



## St George's Academy

“Aiming high to achieve excellence for all”

### REFLECTION AND RESOLUTION ROOM CO-ORDINATOR Job Description

<b>Salary:</b>	NJC Scale 4, pts 7 to 11
<b>Hours:</b>	37 hours per week, 38 weeks per year
<b>Contract type:</b>	Full time or Part time Considered
<b>Responsible to:</b>	Senior Vice-Principal

#### PURPOSE OF JOB

To co-ordinate our alternative to exclusion room (internal exclusion) as part of the Academy's Student Behaviour Management Strategy.

#### MAIN RESPONSIBILITIES, TASKS AND DUTIES

All responsibilities, tasks and duties to be carried out in line with Academy guidelines and policies.

- To co-ordinate and supervise internal exclusion.
- To co-ordinate and manage administration pertaining to internal exclusion.
- Maintain appropriate standards of behaviour in the room, in accordance with school policy and communicate with parents regularly throughout the period.
- To liaise with Leicester Street and Student Progress Managers for referrals.
- To organise lunchtime food requests, which will be delivered.
- Conduct interviews with students in the facility, to ensure they are aware of the procedures and required standards and to reinforce the reasons for the sanction.
- Maintain appropriate records of discussions with students, reporting to the relevant staff.
- To provide half-termly statistical reports and analysis on internal exclusion referrals.
- To maintain accurate records and update Bromcom with accurate information regarding internal exclusion.
- To develop programmes of work for students to complete during internal exclusion, in liaison with Heads of Departments, so that student learning is maximised.
- To develop restorative practices in an attempt to modify and improve behaviour and improve relationships between students and staff. Complete exit interviews with students, complete the appropriate records and communicate with staff.
- Challenge and motivate students to promote and reinforce high levels of self-esteem.
- Communicate set work to students and offer help and guidance as required.
- To lead parts of meetings specific to internal exclusion and behaviour management strategies.
- Support student management strategies and policies of the Academy and undertake additional duties (when no student has been referred) eg, on-call, in-class behaviour support, student mentoring.

#### GENERAL

- To be responsible for personal continued professional development and take opportunities to build the appropriate skills, qualifications, and/or experience needed for the role, with support from the school.
- To adhere to Health and Safety Regulations.
- To keep confidential any issues related to St George's Academy which are deemed confidential.
- To participate in appropriate meetings.

- To contribute to the development, implementation and evaluation of the school’s policies, practices and procedures, so as to support the school’s values and vision.
- To make a positive contribution to the wider life and ethos of the school.
- To uphold public trust in the education profession and maintain high standards of ethics and behaviour, within and outside school.
- To have proper and professional regard for the ethos, policies and practices of the school, and maintain high standards of attendance and punctuality.
- To support equal opportunities and promote anti-discriminatory practice.

It is important to recognise that any job description outlines only the minimum expectations of the post-holder and should not constrain any colleague wishing to take on additional responsibilities and activities that could positively affect their own, their team’s or the school’s development and improvement. All members of staff must be prepared to work flexibly, undertaking aspects of colleagues’ work of a similar or lower level of complexity, in order to ensure:

- **Cover of the school’s needs throughout the day**
- **Appropriate cover for colleagues when absent for any reason**

All Academy staff have a responsibility to safeguard and promote the welfare of children and young people within the Academy. This includes helping to safeguard pupils’ well-being by following the requirements of Keeping Children Safe in Education and our school’s child protection policy.

All Academy Staff are expected to make themselves familiar of the Academy Policies and Procedures and to adhere to these. These can all be found on the Academy X Drive.

This job description may be amended from time to time in discussion with the post holder.

### **Job Description Agreement**

<b>Employee Name:</b>	
<b>Job Title:</b>	
<b>I declare that I have read and understood the Job Description for the role and have sought clarification of any points where required</b>	
<b>Signature:</b>	
<b>Date:</b>	

## PERSON SPECIFICATION

### Reflection and Resolution Room Co-ordinator

	<b>ESSENTIAL</b>	<b>DESIRABLE</b>	<b>ASCERTAINED BY</b>
<b>1. EXPERIENCE</b>	<ul style="list-style-type: none"> <li>• Experience of working with young people aged 11-19 in a school environment.</li> <li>• Proven track record of successfully working with young people, demonstrating impact on learning behaviours and outcomes.</li> </ul>		<p>Application form</p> <p>Application form/interview</p>
<b>2. KNOWLEDGE</b>	<ul style="list-style-type: none"> <li>• Good level of ICT skills including knowledge of Microsoft Excel, Word and Power Point.</li> <li>• Understand the importance of safeguarding within a school environment.</li> <li>• Knowledge and understanding of strategies to remove barriers to learning in young people.</li> <li>• Knowledge and understanding of strategies to support positive mental health.</li> <li>• Demonstrates a sound understanding of the qualities of support and effective learning and how these can be applied to raise student attainment.</li> <li>• Knowledge of methods for setting realistic goals for impacting on learning.</li> <li>• Knowledge of data protection and confidentiality procedures.</li> </ul>		<p>Interview/Application</p> <p>Interview/Application</p> <p>Interview</p> <p>Interview</p> <p>Interview</p> <p>Interview</p> <p>Interview/Application</p>
<b>3. SKILLS AND APTITUDES</b>	<ul style="list-style-type: none"> <li>• An ability to communicate effectively with students, parents, teachers and external organisations.</li> <li>• To demonstrate empathy, communication, listening and interpersonal skills when dealing with young adults, colleagues and parents/carers.</li> <li>• Ability to make sound judgements when prioritising tasks and knowing when to refer.</li> </ul>	<ul style="list-style-type: none"> <li>• Ability to find creative and imaginative solutions to problems</li> <li>• Experience of action planning, data analysis and</li> </ul>	<p>Interview</p> <p>Interview</p> <p>Interview</p>

	<b>ESSENTIAL</b>	<b>DESIRABLE</b>	<b>ASCERTAINED BY</b>
	<ul style="list-style-type: none"> <li>• Have the ability to work calmly under pressure and to adapt quickly and effectively to changing circumstances.</li> <li>• Ability to make accurate assessment of big picture and identify where activity would have the most impact.</li> <li>• An ability to use own initiative, work independently, motivate and inspire with a creative approach to problem solving.</li> <li>• Good interpersonal and communication skills (both oral and written) with the ability to relate to all levels of staff.</li> <li>• The ability to critically evaluate own performance.</li> <li>• Flexible with effective time management skills.</li> <li>• Ability to set, maintain and actively promote high standards of student behaviour / attitude towards learning.</li> </ul>	<p>assessment procedures to raise student achievement</p> <ul style="list-style-type: none"> <li>• Ability to holistically consider a range of information, and make incisive decisions regarding a plan that would lead to impact</li> </ul>	<p>Interview</p> <p>Interview</p> <p>Interview</p> <p>Interview</p> <p>Interview</p> <p>Interview</p> <p>Interview</p>
<b>4. QUALIFICATIONS AND TRAINING</b>	<ul style="list-style-type: none"> <li>• Educated to GCSE (grade 4 or above) level or equivalent in Maths and English.</li> <li>• Evidence of continuing professional development.</li> </ul>	<ul style="list-style-type: none"> <li>• Additional qualifications / training relating to education</li> <li>• Advanced level maths qualification</li> </ul>	<p>Application form</p> <p>Interview/Application</p>
<b>5. ATTITUDE AND MOTIVATION</b>	<ul style="list-style-type: none"> <li>• Calm and patient when dealing with others.</li> <li>• A desire to remove barriers to learning for young adults.</li> <li>• Demonstrates accountability and ownership for own work duties and activities.</li> <li>• An ability to work within a team environment and be supportive of the overall team effort.</li> <li>• Demonstrates a 'can do' approach, self-motivation, ability to prioritise work and the ability to work autonomously.</li> <li>• Attendance at some evening and early morning meetings may be required</li> </ul>	<ul style="list-style-type: none"> <li>• Clear commitment to raise aspirations and outcomes for all students regardless of context</li> </ul>	<p>Interview</p> <p>Interview</p> <p>Interview</p> <p>Interview</p> <p>Interview</p> <p>Application form / interview</p>