

# JOB DESCRIPTION AND PERSON SPECIFICATION

<b>Job Title</b>	Reflection Lead	<b>Location</b>	Weavers Academy
<b>Salary</b>	Grade 8, 26-28 (Actual – £33,709-35,401 per annum)	<b>Hours</b>	37 hours per week (41 weeks)
<b>Department</b>	Inclusion	<b>Reports To</b>	Assistant Principal

## JOB PURPOSE:

To provide strategic leadership across inclusion, ensuring that all pupils are supported to achieve their full potential. This role is responsible for driving inclusive practices, shaping a high-quality and accessible curriculum, and using data to inform decision-making and improve outcomes for all learners.

## KEY RESPONSIBILITIES AND DUTIES:

### Main Duties

- Provide clear leadership and vision across inclusion, curriculum, and data in reset.
- Ensure alignment between inclusive practice, curriculum design, and student outcomes
- Promote a culture of high expectations, equity, and inclusive practice across in reset and across the school.
- Ensure appropriate interventions and support systems are in place and effective
- Liaise with external agencies, parents, and stakeholders to support all pupil needs
- Develop and maintain a broad, balanced, and inclusive curriculum that meets the needs of all learners in reset.
- Support and challenge middle leaders to deliver high-quality curriculum intent, implementation, and impact for all students
- Monitor curriculum effectiveness and inclusivity through regular review
- Lead the analysis and interpretation of pupil performance data of students in reset specifically for the repeated offenders in reset
- Track the progress and attainment of key groups, identifying gaps and areas for improvement specifically for repeated offenders.
- Ensure data is used effectively to inform teaching, interventions, and strategic planning
- Present clear and accurate reports to senior leaders and governors
- Monitor the quality of teaching, learning, and assessment with a focus on inclusive practice for repeated reset students.
- Use a range of evidence (data, observations, pupil voice, work scrutiny) to evaluate impact
- Support staff through coaching, CPD, and professional development opportunities
- Drive improvements in attainment, progress, and engagement for all pupils
- Ensure accountability for outcomes across inclusion, curriculum, and data strands
- Continuously evaluate and refine strategies to ensure sustained school improvement.

### Vision and Ethos

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- Embed the Academy’s vision and values into behaviour systems through a therapeutic lens, ensuring routines promote emotional safety and wellbeing.
- Work strategically with senior leaders to ensure day-to-day organisation meets the needs of all students, including those with additional social, emotional, and mental health needs.
- Be an active leader in improvement initiatives that strengthen student engagement and resilience.
- Oversee statutory requirements for suspensions, permanent exclusions, and off-site directions, ensuring decisions consider emotional and mental health needs.

## Behaviour

- Lead the development and integration of restorative practices across the Academy, ensuring their consistent application.
- Monitor and evaluate the impact of these strategies on behaviour and relationships.
- Implement the Behaviour for Learning policy with fidelity, using restorative conversations and relational approaches to resolve conflict, rebuild trust, and promote a positive learning environment.”
- Lead and oversee the detention and internal suspension systems, ensuring processes are fair, restorative, and communicated effectively to parents.
- Support preventative strategies for students with repeated negative behaviours, including personalised plans and multi-agency collaboration.
- Facilitate readmission meetings following suspensions, prioritising reintegration and relationship repair.
- Work with the director of Internal Provision to maintain calm, predictable routines that reduce anxiety and promote positive behaviour.
- Promote high expectations for behaviour and learning through positive reinforcement and relational practice.

## Behaviour for learning

- Monitor behaviour data to identify patterns and implement targeted interventions.
- Celebrate achievements and progress through praise and rewards systems.
- Communicate effectively with parents/carers and external agencies, ensuring all interactions are solution-focused and supportive.
- Maintain accurate records of interventions, communications, and outcomes using CPOMS and Arbor.
- Ensure staff and leaders accurately identify trends and patterns relating to Inclusion data and information and intervene and support appropriately in a timely manner to promote and sustain excellence.
- Identify whole school trends and priorities relating to implementation of Inclusion policies procedures and processes and use this to effectively provide a culture of excellence in and beyond classrooms.

JOB REQUIREMENTS:		
	Essential	Desirable
<b>QUALIFICATIONS</b>	<ul style="list-style-type: none"> <li>• Good basic skills in English and Maths</li> </ul>	<ul style="list-style-type: none"> <li>• Qualifications in education, child development, or related fields.</li> </ul>

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		<ul style="list-style-type: none"> <li>Teaching skills or qualifications.</li> </ul>
<ul style="list-style-type: none"> <li><b>EXPERIENCE</b></li> </ul>	<ul style="list-style-type: none"> <li>Experience of working in an education setting</li> <li>Experience of working with children or young adults</li> <li>Experience of working collaboratively with families, staff, and external agencies.</li> <li>Data analysis experience and the ability to pick out patterns and trends</li> </ul>	<ul style="list-style-type: none"> <li>Experience of implementing behaviour interventions</li> <li>Experience of report writing.</li> </ul>
<ul style="list-style-type: none"> <li><b>KNOWLEDGE AND UNDERSTANDING</b></li> </ul>	<ul style="list-style-type: none"> <li>Strong understanding of behaviour strategies and restorative practices</li> <li>Ability to build positive relationships with students, staff and families</li> <li>Understanding of the importance of achievement in education as a way to transform lives</li> <li>Knowledge of behaviour risk assessments and restorative approaches</li> </ul>	<ul style="list-style-type: none"> <li>Knowledge of strategies to support behaviour and engagement in learning</li> <li>Awareness of SEND and inclusion practices</li> </ul>
<ul style="list-style-type: none"> <li><b>SKILLS AND PERSONAL ATTRIBUTES</b></li> </ul>	<ul style="list-style-type: none"> <li>Skilled in de-escalation and emotional regulation strategies</li> <li>Committed to promoting inclusions alongside high expectations</li> <li>Confident and skilful in managing challenging behaviour and attitudes</li> <li>Competence in monitoring and evaluating interventions against outcomes</li> <li>Professional approach, acting as a role model for students at all times</li> </ul>	
<b>EQUAL OPPORTUNITIES</b>	A demonstrable commitment to supporting and promoting safeguarding, student welfare, equality and diversity	
<b>SAFEGUARDING</b>	An understanding of safeguarding and a willingness to learn	

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<b>OTHER REQUIREMENTS</b>	High expectations for every student and a desire to make a difference to the learning and experiences inside and outside the classroom.
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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.**

