



Prince Henry's Grammar School
COLLABORATIVE LEARNING TRUST



STUDENT SUPPORT AND REFLECTION MANAGER

INFORMATION FOR APPLICANTS

NJC Grade SO1 Scale Points 23 - 25
Actual Salary £29,289.56 - £30,930.36 Per Annum

Permanent, Term Time Plus 2 Days
37 Hours Per Week

Required ASAP



STUDENT SUPPORT AND REFLECTION MANAGER

Location: Prince Henry's Grammar School

Contract: 37 Hours Per Week
Permanent, Term Time Plus 2 Days

Closing Date: Sunday 11th January 2026

Selection Day: Week commencing Monday 12th January 2026



STUDENT SUPPORT & REFLECTION MANAGER

Thank you for your enquiry regarding this post.

Please look on the school's website www.princehenrys.co.uk for more information about the school and for relevant policies e.g. Child Protection etc.

You will find in this booklet:

- Information about the post
- Information from the headteacher
- Job Description
- Person Specification
- Guidance for completing the application form

If you have a disability and require this information in a different format, for example, Braille, larger print or on CD, please contact the HR Administrator at the school:

hrs@princehenrys.co.uk

The closing date for applications is **Sunday 11th January 2026**. Please note that it is our policy not to accept late applications. Shortlisting will commence immediately, and it is anticipated that interviews will be held **week commencing 12th January 2026**.

Following the closing date, a recruitment panel will review the information provided and consider how well it matches the person specification. Shortlisted candidates will then be invited in for interview and references taken. On the interview day a number of sessions may be organised which may include completing a tour of the school, a classroom teaching observation (for teaching posts only), a written or data task, meeting with students or, dependent on the role, a combination of the above. The results of these sessions will inform the panel in their decision to take candidates through to a formal interview.

The school is committed to safeguarding and promoting the welfare of our students and expect all staff and volunteers to share this commitment. All appointments will be subject to an Enhanced Disclosure and Barring Service check. Shortlisted candidates are also subject to a basic online search in line with the current KCSiE policy.

We aim for diversity within our workforce. Applications are welcome from all, irrespective of sex, sexuality, race, religion, marital status, age, disability, pregnancy/maternity, gender identity or gender transition.

All Collaborative Learning Trust schools are non-smoking/vaping sites.

Please note it is the Trust's policy that reimbursement will not be made with regard to candidates' expenses.

INFORMATION ABOUT THE POST

We are looking to appoint an enthusiastic and self-motivated individual to support the school in addressing the needs of all students, but especially those students who need help to overcome barriers to learning.

We have high standards of behaviour in our school and most of our students are supported through high quality teaching, a clear consistent behaviour system (Positive Discipline or 'PD' – see below) and respectful, positive relationships. Even so, a small number of students have difficulties engaging fully in school life. The postholder in this role will take a lead on supporting those young people to address their barriers to learning and support them to make positive behaviour choices.

MAIN DUTIES

Working with the pastoral staff, you will lead another colleague and together with them oversee an area of school that serves as a base to support students who struggle to access all their regular timetabled lessons. This base includes a 'reflection' space where students can be placed to reflect on their behaviours and a more proactive, supportive space where students are timetabled to receive support with their approach to school. This is in a bid to help them avoid spending time in the Reflection room, or moving to other, more serious, sanctions.

The provision helps students 1:1 or in small groups to develop techniques to correct poor behaviour choices and remain in our educational setting. You will lead the scheme helping students to make best use of their time in the support centre and giving them the best chance to remain within our school community. You will receive support and guidance from teaching, pastoral and senior staff. You will play an active role in reviewing the support available, whilst establishing productive working relationships with students and acting as a role model.

Experience and knowledge of working with young people with challenging behaviour is essential. You will need to be able to recognise and respond assertively and compassionately to the needs of students.

Key aspects of the role involve:

- Establishing productive working relationships with students, acting as a role model and setting high expectations.
- Managing time effectively, organising and prioritising workloads and working proactively to ensure that objectives are fulfilled
- Delivering packages of support to students who are experiencing significant issues that are damaging their academic progression.
- Helping us build on the breadth of the educational experiences we offer, both in and out of the classroom.

This support has been developed since inception in September 2024, and we are hoping to recruit someone who wants a new challenge to help further develop a level of support that will see all our students flourish and achieve.

Potential applicants are encouraged to visit the school to find out more.

POSITIVE DISCIPLINE

The school has an established and maintained atmosphere conducive to learning in which each individual student is encouraged to realise their full potential. This involves the setting of high standards underpinned by a consistent set of values, by support and encouragement of students towards high attainment and personal responsibility, and by an ordered discipline within the school. In such an atmosphere, students feel secure and members of staff, both teaching and non-teaching, are accorded proper respect and consideration.

The Positive Discipline philosophy is centred around three very simple concepts:

1. that all young people enjoy being effectively rewarded for their efforts;
2. that most young people need clear guidelines in terms of what constitutes acceptable behaviour;
3. that effective communication between teachers, parents/carers and students is essential in effective schools.

ABOUT COLLABORATIVE LEARNING TRUST

Currently, the Trust comprises of:

1. Prince Henry's Grammar School, Otley, Leeds
2. Bramhope Primary School, Bramhope, Leeds
3. St Mary's Church of England Primary Academy, Hunslet, Leeds
4. Micklefield Church of England Primary Academy, Micklefield, Leeds
5. All Saints Church of England Primary School, Little Horton Green, Bradford
6. Trinity All Saints Church of England Primary School, Bingley
7. Ashfield Primary School, Otley, Leeds

VISION

The Collaborative Learning Trust will be recognised as a highly successful learning community that provides outstanding, sustainable, and inclusive 'nursery to 19' education for young people of all abilities. Students will leave Collaborative Learning Trust schools having enjoyed their education and developed into lifelong independent learners with the creativity, adaptability, resilience and leadership skills to contribute to, and succeed in, our 21st century society.

Our vision is underpinned by the following values:

- **Education for the common good of the whole community** – supporting the development of lifelong independent learners with the creativity, adaptability, resilience and leadership skills to contribute to society
- **Education for dignity and respect** – a focus on equality for all, trust, integrity, respect and an appreciation of diversity
- **Education for wisdom, knowledge and skills** – high quality teaching and learning designed to secure the 'all round' education of young people and engender a passion and enthusiasm for learning
- **Education for hope and aspiration** – a culture of aspiration and success (in students, staff and governance)

This will be achieved through:

- A commitment to a genuinely collaborative approach to ensure sustained school improvement towards the vision
- Strong ethical leadership and behaviour at all levels
- Autonomous ethos and identity for each school, whilst sharing core values and vision across both church and non-church schools
- Effective staff professional development and opportunities for excellent practitioners to develop their career

We as a Trust have signed up to the Yorkshire and Humber climate action pledge, making a commitment to protecting the climate and nature

COLLABORATIVE LEARNING TRUST EMPLOYEE BENEFITS

The Collaborative Learning Trust promotes employee wellbeing across all of our schools. Our well-being charter defines well-being as "The State of being comfortable, healthy and happy". We understand that the responsibility for well-being is shared across all members of our community and it aligns perfectly with the values of our Trust.

One of the many ways we implement this is through our fantastic employee benefits, which include:

Employee Assistance Programme:

A 24/7 confidential advice and counselling helpline available at no cost to all employees.

Pension Scheme:

We offer a fantastic teaching and support staff pension scheme.

Cycle to work scheme:

Spread the cost of a new bike over 12 or 24 months through salary sacrifice (terms and conditions apply).

Home and Tech scheme:

Spread the cost of a Curry's or Ikea gift card over 12 months through salary sacrifice (terms and conditions apply).

bYond:

A pre-paid card that lets you earn cashback when shopping at your favourite stores.

Extras discounts:

Save up to 10% on the upfront cost of a wide range of big-brand gift cards.

Tastecard Promotions:

Discount on an annual subscription which allows you to Save up to 50% off at hundreds of participating restaurants.

RAC Membership Cover:

A 12-month salary sacrifice offering different levels of cover options for up to 4 vehicles (terms and conditions apply).

INFORMATION ABOUT PRINCE HENRY'S GRAMMAR SCHOOL

Prince Henry's is an over-subscribed comprehensive school with over 1640 students, including around 350 in the Sixth Form. We are proud of our school, students, staff and community and were delighted to have our recent Ofsted report from November 2024 endorse our strengths in judging us 'Outstanding' in all areas. Regardless of our current success, we strive for the continuous improvement of our educational provision so that our students are fully prepared for 21st century society. We serve the market town of Otley (in the Wharfe Valley) and the surrounding villages including Pool, Bramhope and Adel. The Wharfe Valley is a wonderful region in which to live and work. It is close to areas of outstanding natural beauty, yet also benefits from good transport links to key towns and cities across the country.

Prince Henry's Grammar School has a rich history dating back to its Royal Charter of 1607 and to this day the school remains at the heart of the local community. We work hard to maintain strong links, for example through community use of our sporting facilities and our provision of an extensive Community Education Programme.

High standards, in both the academic and broadest sense of the word, continue as the underlying principles of all that we do. Our behaviour and achievement policy, known as Positive Discipline, is central to this. The system rewards students for what they do well, whilst also providing a framework within which misdemeanors are challenged and sanctioned in a consistent manner. This results in the extremely positive attitudes to learning that exists amongst our students. Prince Henry's is an enjoyable place to work and learn and we aim to appoint colleagues who shares our commitment to high professional standards.

Our focus on equality and diversity has a significant impact on the philosophy and operation of the whole school. An international perspective is evident in all areas of school life and all colleagues are expected to deal with issues of global citizenship and equality through their role in school. Typically, over 500 students take part in one of a dozen or more foreign trips and exchanges each year.

Our commitment to promoting equality and celebrating diversity lies at the heart of our vision, and we have received national acclaim for our work in this respect. The school holds the highest level of the Stephen Lawrence Education Standard and has supported several other schools to develop their own inclusive practices through the RED Award developed internally.

Extra-curricular and enrichment provision is rich and varied. There are strong sporting traditions (including rugby, netball, hockey, athletics and swimming) and considerable interest in outdoor pursuits through a successful Duke of Edinburgh Award programme. Music, drama and a variety of other activities also flourish. Governors and trustees are keen to appoint staff who will support the vibrancy of our school.

For further information about Prince Henry's, including details of the current curriculum offer, please see the school website www.princehenrys.co.uk and the school's prospectus documents [here](#)

INFORMATION FROM THE HEADTEACHER

Dear Prospective Applicant,

We would like to thank you for your interest in applying for this post at Prince Henry's Grammar School.

Of particular interest to new members of staff is the emphasis placed on high quality professional development. Prince Henry's is a strategic partner in the Red Kite Teaching School Alliance and as such we work with our partners to develop and deliver high quality CPL to staff in our own school and across the region. This ensures good access to development opportunities for our teaching and associate staff.

A number of services and benefits have been developed including such things as free coffee/tea at break time, parking, annual flu vaccinations, access to Cycle to Work and Computer schemes, corporate gym membership, staff takeaway meal service through Henry's Diner, long service awards and social events organised by the Staff Committee. There is also an opportunity for the children of staff to access the excellent education available at Prince Henry's in line with the Admissions Policy.

Over recent years the already strong educational provision at Prince Henry's has improved even further, and consequently the reputation of the school. As a result, Prince Henry's has grown in size, including significant growth in the sixth form. Despite the school's achievements, governors and school leaders are not complacent, and seek to employ staff with the ambition, knowledge and skills to contribute to further improvement in this larger than average comprehensive school.

This is an exciting time to join a forward-thinking and ambitious school. Having recently been judged as 'Outstanding in all areas' from Ofsted (November 2024), our focus is on maintaining the exceptional offer and experience whilst pushing ourselves even further to ambitious levels. This includes the offer of CPL which includes leadership development and bespoke packages, and the opportunity to be outward facing with other schools within the Trust and alliances of which we are a member.

We hope that after reading the information about this vacancy you will want to apply. Please clearly describe your relevant skills and abilities, knowledge and experience (see Person Specification) in the appropriate sections of the application form and explain why these make you an ideal candidate for your chosen post. We look forward to receiving your application.

Yours faithfully

Sally Bishop
Headteacher



JOB DESCRIPTION: STUDENT SUPPORT AND REFLECTION MANAGER

Name:	
Job Title:	Student Support and Reflection Manager
Salary Grade:	NJC Grade SO1 Scale Points 23 - 25 Actual Salary £29,289.56 - £30,930.36 Per Annum
Contract Type:	Permanent, 37 Hours Per Week Term Time Only, Plus 2 Days
Responsible to:	Deputy Headteacher – Behaviour and Attitudes

PURPOSE OF ROLE

- To manage 'The Bungalow' student support base (comprising of a 'Reflection' room, a support room and areas for teaching and counselling) to support students who may struggle to engage in school
- To work with teaching, pastoral and senior staff
- To support the school in addressing the needs of all students, but especially those who need help to overcome barriers to learning
- To deliver packages of support to students who are experiencing significant issues that are damaging their academic progression
- To help the school to build on the breadth of the educational experiences offered both in and out of the classroom

Main Duties:

1. To supervise students excluded from, or otherwise not working to, a normal timetable and ensure that they receive their educational entitlement and appropriate provision within the designated support area
2. To establish productive working relationships with students, acting as a role model and setting high expectations
3. To liaise with subject teachers to ensure that appropriate work is provided for students and that completed work is distributed to subject teachers to be assessed
4. To ensure that students are working in a calm and focused environment
5. To challenge and motivate students, promoting and reinforcing their self-esteem
6. To intervene and evaluate the progress of students who disrupt learning
7. To keep accurate and up to date records of students' progress in the support area

8. To support the assessment of students to determine those in need of particular help
9. To provide objective and accurate feedback to other staff on students' achievement, progress and other matters as requested
10. To liaise with Year Managers and Key Stage Directors regarding issues relating to the students in their year groups
11. To liaise with Year Managers, Key Stage Directors and the Senior Leadership Team regarding Positive Discipline and appropriate behaviour modification programmes
12. To assist staff with the development and implementation of individual Education/Behavioural/Support/Mentoring plans and behaviour management strategies
13. To provide appropriate administration support e.g. phone calls, correspondence, compilation of data/information on attendance and suspensions/exclusions
14. To assist the Deputy Headteacher in the organisation and administration of PD, as appropriate
15. To help collate work for students serving an alternative internal suspension on another site
16. To extend the school day until 3:45 on occasions where students have been internally suspended
17. To assist with the general supervision of students during break and lunchtimes, as required
18. To offer restorative support to students in order to reflect and minimise future repeated patterns of negative behaviour
19. To help students through small tutoring sessions, as appropriate
20. To ensure effective communication between parents, carers and staff
21. To contribute to the overall ethos/work/aims/values of the school to ensure high standards of Learning & Teaching
22. To be trained as a designated member of staff regarding Child Protection, reporting to the Assistant Headteacher: Safeguarding and Wellbeing
23. To undertake a first aid training course and be part of the school's first aid team, if required.

Generic duties and Responsibilities:

24. To undertake tasks in connection with the operation and maintenance of the school's management information system
25. To assist in the preparation and despatch of information to governors, parents/carers, staff and students
26. To set a good example to all students in their presentation and their personal conduct
27. To be aware of and comply with, policies and procedures relating to child protection, health, safety and security and confidentiality, reporting all concerns to an appropriate person
28. To be aware of equal opportunities legislation and, along with colleagues, work towards ensuring that the school complies with its requirements
29. To contribute to the ethos, aims and objectives of the school including the school's commitment to safeguarding and promoting the welfare of children and young people
30. To appreciate and support the role of other professionals
31. To attend and participate in relevant meetings, as required
32. To participate in the school's Professional Growth process and seek to develop skills further through professional development opportunities
33. To attend whole school training events, as appropriate

Job descriptions may change and/or be amended, the postholder may be required to fulfil other duties commensurate with the role.

HEALTH & SAFETY

All staff will make themselves familiar with the requirements of the Health and Safety Policy which are relevant to their work.

SAFEGUARDING

Collaborative Learning Trust is committed to promoting and safeguarding the welfare of all children and expect all staff and volunteers to share this commitment. This post is subject to an enhanced Disclosure and Barring Service (DBS) checks.

In line with KCSiE 2025, we will carry out an online search as part of our due diligence on shortlisted candidates. This may help identify any matters that are publicly available online, which we might want to explore with you at interview.

PERSON SPECIFICATION – STUDENT SUPPORT AND REFLECTION MANAGER

Title of Post	Student Support and Reflection Manager		
Specification Prepared By	CKS/WLR		
Date	August 2024		
Qualifications		Essential/ Desirable (E/D)	How identified
1.	English & Mathematics GCSE Grade A*-C or equivalent	E	Application and Selection process
2.	Recognised relevant qualification or equivalent experience at NVQ Level III, GNVQ or A Level	D	
3.	Evidence of recent relevant training	D	
Experience and Professional Development		Essential/ Desirable (E/D)	How identified
1.	Recent work in a school or other organisation working with young people	E	Application and Selection process
2.	Recent relevant experience working with young people whose learning may have been impeded due to a range of circumstances	D	
3.	Recent experience of supporting young people and their development	D	
Knowledge		Essential/ Desirable (E/D)	How identified
1.	Knowledge of school/education provision	E	Application and Selection process
2.	Knowledge of how to identify potential barriers to learning	E	
Skills and Abilities		Essential/ Desirable (E/D)	How identified

1.	Ability to work effectively with the Deputy Headteacher, Assistant Headteachers, Key Stage Directors, Year Managers and other staff in the school	E	Application and Selection process
2.	Ability to engage constructively with, and relate to, a wide range of young people with different social backgrounds	E	
3.	Ability to support the assessment of students to determine those in need of particular help	E	
4.	Ability to challenge and motivate students, promoting and reinforcing their self-esteem	E	
5.	Ability to work effectively in a student-centred way to fulfil the duties on the job description	E	
6.	Ability to work in a positive and flexible way	E	
7.	Ability to work under own initiative and be innovative	E	
8.	Good ICT skills	E	
Personal Attributes		Essential/ Desirable (E/D)	How identified
1.	Ability and desire to learn new skills and to take part in further training	E	Application and Selection process
2.	Professional demeanour and appearance with the ability to maintain confidentiality	E	
3.	Flexible attitude towards working hours e.g. start and finish times, to fit in with the needs of the school	D	
4.	Commitment to upholding the school's aims, procedures and policies	E	
5.	Commitment to continued professional development	E	
Equal Opportunities		Essential/ Desirable (E/D)	How identified
1.	Acceptance of, and a commitment to, the principles of the schools' and the Trust's equal opportunities policies and practices as they relate to employment issues and to the delivery of services to the students and community	E	Application and Selection process

2.	Commitment to equal opportunities policies relating to all protected characteristic in an educational context	E	
Safeguarding		Essential/ Desirable (E/D)	How identified
1.	Ability to form and maintain appropriate relationships and personal boundaries with children and young people	E	Selection process and completion of an Enhanced DBS check
2.	Has appropriate motivation to work with children and young people and can relate to them	E	
3.	Displays commitment to the protection and safeguarding of children and young people	E	
4.	Good knowledge and understanding of the importance of safeguarding students and the welfare of staff and the action to take to support this	E	
Personal Circumstances		Essential/ Desirable (E/D)	How identified
1.	Legally entitled to work in the UK	E	ID
2.	No contra-indicators in personal background or criminal record in showing unsuitability to work with children/young people/ vulnerable clients/ finance	E	Completion of Criminal Background declaration and Enhanced DBS check
3.	Willingness to complete a Pre-Employment Health Declaration if appointed	E	Pre-Employment Health Declaration

Collaborative Learning Trust is committed to promoting and safeguarding the welfare of all children and expect all staff and volunteers to share this commitment. This post is subject to an enhanced Disclosure and Barring Service (DBS) checks

GUIDANCE FOR COMPLETION OF THE ON-LINE APPLICATION FORM

Please complete the application form in full, giving as much information as possible and answering **all** questions before submitting the application.

REFERENCES

Please supply details of two referees, one of which must be your current or most recent employer. If you are currently working in a school setting then one of the referees must be the current Headteacher. Friends and family cannot be used as referees.

If you are not currently working with children, but have done so in the past, then an additional reference from that employer will be required.

Safer Recruitment procedures require that we contact at least one referee before interview.

EMPLOYMENT HISTORY

Please list previous appointments in sequence, current or most recent first. Please include your salary grade in the Position Title e.g. Reception Teacher M4 + TLR2A. Please also include at the end of the Responsibilities section the reason why you left the post e.g. promotion, relocation etc. Please also list other work experience and the details and nature of the work/activity. If you were not in work at any time please give details of what you were doing e.g. Gap Year Jan 2011-Jan 2012, Unemployed July 2010–December 2010 etc.

EDUCATION HISTORY

Please ensure that you advise all your qualifications, in date order current or most recent first, including those obtained at school. Please advise the grade achieved with regard to degree qualification i.e. BA in History 2:i. Please list all A levels together in one box and in another box list all GCSEs together, along with the grades obtained.

OTHER COURSES OR PROFESSIONAL DEVELOPMENT

Please include any professional development that may be relevant including dates and grades obtained.

INFORMATION TO ADDRESS THE PERSON SPECIFICATION

Please use the sections provided to detail your Skills and Abilities, Knowledge and Experience as described in the Person Specification and relevant to the Job Description. You can use the Additional Information section to detail anything else that you feel is relevant to the role and why you feel you would be an ideal candidate for this post.

STATEMENT ON THE RECRUITMENT OF EX-OFFENDERS

- As an organisation which is exempt from the Rehabilitation of Offenders Act and using the Disclosure and Barring Service (DBS) to assess applicants' suitability for positions of trust, we comply fully with the DBS Code of Practice and undertake to treat all applicants for positions fairly. We do not discriminate unfairly against any subject of a Disclosure on the basis of conviction or other information revealed.
- We are committed to the fair treatment of our staff, potential staff or users of our services, regardless of race, gender, religion, sexual orientation, responsibilities for dependants, age, physical/mental disability or offending background
- We actively promote equality of opportunity for all with the right mix of talent, skills, and potential and welcome applications from a wide range of candidates, including those with criminal records. We select all candidates for interview based on their skills, qualifications, and experience.
- All applicants who are offered employment in a school will be subject to an Enhanced Disclosure and Barring Service check. This will include details of cautions, reprimands and warnings as well as spent and unspent convictions. An enhanced disclosure may also contain non-conviction information from local police records which a chief police officer thinks may be relevant. A statement advising that a Disclosure will be requested in the event of the individual being offered the position will be shown in all job adverts and recruitment packs.
- We can only ask an individual to provide details of convictions and cautions that we are legally entitled to know about. Applicants must therefore disclose all spent and unspent convictions, cautions, reprimands and final warnings that are not 'protected' (i.e. filtered out) as defined by the Rehabilitation of Offenders Act 1974 (Exceptions) order 1975 (as amended in 2013).
- We ensure that staff involved in recruitment have received appropriate guidance on the relevant legislation relating to the employment of ex-offenders (e.g. the Rehabilitation of Offenders Act 1974 and its amendments in 2013) and know how to access advice and support
- You will have the opportunity for an open and measured discussion on the subject of any offences or other matter that might be relevant to the position. Failure to reveal information that is directly relevant to the position sought could lead to withdrawal of an offer of employment or disciplinary action which could result in dismissal.

- We make every subject of a DBS check aware of the existence of the DBS Code of Practice and make a copy available on request.
- We undertake to ensure that any matter revealed in a Disclosure is discussed with the person seeking the position before withdrawing a conditional offer of employment.

Having a criminal record will not necessarily bar you from working with us. This will depend on the nature of the position and the circumstances and background of your offences.



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COLLABORATIVE LEARNING TRUST



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A PROUD PART OF THE



**COLLABORATIVE
LEARNING TRUST**

Working Together to Secure Success