

Reflection and Resolution Room Manager

Ellis Guilford School

Start Date: *ASAP*



**ELLIS
GUILFORD
SCHOOL**
*Creative
Education
Trust*

Dear Colleague



Thank you for showing an interest in becoming part of our team at Ellis Guilford School.

Ellis Guilford became part of the Creative Education Trust's (CET) family of schools in 2018. CET has a strong record of educational improvement as well as providing a varied diet of curriculum and enrichment opportunities by introducing pupils to professionals who are the best in their specialist field whether it be composers, architects, designers, or singers. By

seeing the best, pupils are inspired and become ambitious to follow careers they may not have considered before.

I joined Ellis Guilford School as Principal in September 2020, together with a new senior leadership team, determined and committed to improving the life chances of the young people at Ellis Guilford. I am now Executive Principal of both Ellis Guilford School and The Bulwell Academy, and it is a great honour and privilege to lead the two schools. We are undergoing a period of rapid improvement and want to recruit only the very best people to help us on our journey.

We are looking to appoint a positive and dynamic manager of our Reflection and Resolution Room, which is a transient support area of the school where children have an opportunity to reflect on their behaviour and identify appropriate resolutions before returning to class. The successful candidate will be responsible for the day to day running of the room, ensuring that pupils are effectively supervised, that high standards of behaviour are maintained, and that the pupils learning is maximised.

Our aim is to prepare our pupils to be good citizens of the future and to have the ambition and courage to exceed. If you share our desire to change the lives of young people, we would very much like to hear from you.

If you would like to visit the school's or discuss this role further before making an application, please contact the HR Team on HR@ellisguilfordschool.org.uk

Yours sincerely,

Chris Keen
Executive Principal

“The curriculum provides for pupils’ spiritual, moral, social, and cultural development.” Ofsted 2018

You can find out more at:
www.ellisguilfordschool.org.uk

ABOUT CREATIVE EDUCATION TRUST



Creative Education Trust inspires and enables young people to build successful lives on foundations of learning, resilience, and employability. We believe that a rewarding educational experience and the highest possible qualifications are the best way to ensure social mobility for young people.

Creative Education Trust is a growing multi-school trust educating over 13,000 children in England. It was established in 2010 to work in England's post-industrial cities and coastal towns: areas of economic disadvantage and with a history of academic underachievement. We transform these schools by integrating a knowledge-rich curriculum with skills and creativity.

Creative Education Trust defines creativity as the ability to find connections between the things we know and turn these connections into new ideas and action. The academic arts and the sciences, practical subjects and life skills all need this creativity, and creativity is valued highly by employers. Our staff and expert advisers use imaginative methods for linking knowledge across subject boundaries, fostering personal development and resilience, and developing practical skills that prepare pupils for their transition to adult life and employment.

Our aims for our Students are to:

- ★ Raise their attainment in exams and tests through outstanding teaching
- ★ Make them intellectually curious with a sense of confidence
- ★ Increase their participation in HE, FE, and apprenticeships
- ★ Ensure they have employable skills and attitudes
- ★ Create rounded individuals through a wide choice of co-curricular activities



We are achieving our aims through:

- ★ Educational rigour
- ★ Organisational effectiveness
- ★ Financial efficiency
- ★ Partnership & recognition of local identity
- ★ Respect for autonomous leadership
- ★ Quality not quantity
- ★ Promoting practical creativity

You can find out more at:

www.ellisguilfordschool.org.uk

ABOUT ELLIS GUILFORD SCHOOL



We are a mixed secondary school, catering for children between the ages of 11 and 16 years and located in Old Basford, Nottingham.

Since November 2018 we have been part of the Creative Education Trust. This has enabled the school to rigorously pursue rapid improvement for the children we teach.

The school boasts many facilities, and we strive to provide an inclusive and expansive education for all of the children in our care.

Our on-site facilities include:

- Sports fields including 5-a-side football pitches;
- Multi-Use Games Area marked up for netball and football;
- Astro Turf perfect for football;
- Dance studio complete with sound system and mirrored wall;
- Hall complete with a stage;
- Interactive whiteboards in classrooms;
- Modern and open-plan library with wide range of reading materials



SUPPORT FOR OUR STAFF

We are committed to providing our staff with the highest quality support and challenge to ensure that we excel and give our pupils the education they deserve.

Each of the Creative Education Trust's schools' benefits from a comprehensive programme of support and challenge, including working with former HMIs.

Creative Education Trust places a strong emphasis on CPL for teachers and for senior and middle leaders. We run a regular programme of training events to improve teaching performance and also provide focused management development and one-to-one coaching opportunities. We have an active cross-trust group on the Teaching Leaders programme and use Future Leaders and Teach First extensively.

The school is supported by an experienced Head Office team, who are available to advise on financial planning, audit, HR, legal and property matters.



You can find out more at:
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REFLECTION AND RESOLUTION MANAGER JOB DESCRIPTION

LOCATION

Ellis Guilford School, Nottingham

SALARY

Grade F NJC 20-24

FTE £30,296 - £33,024 per annum (DOE)

Actual pro rated salary £27,087.98 - 29,527.12 per annum)

Hours and Weeks

37.5 hours per week, Monday to Friday 8am to 4pm
TTO + 1 week – 40 weeks per annum

THE ROLE

To co-ordinate the operational, daily running of the Reflection and Resolution Room, which is a transient support area of the school where children have an opportunity to reflect on their behaviour and identify appropriate resolutions before returning to lessons.

The role will involve working with a number of different children on a daily basis, as well as liaising with senior colleagues on identifying patterns and trends in behaviour.

REPORTING LINES

The post will report to the Assistant Principal for Behaviour

KEY ROLES AND RESPONSIBILITIES

- Co-ordinate children attending the Reflection and Resolution Room, including registering children, supporting learning, providing reflection activities and identifying appropriate resolutions.
- Co-ordinate children entering and leaving the Reflection and Resolution Room.
- Keep accurate records of progress, conduct and attitudes, and provide feedback and information to the wider pastoral team and other stakeholders.
- Build positive relationships with children and an ability to recognise and respect diversity
- Set and sustain high expectations of all students attending the Reflection and Resolution Room, as outlined in the school's behaviour policy.
- Identify and support 'now and next' therapeutic steps to support SEMH pupils break their recidivist behaviours.
- Liaise with the Quality of Education team to ensure that children in the Reflection and Resolution room are provided with appropriate and sufficient work, ensuring that completed work is conveyed to relevant staff.

- Liaise with Heads of Year to support the removal of barriers for children with SEMH.
- Promote and reinforce high levels of self-esteem and work around aspiration.
- Discuss referrals, progress of children and any relevant needs of children within the Reflection and Resolution Room to the Assistant Principal.
- Support external intervention providers in presenting/working with students.
- Maintain accurate records and record behaviours on Academy Management Information System (MIS).

OTHER RESPONSIBILITIES

- Act as a First Aider (training will be provided)
- Attend meetings and CPD sessions as required.
- Be proactive in understanding and acting in accordance with all Academy policies.
- So far as reasonably practicable, ensure that safe working practices are adopted, and in premises / work areas for which you are responsible, to maintain a safe working environment for employees and service users.
- Participate in a personal staff development / appraisal process in accordance with Academy policy.
- Ensure that all your involvement with students as well as other staff reflects the school's inclusive ethos and its commitment to being a professional learning community.
- Undertake any other reasonable duties deemed appropriate to the role.

SCHOOL ETHOS AND COMMUNITY

- Reinforce and instil clear standards for all pupils and throughout the school.
- Promote the school's unique identity and celebrate its achievements.
- Recognise, praise and celebrate the commitment and achievements of colleagues, students and other stakeholders.
- Be a positive role model of the values and behaviours that underpin the school vision.

SUPPORTING THE WORK OF CREATIVE EDUCATION TRUST

- Develop strong, positive relationships with Creative Education Trust colleagues; contribute to collaborative work across Creative Education

You can find out more at:
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Trust schools and support other staff in participating in trust-wide work and projects.

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- Participate in Creative Education Trust and sector-wide activities in order to share best practice, contribute to the development of Trust strategies and policies and promote the school and Creative Education Trust in a national context.
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Creative Education Trust is committed to safeguarding and promoting the welfare of our children and young people and expects all staff and volunteers to share this commitment. The successful applicant will be required to undertake relevant safeguarding checks in line with Government safer recruitment guidelines.



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Person Specification

	ESSENTIAL	DESIRABLE
QUALIFICATIONS	<ul style="list-style-type: none"> • Good general education including GCSE (or equivalent) Maths and English, grade C or above. 	<ul style="list-style-type: none"> • Evidence of continual professional development. • Recent and relevant training/CPD for working with challenging behaviour.
EXPERIENCE	<ul style="list-style-type: none"> • Experience of working effectively with parents, carers, staff, and students, ideally within a school or children services background. • Experience of managing challenging behaviour in a primary/secondary school or alternative provision setting. • Experience in implementing de-escalation strategies to support compliance. • Experience of role modelling high standards of conduct through academic and social mentoring, developing aspiration and ambition in children. • Experience in fostering positive relationships with vulnerable, SEMH pupils. • Ability to evaluate the impact of procedures and practices and formulate strategies and targets for improvement. • A track record of successfully working with SEMH and children affected by such issues. 	<ul style="list-style-type: none"> • Experience of line management or team leading in a similar setting.
KNOWLEDGE & UNDERSTANDING	<ul style="list-style-type: none"> • Knowledge of current educational policy • Up to date knowledge of child protection issue, including local and national best practice. • Understanding of the social, emotional, and intellectual development of teenagers. • Excellent knowledge of how disadvantaged pupils may be supported to realise their potential. 	<ul style="list-style-type: none"> • Understanding of a range of mentoring and behaviour techniques including attachment awareness and emotional literacy.
PERSONAL ATTRIBUTES AND SKILLS	<ul style="list-style-type: none"> • Ability to build rapid positive relationships with children. • An ability to recognise diversity in pupils. • Ability to demonstrate a problem-solving approach to tasks. • Effective planning, organisation, and administrative skills. • Ability to work collaboratively, ensuring the students welfare is supported in the school environment. • Ability to build positive and trusting relationships with students. • Demonstrate the skills to be able to defuse potentially contentious situations. • Ability to meet deadlines and work under pressure. 	
EQUAL OPPORTUNITIES	<ul style="list-style-type: none"> • A demonstrable commitment to supporting and promoting safeguarding, student welfare, equality and diversity. 	
SAFEGUARDING	<ul style="list-style-type: none"> • A thorough understanding of up-to-date safeguarding requirements and best practice. 	

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