadership Team, the post holder will be accountable for the management and running of the Reflection Centre.</li> </ul>	
<b>Core Responsibilities &amp; Tasks</b>	
<p>The Reflection Centre Manager will be responsible for the effective leadership and management of the Reflection Centre. They will be based in the Centre full-time and will ensure the following:</p> <ul style="list-style-type: none"> <li>• The Reflection Centre is a calm, well-disciplined and purposeful learning environment.</li> <li>• Students comply with the Reflection Centre curriculum so that no learning time is lost.</li> <li>• Work produced by pupils is of a high quality and supervise students placed in the Reflection Centre, working directly with those presenting challenging behaviour.</li> <li>• Staff complete a restorative conversation with the referred pupil before their return to class to avoid future referrals, supported by the Reflection Centre Manager.</li> <li>• Effective systems and interventions are in place to stop repeat referrals to the Reflection Centre with specific plans generated to support individual students.</li> <li>• That pupils who are in the Reflection Centre are collected by the pastoral team.</li> <li>• Students receive supervised breaks and lunch.</li> <li>• A weekly update is provided for review and analysis at Senior Leadership Team (SLT) meetings. This includes feedback around the reasons for referrals and strategies to address emerging patterns.</li> <li>• Daily systems for registering the students, informing parents/carers and ensuring all the administration including the tracking, assessments and logs are completed in a timely manner. This information is provided to SLT each day.</li> <li>• That HODs contribute to the development of the Reflection Centre curriculum for students.</li> <li>• Effective communication with the staff on duty supports the operational management of the Reflection Centre.</li> <li>• They produce a half termly formal report for the Headteacher analysing Reflection Centre student numbers / groups with an accompanying narrative summarising main observations and recommended next steps.</li> </ul>	
<b>Corporate Responsibilities</b>	

- The Trust is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment.
- To continuously develop professional practice and keep up to date with all relevant policy developments.
- To plan, monitor and review health and safety within areas of personal control.
- To maintain high professional standards of attendance, punctuality, appearance, conduct and positive, courteous relations with students, parents and colleagues.

#### Additional Notes

- The job purpose and key statements remain indicative and by no means exclusive. Given the evolving needs of the Academy, flexibility among staff is very important. All staff may be required to undertake other such reasonable duties as may be required from time to time in line with the grade of their post.
- An Enhanced DBS Check will be requested on successful application to a position at the Trust.
- The Trust operates a no smoking policy.

## PERSON SPECIFICATION

			Assessed by:	
No	CATEGORIES	Essential/ Desirable	App Form	Interview/ Task
<b>QUALIFICATIONS</b>				
1.	5 A* - C or 9-5 at GCSE including English, and Maths.	E	X	
2.	Level 3 qualification (NVQ Level 3 or A Level).	D	X	
3.	A degree qualification or equivalent.	D	X	
4.	Evidence of Continued Professional Development in behaviour management training.	E	X	X
<b>EXPERIENCE</b>				
5.	Proven track record of securing a successful and positive culture.	E	X	X
6.	Outstanding behaviour management practitioner.	E	X	X
7.	Experience of leading behaviour.	E	X	X
8.	Able to demonstrate substantial and successful experience of inclusive practice.	E	X	X
9	Proven experience of effective collaborative working and stakeholder engagement.	E	X	X
<b>ABILITIES, SKILLS AND KNOWLEDGE</b>				
10.	Up to date knowledge in behaviour management including national policy, behaviour management strategies, inspection findings and statutory requirements.	E	X	X

11.	Knowledge and understanding of key partnerships and processes that meet the needs of children and young people.	D	X	X
12.	Excellent interpersonal and communication skills.	E	X	X
13.	Well-developed mentoring skills.	D	X	X
14.	The ability to develop, maintain and nurture positive professional relationships and work effectively with staff of varying experience.	E	X	X
15.	Ability to use ICT confidently to communicate, review data and present information to others.	E	X	X
<b>PERSONAL QUALITIES</b>				
16.	An inspiring candidate with personal drive and tenacity to motivate, empower and support individuals.	E	X	X
17.	Energetic and enthusiastic along with being action and solution focussed.	E	X	X
18.	Highly organised, literate and articulate.	E	X	X
19.	Clear understanding of the complex needs of safeguarding.	E	X	X
20.	A strong belief in the value of education in changing lives.	E	X	X
21.	Highly resilient and determined in the face of challenges.	E	X	X
22.	A passionate belief in the school's mission.	E	X	X
23.	A strong commitment to the Academy's values of 'Respect, Ambition and Pride'.	E	X	X
24.	A strong commitment to supporting and promoting safeguarding, equality and diversity.	E	X	X
25.	Sympathetic to and supportive of the values and ethos of the Multi-Academy Trust.	E	X	X