



Ernest Bevin Academy
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Part of United Learning

Candidate Application Pack

Reflection Room

Officer

START DATE: September 2026



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Dear Candidate

Thank you for your interest in Ernest Bevin Academy, as we enter our Centenary year, it's a really exciting time to join us. My vision is ambitious: for Ernest Bevin Academy to be recognised as one of the top boys' schools in the country. We will achieve this through a combination of academic excellence with a culture built on high expectations, strong relationships and a relentless belief in every student's potential.

As an inner-London community school, our pupils reflect the diversity of the local area with nearly twice the national average proportion of those who qualify for Pupil Premium. Therefore, all staff at the academy are driven by a strong mission to provide educational excellence to every single student.

Our values of Ambition, Perseverance, and Unity sit at the heart of everything we do. Ambition for our students to achieve their full potential. Perseverance to support students to overcome challenges and keep moving forward. Unity to support and inspire one another. We want every young person who joins us to flourish – academically, personally, and socially – leaving Ernest Bevin confident, resilient and ready to make a positive difference in the world.

We pride ourselves on ensuring that every member of staff is supported to also be the very best that they can be in whichever role they have in our academy. We have a number of core benefits which include competitive rates of pay when compared to the maintained sector; access to a contributory pension scheme relevant to your role; access to a Health Cash Plan; Westfields Rewards scheme; enhanced parental leave policies; and tailored Continuous Professional Development (CPD) for every role.

I look forward to meeting you in person.

Damola Ademolake,

Principal



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Working at Ernest Bevin Academy

We are proud to be part of United Learning Trust, our schools work as a team and achieve more by sharing than any single school could. Our subject specialists, group-wide intranet, own curriculum, and online learning portal all help us share knowledge and resource, helping to simplify work processes and manage workloads for an improved work-life balance.

As a Group our staff are better rewarded: with good career opportunities, benefits, and ultimately, the satisfaction of helping children to succeed. We invest in our staff wellbeing, it's our core ethos we call 'the best in everyone'.

Central Office staff work closely with schools, offering a wealth of expertise to underpin our knowledge. The specialist departments, including HR, finance, technology, strategy and performance, estates, and marketing, work alongside dedicated school improvement teams.

Committed to having a diverse and representative team

We welcome applications from everyone committed to our ethos and would particularly welcome applications from black and minority ethnic candidates, who are currently under-represented in the Group as a whole. We always appoint on merit.

Flexible Working

At United Learning, we value the dedication, professionalism and hard work of our teachers, support staff and school leaders, and strongly believe that everyone should



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be able to do their job without sacrificing a family life or compromising their well-being. We are committed to encouraging and enabling flexible working opportunities

throughout our schools wherever possible and will support employees seeking to work more flexibly.

Find out more about working with us at <https://www.ernestbevinacademy.org.uk/work-with-us>.



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Job Summary

Job title: Reflection Room Officer

Location: Ernest Bevin Academy, Tooting, London

Salary: United Learning Support Staff Pay Scale

Work Pattern: 39 weeks, term time only, 37.5 hours a week

Reports to: Vice Principal

Role Summary

To administrate and supervise, the internal exclusion of students in the Reflection Room; co-ordinate work from relevant subject areas; and support with mentoring. Provide some administrative support attendance, progress, communication with families and evaluating reports as directed of students in the Reflection Room.

In particular, the post holder will:

- Create and maintain a calm, structured and purposeful environment that enables students to reflect on their behaviour and successfully re-engage with learning.
- Support the academy's behaviour strategy by promoting high expectations, consistency and positive conduct across the school community.
- Build positive and professional relationships with students, families and staff to encourage accountability, personal growth and improved outcomes.
- Work collaboratively with pastoral leaders and senior staff to identify and implement appropriate support for students requiring behavioural intervention.
- Contribute to reducing suspensions and improving student engagement through effective behaviour management and restorative approaches.
- Monitor, record and analyse student behaviour information to support informed decision-making and targeted interventions.
- Promote students' personal development, wellbeing and resilience, helping them make positive choices and develop strategies for future success.
- Support safeguarding and welfare processes, ensuring concerns are identified, recorded and acted upon appropriately.
- Champion an inclusive culture where all students are treated with respect and supported to achieve their potential.
- Contribute to the continuous development and effectiveness of the academy's behaviour, pastoral and inclusion provision.



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JOB DESCRIPTION | Reflection Room Officer

This job description is not intended to be all-inclusive, and the successful candidate is expected to be flexible and proactive in meeting the needs of the school and willingly undertake any further duties required that are commensurate with the role.

General

- Develop excellent working relationships with colleagues internally, centrally and externally.
- Uphold academies' policies and procedures at all times.
- Ensure any documentation produced is to a high standard and is in line with the in-house style.
- Be aware of and comply with policies and procedures relating to safeguarding, child protection, health, safety and security, confidentiality and data protection, reporting all concerns to the appropriate person.
- Participate in training and other learning activities as required.
- Participate in the Performance Management process.
- Provide appropriate guidance and supervision and assist in the training and development of staff as appropriate.
- To represent the Academies at events as appropriate.
- To support and promote the Academies' and United Learning's ethos.
- To undertake any other duties and responsibilities as reasonably required by the Network Manager and/or Director of Resources.
- Main resources, routines, exceptionally high standards, and a positive atmosphere that promotes responsibility, respect and readiness to return to lessons.

Behaviour

- Supervise students within the Reflection Room. Providing challenge and motivation to ensure a calm, safe and structured working environment.
- Explain expectations and behaviour standards to students on arrival, reinforcing the schools behaviour policy.
- Contribute to decreasing the number of suspensions by ensuring that low-level behavioural issues do not escalate and taking responsibility for the management of the Reflection Room.



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- Liaise with subject teachers when appropriate, creating and collating resources and gaining key information about units of work in order to prepare for supporting students during their placement in the Reflection Room.
- Ensure students remain focused on completing set work or reflection tasks provided by staff.
- Support students in understanding the reasons for their removal from lessons and encourage constructive strategies for improvement.
- To ensure that the Reflection Room procedures are adhered to, and the room is well maintained, neat and tidy.
- To log behaviour incidents on SIMs and prepare behaviour reports as necessary.
- To communicate and build relations effectively with families and record all interactions.
- Assist with after school catch up supervision as appropriate.
- Contribute to the development of strategies to develop and progress the Reflection Room.
- To work effectively as a member of the school team responding to the needs of students on the basis of the school's policies and agreed practices.
- Liaise with the Heads of Years, pastoral and the senior leadership team regarding students to be placed in the Reflection Room.
- Support the supervision of students in the Reflection Room at break and lunch time.
- Work to prevent, challenge and take appropriate action in response to discriminatory and/or derogatory language in school.
- Support and empower staff to meet the needs of all students in school.
- Work in collaboration with the Assistant/vice Principal to identify those students who would benefit from additional support and the engagement of external services.
- Lead on and keep an accurate and up to date record of all instances in the Reflection Room.
- Work to prevent, challenge and take appropriate action in response to discriminatory and/or derogatory language in school.
- Attend behaviour related meetings as directed by the Assistant Headteacher or Deputy Head in charge of Behaviour and safeguarding.
- Record attendance, behaviour and work completion accurately on the school's MIS system.
- Ensure the work set reflects the continuity of the curriculum and liaise with subject leaders to ensure the provision is strong.



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- Take responsibility for the suitable provision of an identified group of students during school holidays.
- Contribute to suspension or PEX documentation and managed move documentation, as directed by the Deputy Head in charge of Behaviour and safeguarding.

Safeguarding, Personal Development and Welfare

- Undertake responsibilities at the beginning and end of the school day, which contributes to support each student's safe arrival and departure from school.
- Contribute to the school's pastoral log as directed by the Behaviour and Welfare Manager.
- Communicate outcomes, concerns or follow-up actions to Heads of Year, pastoral teams, or senior staff.
- Support the Vice/Assistant Principal, in charge of behaviour and safeguarding in helping students to understand, respond to and assess risk associated with:
 - Child sexual exploitation;
 - Domestic violence;
 - Female genital mutilation;
 - Forced marriage;
 - Substance misuse;
 - Gang activity;
 - Radicalisation and extremism;
 - E-safety;
 - Substance misuse;
 - Knives and gangs;
 - Relations (including sexual relationships); and
 - The day to day aspects of life, for example, water, fire, roads, cycling and railways.

As a support member of staff in school, in addition to the responsibilities you are expected to:

- Promote and safeguard the welfare of pupils at school.
- Undertake exam invigilation, as directed.
- Undertake cover of lessons, as directed.
- Undertake appropriate training, as directed
- Understand and operating the school's Equal Opportunities Policy.
- Undertake first aid training and administer first aid as required, alongside supervising pupils during break-time duties.



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This post is subject to an enhanced DBS disclosure and the post holder must be committed to safeguarding the welfare of children, and positively support equality of opportunity and equity of treatment to colleagues and students in accordance with the United Learning Equal Opportunities Policy and Code of Conduct.

Notes:

The job description may be amended at any time through discussion between the post-holder and the Principal and will in any case be reviewed annually as part of the Performance Management Process. In reviewing the job description account will be taken of:

The successful candidate should carry out professional duties in accordance with and subject to conditions of employment as set out in their contract.



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Person Specification

	Essential	Desirable
EDUCATION/QUALIFICATIONS		
Educated to degree level or at least Level 4 with both English and Maths GCSE at Grade C or 5 or above	X	
KNOWLEDGE AND EXPERIENCE		
Willingness to undertake safeguarding, behaviour management and relevant school-based training	X	
Understanding of safeguarding and child protection responsibilities	X	
Relevant qualification in education, youth work, behaviour support or pastoral care		X
Training in behaviour management, mentoring or restorative practices		
First Aid qualification		X
Experience of working with young people in an educational, pastoral or youth setting	X	
Experience of supervising students and managing behaviour effectively	X	
Experience of working with students who display challenging behaviour	X	
Experience of maintaining records and completing reports accurately	X	
Experience of working collaboratively with staff and external professionals	X	
Experience of working with families and carers to support student progress and behaviour		X
Knowledge of strategies to reduce suspensions and exclusions		X
SKILLS, BEHAVIOUR AND QUALITIES		
Ability to maintain a calm, safe and purposeful learning environment	X	





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Ability to challenge behaviour positively while maintaining professional relationships	X	
Ability to motivate and engage students in learning during internal exclusion	X	
Ability to work independently and as part of a team	X	
Ability to manage sensitive situations with professionalism and discretion	X	
Competent ICT skills, including record keeping and report writing		
Mentoring and coaching skills		X



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