

CONSILIUM ACADEMIES RECRUITMENT PACK

Reflection Manager



Consilium
Academies
Enriching Lives, Inspiring Ambitions

Welcome from the CEO

Dear Candidate,

Thank you for your interest in the position of Reflection Manager at Consilium Academies.

At Consilium, we believe in enriching lives and inspiring ambitions through:

- Partnerships
- Opportunity
- Integrity
- Excellence
- Equity
- Being people-centred

We believe in the unique value of each individual – whether that be staff or student – and are dedicated to ensuring each member of our Trust achieves their full potential. As a result of this, we work collaboratively with our stakeholders and external organisations to foster relationships that will enhance opportunities for all our members across the Trust.

We believe every student, no matter their background, is entitled to an excellent education with an equal opportunity to fulfil their potential. It is only through this vision that we can provide an environment where every pupil can thrive.

As part of our MAT, our Academies follow the collective aims of:

- Ensure everything we do has a focus on helping pupils achieve their potential academically, socially, and emotionally
- Instil a passion for life-long learning and continued improvement so our Academies, staff, and students can grasp their aspirations and ambitions
- Create a family of academies that are inclusive and embrace diversity, where all members of the community feel supported, inspired, and empowered to succeed
- Ensure all stakeholders are seen as partners in our work with the communities we serve

Consilium Academies is going through a huge period of change with rapid growth and opportunities for all staff; I can't think of a better time to join us.



David Clayton
Chief Executive of Consilium Academies.



**Buile Hill
Academy**
Enriching Lives, Inspiring Ambitions

About the School

Buile Hill Academy is an 11 – 16, co-educational, fully comprehensive community school, serving the inner-city community of Salford. We became part of Consilium Academies in 2016, a MAT that shares our commitment to inclusive education and the development of children as rounded individuals. In our recent Ofsted the school was praised for its inclusivity and both Leadership & Management and Teaching, Learning & Assessment were rated as good.

There are approximately 720 pupils on roll and we have a dynamic team of teachers, support staff and pastoral leaders. Buile Hill Academy is a unique school which offers an exceptionally warm and friendly environment to pupils, parents, staff, the local community and visitors.

At Buile Hill we pride ourselves in the fact that at the heart of our community is the sense of the 'Buile Hill family' - we care for everyone involved in our community. We aim to stimulate and engage our students in the pursuit of learning and believe that learning is a lifelong activity.

Our vision is to provide an excellent education for every student and that every student will set themselves the highest standards, aiming to reach their greatest potential, becoming responsible, independent and self-motivated.

Through consistent support and strong relationships our students build resilience, which enables children to make a positive contribution to their community.

We are not just a school; we are the Buile Hill Family.

About the Trust

The Consilium Mission

"Enriching Lives, Inspiring Ambitions"

We are proud to be Consilium Academies, a Trust that believes in the unique value of each individual. Our vision, actions, and purpose are guided by this principle and a dedication to do all we can for the communities we serve.

We never put a ceiling on potential. Instead, we work with our Academies to provide high-quality education that is truly inclusive, giving every student the same opportunities to develop the skills and knowledge they need to thrive in life beyond the classroom.

We are committed to enriching the lives of all those involved in our Trust through an ambitious, student-centred approach to education.

Consilium Academies is a Multi-Academy Trust consisting of nine schools based across three hubs in Salford, South Yorkshire, and the North East of England.

We believe in inclusivity, both in the schools and communities we serve and are committed to working with our Academies to ensure our ethos is realised on a daily basis.

The lives of our young people should be enriched by care, experience, and opportunity. This is achieved by;

- helping children and young people to succeed to their potential academically, socially, and emotionally;
- instilling a passion for lifelong love of learning and continued improvement so that our academies, staff, and students achieve their aspirations and ambitions;
- creating a family of academies that are inclusive and embrace diversity, where all members of the community feel supported, inspired, and empowered to succeed;
- ensuring all stakeholders are seen as partners in our work within the communities we serve.

The Trust operates a Central Team led by our Chief Executive, David Clayton. The team provide direct services to our schools as well as Trust-level accountability, leadership, and management. We operate a strong partnership model and our partner schools are instrumental in the continual growth and development of our Trust. We work with our schools in a supportive way that does not detract from the individual identity of a school, instead allows them to grow and focus on student achievement and success.

WE ARE PROUD TO OFFER THE FOLLOWING STAFF BENEFITS:

- Pension with the Local Government Pension Scheme and Teachers Pension Scheme
- 33 days annual leave plus bank holidays for all support staff (pro-rated for part-time employees)
- 36 hour working week for all full-time support staff
- Automatic pay progression for all staff in line with their current grading structure
- Enhanced contractual sick pay in line with the Burgundy Book and Green Book
- Employee Assistance Program with access to counselling and CBT 24 hours a day, 7 days a week
- Access to an Occupational Health Provider
- Free membership to Perkbox. with hundreds of exclusive offers and discounts available online and in store at many shops, gyms, and restaurants

- An excellent CPD programme for every member of staff, where they can work alongside external experts such as “Ambition”



About the Role

Job Title: Reflection Manager

Contract: Permanent

Hours: 40 hours per week, term time only plus 7 days

Start Date: As soon as possible

Salary: Grade 7 (NJC SCP 19 – 23), Actual Salary: £25,927 - £28,227

Do you have the drive, passion and commitment to deliver outstanding support? This is an opportunity to join a dedicated team of staff at Buile Hill Academy who are committed to providing the best possible education for our pupils.

At Buile Hill Academy we aim to offer students an exciting curriculum and a huge range of extra-curricular opportunities within a safe, secure and encouraging environment. Candidates will have high expectations of their students.

We are looking to appoint a Reflection Manager who will provide teaching and learning support for individual students and work with the whole school to promote positive behaviour management. As a Reflection Manager you will manage and work as part of a team supporting the learning, pastoral well-being and behaviour of students.

If you feel you share our values, have the vision and drive for excellence and want to be part of an enthusiastic, dedicated and well-resourced team, committed to ensuring that students fulfil their potential, then we would like to hear from you.

To apply please complete the attached application form. Please note we do not accept CV's. We ask that all completed application forms are sent to Jo Derbyshire at Joanne.Derbyshire@consilium-at.com

Please ensure that within your application you provide the names, addresses, and contact details for two referees, one of whom should be your current or most recent employer.

The closing date for applications is Tuesday 19th April 2022 at 9am.

Interviews to be held on Thursday 28th April 2022.

Consilium Academies is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment. Appointments are made subject to an Enhanced DBS Check.

The Trust is an equal opportunity employer. We celebrate diversity and are committed to creating an inclusive environment for all employees.

Please note: If you have not been contacted within one week of the closing date please assume that your application has been unsuccessful on this occasion. We are unable to provide feedback on individual applications. Applications received after the closing time stated will not be considered.

Job Description

Job Title:	Reflection Manager
Reports to:	Assistant Head Teacher - Pastoral
Grade:	Grade 7 (NJC scale point 19 – 23)
Working Pattern:	40 hours per week, term time only plus 7 days

Main purpose of the Role

Working as part of the pastoral and inclusion team:

- Lead an internal inclusion provision that supports students with academic studies whilst they are temporarily withdrawn from mainstream lessons to address behaviour choices that are a barrier to learning.
- Provide intensive support to help address behaviour and/or social and emotional difficulties.
- Execute a cycle of 'plan-do-review' to monitor progress through implementation of a behaviour contract.
- Work in close conjunction with teachers, parents/carers and/or external agencies where appropriate to re-engage students in learning, first in the internal inclusion provision, then with re-integration into mainstream lessons.

Main Duties and Responsibilities

Support for the Pupils

- Encourage students to take responsibility for behaviour choices by working intensively with them to identify barriers and strategies to help address issues.
- Liaise with the SENCO where specific support around SEND is required
- Liaise with the Attendance Officer in establishing constructive contact with the parents of students whose attendance and punctuality does not meet the standards expected
- Establish a partnership with parents/carers to involve them with all aspects of their child's development: personal, social and academic whilst they are accessing the inclusion provision
- Challenge and motivate your students to promote and reinforce self-esteem.
- Use information provided by staff to discuss issues with students, reinforce expectations and put in place strategies to address.
- Instigate behaviour contracts that make clear short and long-term targets.
- Oversee re-integration and success through a RAG rated timetable and close monitoring of behaviour through reports.
- Work with students to monitor the success of support strategies.
- Encouraging pupils to interact and work cooperatively with other and engage all pupils in activities. Promote independence and employing strategies to recognise and reward achievement.
- Assist with the development and implementation of individual Education/Behaviour Plans and Personal Care Programmes and external referrals if necessary.
- Establish constructive relationships with pupils and interact with them according to individual needs. Deliver group or individual interventions where necessary to support social, emotional and academic progress.
- Promote inclusion and acceptance of all pupils.
- Encourage pupils to interact with others and engage in activities led by the teacher.

- Set challenging and demanding expectations and promote self-esteem and independence.
- Provide feedback to pupils in relation to progress and achievements under guidance of the teacher.
- Plan and undertake structured and agreed learning activities/teaching programmes, advising activities according to pupil responses.
- Undertake programmes linked to learning strategies e.g. literacy, numeracy, KS3, foundation etc. and feedback to teacher.
- Support the use of ICT in learning activities and develop pupil's competence and independence in use.
- Prepare, maintain and use equipment/resources required to meet the lesson plans/relevant learning activity and assess pupils in their use.

Support for Teachers

- Create and maintain a purposeful, orderly and supportive environment which mirrors the mainstream environment and supports learning, behaviour choices and expectations when students return to lessons.
- Assist with planning of learning activities and support pupils to achieve learning goals – liaise with teachers to ensure any gaps in learning are minimised and students are fully prepared to return to mainstream lessons.
- Monitor the response of pupils to learning activities and record achievements/progress as directed.
- Determine the need for and preparing and maintaining general and specialist equipment and resources and assisting pupils in their use.
- Provide detailed and regular feedback to teachers on pupils' achievements, progress, problems etc.
- Promote good pupil behaviour, dealing with incidents in line with School Policy and encourage pupils to take responsibility for their own behaviour.
- Undertake routine marking of pupils' work where necessary to support next steps.
- To be responsible for keeping and updating records as agreed with the teacher, through the monitoring and evaluation of pupil's responses to learning activities through observation of achievement against pre-determined learning objectives.
- Undertake structured and agreed learning activities/teaching programmes, adjusting activities according to pupil's responses/needs.
- Administer routine tests and invigilate exams, and accurately record achievement and progress.

General Tasks

- Be aware of and comply with policies and procedures relating to Child Protection, health, safety and security, confidentiality and data protection, reporting all concerns to an appropriate person.
- Contribute to the overall ethos/work/aims of the school.
- Attend and participate in relevant meetings as required.
- To assist in meeting the physical care needs of students as required.

Corporate Responsibilities

- 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 pursue and promote the achievement and integration of diversity and equality of opportunity throughout the Trust's activities
- To plan, monitor and review health and safety within areas of personal control
- To participate in the Trust's Performance Management process and engage in continuous professional development and networking to ensure that professional skills and knowledge are up to date
- 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 Trust, 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 or Academy.
- The Trust operate a no smoking policy.



Person Specification		
	Essential	Desirable
Qualification and CPD		
5 GCSEs, or equivalent, at grade C/4 or above (including English and Maths)	✓	
Educated to degree level		✓
Clean Driving Licence	✓	
Experience, Knowledge and Skills		
Supportive of the ethos and values of the school	✓	
Excellent interpersonal skills	✓	
Self-motivated and organised	✓	
The ability to encourage and motivate students	✓	
Competent use of ICT	✓	
Excellent Literacy and Numeracy skills	✓	
Excellent verbal and written communication skills	✓	
Flexible approach to working	✓	
Willingness to take a full role in the life of the school	✓	
Qualities to be a positive role model to all students	✓	
Experience of working in a school/inclusion provision environment		✓
Excellent health and attendance records	✓	
Experience of working with young people and families	✓	
Experience of working with outside agencies	✓	
Experience of delivering small group or individual interventions to support behaviour management.		✓
Experience of supporting students in lessons and adapting resources, particularly those vulnerable to underachievement		✓
Knowledge of Safeguarding Policies and Procedures	✓	
Experience of using SIMS		✓
Experience of using CPOMS		✓
Experience of using tracking interventions such as Boxall profiling		
English Fluency		
Possessing a relevant qualification for the role attained as part of education in the UK or full taught in English or Welsh by a recognized institution abroad	✓	
Passing an English or Welsh spoken language competency test or possessing a relevant spoken English qualification at CEFR Level B1 or above, taught in English by a recognized institution abroad.	✓	