

Job Description and Person Specification

Post Reference: 2806

Job Title: Reflective Learning Centre (RLC) Manager

Academy Name: Leeds East Academy

Grade: SO2 (Actual Salary £33,034 to £34,693)

Hours: 37 hours per week, term time only plus 10 days

Accountable to: Associate Assistant Principal- Behaviour

Job Description

Role:

The Role of the Reflective Learning Centre (RLC) Manager is a vital one which sits within our extensive Pastoral Team. The holder of this role should have a firm belief that all students can be exceptional given the right circumstances to thrive. The role of the RLC manager is to facilitate the day to day running of the RLC room, supporting students who have made poor choices in mainstream lessons but also facilitating academic or behaviour modification sessions either as a whole room or in a smaller group setting.

You will be able to use your initiative and possess the ability to motivate and realign students who may be disengaged, be able to de-escalate difficult situations and encourage students to behave in a positive way, demonstrating the academy values of Resilience, Integrity, Trust and Ambition.

You will ensure that the RLC Space is prepared on a daily basis with the right equipment and resources making sure that these are used in an appropriate and efficient way. Resources may need to be update or adapted to meet the needs of students within the RLC to make these accessible and further prevent students falling behind academically. Whilst ensuring students achieve academically, it is crucial that students learn from poor behaviour choices in order to reduce the number of students accessing the RLC repeatedly. You will be expected to work with colleagues to organise, plan and deliver a variety of interventions which will have a positive impact upon student behaviour and their choices.

NB: All post-holders at the White Rose Academies Trust are responsible for improving the outcomes for learners and upholding the ethos of the academies. Keeping Children Safe in Education and the guidance for Safer Working Practices directs the work of every adult working at or associated with the White Rose Academies Trust.

Duties and Responsibilities:

- Provide continuous supervision of students who are working in the RLC ensuring they complete work and are working safely
- Establish a safe and calm environment where there are very clear, high expectations
- Encourage and facilitate time where students can reflect on their behavioural choices and support them via interventions to avoid repeating the same poor behaviour choices
- Where appropriate, to hold or support restorative conversations with students to explore the reasons behind their behaviour choices to prevent this being repeat poor behaviour
- Distribute appropriate work to students

- Plan and deliver behaviour interventions
 - Monitor and track students who are referred to the RLC, how often and reasons for the referral
 - Provide/ deliver data tracking to Senior Leaders on a half termly basis
 - Use all appropriate internal systems to log and track behaviour and interventions
 - Work closely with all stakeholders to ensure that student behaviour is tracked and monitored
 - Support students where appropriate with their reintegration back into mainstream lessons, this may include further interventions or lesson visits
 - Ensure that the RLC policies and procedures are adhered to and delivered to the highest standard
 - Supervise students in the RLC at break and lunch time, ensuring that an accurate order goes into the canteen staff on a daily basis
 - Implement strategies to support students with social, emotional and behavioural difficulties, setting challenging and demanding expectations and promoting independence
 - Establish productive working relationships with students; acting as a role model, providing support, encouragement, guidance and assistance for learning
 - With appropriate training, attend to students' personal needs, including pastoral, social, health, physical, hygiene, minor first aid and welfare matters including the delivery of therapy and programmes of work as directed by specialist agencies
 - Be aware of and support differences and equality. Challenge and motivate students, reinforcing self-esteem and promoting the inclusion and acceptance of all students through the completion of relevant work packs if needed
 - Establish constructive relationships with parents/carers; exchanging information, facilitating their support for their child's attendance, access and learning and supporting home to academy and community links
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Equal Opportunities:

- Promote equality of opportunity so that all children, young people, and families can access and benefit from our Trust.
 - Support the wellbeing, safety, and success of all students and young people, enabling positive educational and life outcomes.
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Professional Responsibilities

- Uphold the professional standards expected of all academy staff in all interactions with colleagues, students, parents/carers, and the wider community.

- Act in accordance with the values, aims, and mission of the academy and White Rose Academies Trust.
- Contribute positively to the continuous improvement of the academy and to personal professional development through participation in training, meetings, appraisals, and by sharing ideas for improvement.
- Work collaboratively as a positive and supportive member of the team, recognising when to seek advice, guidance, or support.
- Apply academy and Trust policies and procedures consistently in all aspects of the role.
- Engage in reflective practice and appropriate continuing professional development (CPD) to improve effectiveness and maintain high standards.
- Contribute to the wider life, ethos, and objectives of the academy, including attendance at relevant meetings, training days, and events as required.

Safeguarding, Compliance and Conduct

- Comply with all academy and Trust policies and procedures, including those relating to safeguarding and child protection, health and safety, security, confidentiality, and data protection, and report any concerns promptly to the appropriate person.
- Take responsibility for safeguarding children and young people and for promoting their welfare, in line with statutory guidance and academy procedures.
- Maintain appropriate professional boundaries and conduct at all times.

Whilst every effort has been made to explain the main duties and responsibilities of the post, not all individual tasks can be identified. The job description may be amended by the Principal or Accounting Officer to reflect or anticipate changes to the role, commensurate with the grade and job title.

The post-holder may be required to undertake additional duties, as reasonably requested, to ensure the effective operation of the academy.

The Governors and Principals of White Rose Academies Trust are committed to safeguarding and promoting the welfare of children and young people and to ensuring that safer recruitment practices are in place.

White Rose Academies Trust values diversity and seeks to create a workforce that reflects the communities it serves. Applications are welcome from all individuals regardless of sex, sexual orientation, race, religion or belief, marital status, age, or disability.

White Rose Academies Trust expects all staff and volunteers to share this commitment. Appointments will be subject to Safer Recruitment procedures, including an enhanced Disclosure and Barring Service (DBS) check. A criminal record will not necessarily prevent employment; this will depend on the nature of the offence and the circumstances.

This role involves contact with children and constitutes regulated activity. It is an offence to apply for this role if you are barred from engaging in regulated activity relating to children.

Person Specification

It is essential that the candidate should be able to demonstrate the criteria for the post within the context of the specific duties and responsibilities of the role: Candidates will only be shortlisted for interview if they can demonstrate on the application form that they meet all the essential requirements. Candidates are not required to meet all the desirable requirements, however these may be used to distinguish between acceptable candidates.

You should be able to demonstrate that you meet the following criteria which are all essential:

E = Essential D = Desirable

Measured by:

A = Application Form

T = Test/Exercise

P = Presentation

I = Interview

R = References

Qualifications

E	Good level of education and relevant training (5 GCSEs or equivalent including English and Maths)	A C
D	Relevant qualification or experience in teaching English as an additional language	A C
E	Good ICT skills with the capacity to learn LEA systems	A

Knowledge and Experience

E	Knowledge, understanding and commitment to safeguarding and promoting the welfare of students	A I R
E	Have experience of supporting young learners in an organisational setting	A
D	Have experience of working with students within an agreed behaviour management policy	A R
E	Have a clear understanding of the Key Stage 3 and 4 national curriculums	A I
E	Have experience working constructively as part of a team	A I
D	Have an understanding of how data is used at KS3 and KS4	A T I
E	Have an understanding of individual learning styles	A
E	Have knowledge, understanding and commitment to equality, diversity and inclusion informed by practical experience and application	A R

Skills, Attributes and Abilities

E	Be able to relate well to children and adults	A I R
E	Have excellent communication skills with all students and staff	A
E	Have excellent organisational skills	A
E	Be able to lead by example and inspire others	A I
E	Be able to use de-escalation strategies	A I
E	Have a willingness to learn new skills, techniques and systems	A
E	Be proactive and creative with an eye for detail	A
E	Be able to identify potential barriers to learning and engage in strategies to overcome these barriers	A R
E	Be able to maintain student records and feedback to relevant staff	A R
E	Be able to employ a range of coaching skills including group work	A
E	Be able to attend meetings outside of normal school hours	I
E	Be able to work effectively with teaching staff to support their role	I
E	Have a commitment to continuing professional development	I
E	Be able to form and maintain appropriate relationships and personal boundaries with children and young people	A

Behavioural and Other Characteristics

E	Committed to continuous improvement	A I
E	Carry out all duties having regard to an employee's responsibility under Health & Safety Policies	A I
E	Willingness to actively participate in training and development activities to ensure up to date knowledge, skills, and continuous professional development	A I
E	Create and maintain excellent relationships with all members of staff and students	R
E	Respectful towards all staff and students, with total belief in their entitlement to a high-quality education, whatever their circumstances and ability	R
E	Possess enthusiasm and positivity	I R
E	Committed to the principles of the academy programme	R
E	Possess personal integrity, warmth and a willingness to grow and learn	R

White Rose Academies Trust is committed to safeguarding and promoting the welfare of its students and expects all staff and volunteers to share the commitment. Appointments will be subject to Safer Recruitment Procedures and an enhanced DBS check.

Please note this role will involve contact with children and you will be engaging in regulated activity. It is an offence to apply for the role if you are barred from engaging in regulated activity relevant to children.

We promote diversity and want a workforce which reflects the population of Leeds. Applications are welcome from all, irrespective of sex, sexuality, race, religion, marital status, age, or disability.