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| **Allerton Grange School****Job Description** |

**Job Title:** Reflections Room Manager

**Grade** C3

**Responsible to** Key StageProgress and Welfare Leader/Directors

**Responsible for** Reflections Support Staff

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## Purpose of the Role:

To work independently and oversee the day to day running of the Reflections room and other alternative exclusion areas. To provide a high level of professional support across school and externally to improve teaching and learning outcomes for students; building positive relationships with students, staff and external stakeholders.

Ensure access to education and raising the standards of educational attainment of students. Provide support to students in overcoming barriers to learning. Maintain professional, accurate and up-to-date records and appropriate case notes in relation to individual students.

Lead by example and promoting a professional work environment; working relentlessly to address the needs of students to overcome barriers to learning.

**Supervisor/Lead: Role Specific**

* Responsible for the day to day management of the Reflections provision. To supervise and monitor day to day activities undertaken by the team.
* Lead on student re-integration following isolation. Creating personal improvement plans to reduce re-referrals to the isolation provision
* Develop and lead on a school intervention projects as directed
* Co-ordinate the recording of incidents and consequences. Liaise with pastoral colleagues ensuring that all children feel safe in school and that there is a speedy and effective response to any acts of unkindness or bullying
* Organise the workload of the team, including forward planning, work allocation and monitoring. Providing guidance and advice, training and induction of staff as part of delivering flexible, efficient and cost-effective service.
* To constantly review work demands to ensure deadlines and excellent administration support is provided by the team.
* Take a proactive role in the planning, development, design, organisation and monitoring of Reflection support systems/procedures/policies; implements policies by establishing standards and procedures and measuring results against standards.
* Hold regular one to one and team meetings with the Reflections team, supporting staff appraisals and managing day to day performance.
* Provide coaching and support to all staff where necessary, supporting the whole school strategy to achieve excellent standards in behaviour and welfare.
* To analyse the effectiveness of the service provided and where necessary adapt the service to meet any changes. Produce reports to evidence efficiency, identify improvements and support development of yearly targets.
* Liaise with external Reflections provisions, working collaboratively with the Year team and teaching staff to ensure the provision provides appropriate support
* Communicating with parents/guardians as required
* Comprehensive data analysis of student data in relation to behaviour management.
* Working with pastoral leaders to put in place preventative strategies
* Liaise with our Attendance Manager with regard to attendance issues.
* Working with the pastoral team to update student passports and risk assessments
* Ensure there are exam protocols in place during timetable exams
* Creating bespoke interventions, liaising with other alternative provision as necessary.
* To deal with more complex enquiries from internal and external customers
* To communicate effectively with internal & external customers and colleagues in relation to work undertaken including sensitive and complex information.
* To work with others to help improve work organisation and effectiveness.
* Be aware of developments within all Key Stages.
* Keep abreast of outside agencies and other educational and training providers to support inclusion.
* Participate and contribute to continuous professional development to ensure up to date knowledge and skills for all team members.
* Ensure that there is a safe working and learning environment in which Safeguarding/Child Protection procedures and risks are properly assessed

**General Reflection Room support duties:**

* Support and promote the Policy for Positive Discipline (PPD) throughout the school
* Set up the reflections rooms and on-call system on a daily basis and provide all relevant paperwork
* Organise and monitor the whole school detention system ensuring suitable work is available for students
* Escort students to isolation or detentions
* Plan and operate an effective system of corridor duty throughout the school day liaising with other colleagues as required.
* Collaborate with colleagues in the assessment of students to support the determination of specific needs / requirements of individuals
* Provide advice to enable students to make choices about their own learning, including information about the opportunities, support mechanisms and organisations available.
* Mentor students as required individually or groups
* Assist with the implementation of support plans / action plans
* Support the effective management of corridor conduct and isolation room including the dining room and other areas at break and lunchtime
* Word process and create general/specific correspondence, reports notices and other work as directed by the Alternative Curriculum and Attendance Manager
* Provide a professional service in dealing with communications with staff, parents and outside agencies
* Maintain the School’s Information Management System where required.
* Maintain relevant filing and office systems
* Prepare and use specialist equipment, plans and resources to support students.
* Assist with the implementation of support plans / action plans
* Support other staff in ensuring that the educational setting of the student effectively meets their needs.
* Administration of offsite provision
* Support the challenge and motivation of students, promoting and reinforcing self-esteem
* Assist other staff in planning, evaluating and adjusting learning activities as appropriate
* Be aware of and comply with policies and procedures relating to child protection, safeguarding, health, safety, confidentiality and data protection, reporting all concerns to the appropriate person
* Support the development of strategies to provide guidance to colleagues to support the specific needs of students
* Maintain professional records and appropriate casework notes in relation to individual students
* Contribute to the promotion of a positive view of inclusion
* Contribute to the operation of a child centred approach to individual cases.
* Support a creative and flexible approach to meeting the educational needs of students
* Provide First Aid in school
* Commitment to safeguarding at all times

**Relationship with Parents and the wider community**

* Establish good and effective communication with parents.
* Provide advice and support for families in relation to the educational opportunities available.
* Develop effective relationships with outside agencies to support inclusion and the raising of achievement

**General**

The above is not exclusive nor exhaustive and the school may require the job holder to undertake duties commensurate with the role.

All staff are required to promote and actively support all school policies. Staff must be aware of and support our safeguarding responsibilities and keep up to date with any changes in practice/policy. Safeguarding is about keeping people safe and protecting them from harm, neglect, abuse and injury. It is about being proactive and vigilant and acting on any concerns you might have.

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| **Economic Conditions:**  |
| Annual Leave: | Term time only working  |
| GradeHours: | C337 Hours per week (start and finish times determined by the needs of the service). Term Time Only plus 5 Training Days.Variable during peak work time and to cover absences. Please note all working time must be agreed with line manager. |
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| Conditions of Service: | NJC Conditions apply  |

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| **Professional Development**There are opportunities for professional development and a comprehensive CPD programme for staff. Allerton Grange has a positive commitment to the training and development of employees in all areas. Similarly employees are also expected to adopt a positive attitude to any training provided and also to their own personal development.**It is expected that the post holder will participate and may deliver training and other learning activities as required.** |

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| **Relationships**: The post holder will be required to maintain effective relationships with students, parents, staff and school governors. Along with any external agencies and the general public. |

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| **Qualifications** See person specification  |

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| **Physical and Working Conditions**:Newly refurbished modern office environment. Frequent use of IT equipment. Professional dress code. No on site smoking facility.  |

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| **Person Specification: Reflections Manager**Detailed below are the type of skills, experience and knowledge, which are required of applicants applying for the post. The 'Essential Requirements' indicate the minimum requirements; areas detailed under 'Desirable Requirements' are additional attributes to enable the applicant to perform the position more effectively or with little or no training. They are not essential, but may be used to distinguish between acceptable candidates. **Please ensure that you provide examples that clearly demonstrate you meet this specification in your application form.**  |

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| **Skills Required**  |
| Able to communicate effectively with a wide range of people including sensitive and complex informationEffective people management skills; ability to motivate, coach and develop othersGood time management, organisation skills and the ability to prioritise Ability to communicate effectively, orally and in writing (Excellent administration skills)Able to work as part of a team, delegating as necessary Accuracy and attention to detail Able to work under pressure and meet conflicting deadlines Able to identify problems, use initiative and refer to senior staff as necessary Able to produce and present reports and data Able to establish and maintain accurate records using both manual and electronic systemsAble to contribute to the improvement of the service including processes and proceduresAble to prioritise own and team’s work to meet conflictingVery good numeracy/literacy skills; A good level of English and Maths GCSE or equivalent Ability to use relevant equipment/resources and technology to support learningGood verbal and written communication skills and ability to relate well to young people and adultsAbility to identify own training and development needs and participate in on-going training. Ability to manage individual or group activities and the physical learning space.Able to identify problems, use initiative and refer to senior staff as necessary Flexibility in order to adapt to the changing needs of the school |
| **Knowledge/Qualifications Required**  |
| Knowledge of good performance management and appraisal proceduresA good level of English and Maths GCSE or equivalent along with a sound knowledge of written and spoken EnglishExcellent ICT skills including ability to mail merge and use databasesA comprehensive understanding of school/administration procedures and working practiceSupporting planning processes and project managementSupporting change, creativity and innovationNew technologies, their use and impactBuilding and sustaining a learning communityHow to manipulate and work with dataThe wider community, beyond the school and the opportunities it provides for children, young people and their families and the work of other agencies and opportunities for collaborationFull knowledge of behaviour and safeguarding school requirements |
| **Experience required**  |
| Supervisory and/or management experience Working as a member of a teamMaintain accurate records using both manual and electronic systemsProducing reports and using dataDealing with more complex queries from a wide range of peopleWorking in partnership with others to deliver work to set deadlinesManaging and developing a team Providing customer focused servicesDemonstrating and using own initiativeDealing with and implementing changeExperience of working within a learning environment Understanding of classroom roles and responsibilities and your own position within these.Experience working with students of relevant age, in particular experience of managing complex behaviour Working in partnership with others Demonstrating and using own initiativeMaintain accurate records using both manual and electronic systemsMotivating staff and young people through personal character and leading by example  |
| **Behavioural &Related Characteristics required** |
| **Integrity**: Consistent in actions, with a deep commitment and courage to do the right thing for the right reason, regardless of the circumstances, that are always in the best interest of the school. **Compassion**: Demonstrate a willingness and desire to be kind to others; be thoughtful and aware of what others’ lives and experiences are like. **Humility**:  Act without any ego; think of others before self. Be open to the opinions of others and allow them to undertake their role with independence. **Collaborative**: Be collaborative in approach and in situations of challenge; working together, listening and learning from others.**Modelling**: Modelling the highest of expectations for behaviour and conduct. Lead by example and act a positive role model.**Diligent**: Diligent in work; concentrate persistently to achieve goals whether personal, professional or academic. **Enabling**: Enable others to act and bring about positive change. Build trust, confidence and competence to succeed. **Learning agility**: Ability to recognise that all experiences as learning opportunities. Question why things went well or not to plan/ not as expected.**Emotional intelligence**: Adapt emotions in a positive way to mitigate negative emotions in others, enabling a better outcome to be found.**Courage**: Confident to be able to address challenges. Have a strong moral core, which others recognise. **Critical thinker** (intellectual curiosity): Engage with a variety of sources of authority before deciding on a course of action.Full commitment to all school policies, including safeguarding and child protection procedures at all times. |

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| **PERSONAL SPECIFICATION DESIRABLE REQUIREMENTS:** It is desirable that the Candidate should be able to demonstrate the following criteria for the post within the context of the specific role duties and responsibilities: Candidates are not required to meet all the Desirable requirements however these may be used to distinguish between acceptable candidates |

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| **Skills Required**  |
| Maths and/or English Grades GCSE A-C or equivalentFirst aid training/training as appropriateAbility to self-evaluate learning needs and actively seek learning opportunitiesUnderstanding of principles of child development and learning process.Knowledge of and ability to use a range of strategies in relation to student welfare and behavioural needsWorking knowledge of SIMS ICT qualification |
| **Knowledge required**  |
| SEN code of practiceTraining in the relevant strategies e.g. literacy and/or in particular curriculum or learning area e.g. bi-lingual, sign language, dyslexia, ICT, maths, English, CACHE etc.Understanding of staffing procedures such as performance management procedures Further professional qualifications; graduate / Post Graduate Qualifications |
| **Experience required**  |
| Working in a school environment |
| **Behavioural & Other Related Characteristics required** |
| N/A |

*Allerton Grange is committed to safeguarding and promoting the welfare of our students, and expects all staff, Governors and volunteers to share this commitment. The successful candidate will be subject to an enhanced DBS and safeguarding recruitment checks.*

*We are also an equal opportunities employer and positively encourage applications from all suitably qualified candidates.*