



## **STAR ACADEMIES**

*Nurturing Today's Young People, Inspiring Tomorrow's Leaders*

### **REFLECTION MANAGER**

#### **JOB DESCRIPTION**

##### **JOB PURPOSE:**

To contribute to the development of a strong, effective school with an emphasis on promoting a culture of educational excellence, within a caring and secure environment enriched with the values of discipline, mutual care and respect which extends beyond the school into the wider community.

##### **JOB SUMMARY:**

1. Secure the highest standards of behaviour in the school by supporting the implementation of the Behaviour Policy by leading and managing the Reflection area.
2. Support the improvement of pupil punctuality, attendance and behaviour and assist the school in reducing disruption and raising pupil achievement and progress.

##### **KEY RESPONSIBILITIES AND ACCOUNTABILITIES**

###### **1. Strategic Development**

- 1.1. Under the direction of the Senior Leadership Team, the post holder will be accountable for the leadership and management of the Reflection area.

###### **2. Reflection Area**

- 2.1. The Reflection Manager will be responsible for the effective leadership and management of the Reflection area. They will be based in the Reflection area full-time and will ensure the following:
  - i. Pupils work in silence for the duration of their time in the Reflection area.
  - ii. Pupils comply with the Reflection area curriculum so that no learning time is lost.
  - iii. That the entrance and exit of pupils to the Reflection area is well-managed with a clear rationale recorded for their referral including potential next steps (re-integration back into lessons, exclusion, screening for unmet need, referral to the ISIC, etc.).
  - iv. Work produced by pupils is of a high quality.
  - v. The writing of a Personal Support Plan (PSP) meets the needs of a pupil with repeat referrals to the Reflection area.
  - vi. Staff complete a restorative justice conversation with the referred pupil before their return to class to avoid future referrals.
  - vii. Effective systems are in place to stop repeat referrals to the Reflection area.

- viii. Pupils who are in the Reflection area for a second day are escorted from the line-up in the playground at the start of each day.
- ix. Pupils are escorted off-site in an orderly manner at the end of the school day.
- x. Pupils receive supervised breaks and lunch.
- xi. There is strong communication with parents/carers and staff to avoid future referrals.
- xii. A daily update of referrals is provided to SLT detailing individual pupil behaviours.
- xiii. A weekly update referral is provided for review and analysis at Senior Leadership Team (SLT) meetings.
- xiv. Staff receive weekly feedback around the reasons for referrals and strategies to address emerging patterns.
- xv. Systems for registering the pupils, informing parents/carers and ensuring all the administration including the tracking, assessments and logs are completed in a timely manner.
- xvi. The Directors of Learning (DOLs) contribute to the development of the Reflection area curriculum for pupils, including blended learning.
- xvii. Effective communication with the staff on duty supports the operational management of the Reflection area.

### **3. Relationships and Partnerships**

- 3.1. Develop strong relationships and effective working arrangements with Trust and school staff.
- 3.2. Work with individual staff who require support with behaviour management.
- 3.3. Establish effective partnerships with relevant professional organisations.

### **4. Accountability**

- 4.1. Be accountable for behaviour and outcomes for pupils during their time in the Reflection area.
- 4.2. Report findings of the Reflection area on a regular basis and as required to the Senior Leadership Team.

### **5. Other Responsibilities**

- 5.1. Continuously develop professional practice and keep up to date with all relevant policy developments.
- 5.2. Exercise a commitment to safeguarding and promoting the welfare of children and young people.
- 5.3. Identify and prioritise research and CPD opportunities for the leadership of behaviour management.
- 5.4. Carry out any such duties as may be reasonably required by the Principal and Senior Leadership Team.

### **6. Records Management**

- 6.1. All staff who create, receive, and use records in the course of their job are responsible for ensuring that records are managed appropriately. It is therefore likely that this post-holder will have responsibility for record-keeping as part of the role. Employees are required to be compliant with the Trust's policies and procedures on records management.

*This appointment is with Star Academies. The job description forms part of the contract of employment of the person appointed to this post. It reflects the position at the present time only and may be reviewed in negotiation with the employee in the future. The appointment is subject to the terms and conditions outlined in the 'Star Academies Contract*



Star

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### PERSON SPECIFICATION

			Assessed by:	
No	CATEGORIES	Essential/ Desirable	App Form	Interview/ Task
<b>QUALIFICATIONS</b>				
1.	5 A* - C or 9-5 at GCSE including English, Maths and Science.	E	✓	
2.	Level 3 qualification (NVQ Level 3 or A Level).	E	✓	
3.	A degree qualification or equivalent.	D	✓	
4.	Evidence of Continued Professional Development in behaviour management training.	E	✓	✓
<b>EXPERIENCE</b>				
5.	Proven track record of securing a successful and positive culture.	E	✓	✓
6.	Outstanding behaviour management practitioner.	E	✓	✓
7.	Experience of leading behaviour.	E	✓	✓
8.	Experience of undertaking school behaviour management audits.	D	✓	✓
9.	Coaching and mentoring colleagues.	D	✓	✓
10.	Able to demonstrate substantial and successful experience of inclusive practice.	E	✓	✓
11.	Proven experience of effective collaborative working and stakeholder engagement.	E	✓	✓
<b>ABILITIES, SKILLS AND KNOWLEDGE</b>				
12.	Up to date knowledge in behaviour management including national policy, behaviour management strategies, inspection findings and statutory requirements.	E	✓	✓
13.	Knowledge and understanding of key partnerships and processes that meet the needs of children and young people.	D	✓	✓
14.	A profound understanding of the elements which comprise effective behaviour management.	E	✓	✓

			<b>Assessed by:</b>	
<b>No</b>	<b>CATEGORIES</b>	<b>Essential/Desirable</b>	<b>App Form</b>	<b>Interview/Task</b>
15.	Excellent interpersonal and communication skills.	<b>E</b>	✓	✓
16.	Well-developed coaching and mentoring skills.	<b>D</b>	✓	✓
17.	The ability to embrace, adopt and put in to practice the Trust’s approach to behaviour management.	<b>E</b>	✓	✓
18.	The ability to develop, maintain and nurture positive professional relationships and work effectively with staff of varying experience.	<b>E</b>	✓	✓
19.	Ability to use ICT confidently to communicate, review data and present information to others.	<b>E</b>	✓	✓
<b>PERSONAL QUALITIES</b>				
20.	An inspiring leader with personal drive and tenacity to motivate, empower and support individuals.	<b>E</b>	✓	✓
21.	Confident and willing to challenge traditional assumptions.	<b>E</b>	✓	✓
22.	Energetic, enthusiastic and resilient, along with being action and solution focused.	<b>E</b>	✓	✓
23.	Highly organised, literate and articulate.	<b>E</b>	✓	✓
24.	Politically sensitive in the complex environment of safeguarding.	<b>E</b>	✓	✓
25.	Committed to self-development and the development of others.	<b>E</b>	✓	✓
26.	Highly resilient and determined in the face of challenges.	<b>E</b>	✓	✓
27.	A passionate belief in the school’s mission statement.	<b>E</b>	✓	✓
28.	A strong commitment to the Trust’s value of ‘Service, Teamwork, Ambition and Respect’.	<b>E</b>	✓	✓
29.	A strong commitment to supporting and promoting safeguarding, equality and diversity.	<b>E</b>	✓	✓
30.	A strong commitment to the Trust’s value of ‘Service’.	<b>E</b>	✓	✓
31.	A strong commitment to the Trust’s value of ‘Teamwork’.	<b>E</b>	✓	✓
32.	A strong commitment to the Trust’s value of ‘Ambition’.	<b>E</b>	✓	✓
33.	A strong commitment to the Trust’s value of ‘Respect’.	<b>E</b>	✓	✓
34.	Sympathetic to and supportive of the Mixed Multi-Academy Trust Model and ethos of the Establishment.	<b>E</b>	✓	✓