

# Braunton Academy



**'Aspire and Achieve'**

**Reflection Room Co-ordinator**

**Non-teaching post working 37 hours per week – worked over 5 days  
Monday to Friday term-time only**

**Required for 1<sup>st</sup> September 2022**

**NJC Grade E16 – E22 £12.66 - £14.26 per hour**

**Closing date: 8<sup>th</sup> July 2022**

**Interviews: Wednesday 13<sup>th</sup> July 2022**

***Braunton Academy is rated 'Good' by OFSTED***

Barton Lane

Braunton

North Devon EX33 2BP

Tel: 01271 812221

Academy Website: [www.braunton.academy](http://www.braunton.academy)

Email applications: [recruitment@braunton.academy](mailto:recruitment@braunton.academy)

Principal: Mrs F Bowler

Students: Aged 11-16



Dear Candidate

**RE: Reflection Room Co-ordinator**

Thank you for expressing an interest in the position of Reflection Room Co-ordinator within Braunton Academy. I hope that you find the enclosed information useful in forming your views of our exceptional Academy and the uniquely calm, community life we lead here at Braunton: all visitors to the academy comment upon our welcoming atmosphere and the courteous way in which students interact.

Braunton Academy is a true learning community, which passionately believes in empowering its staff in order to empower its students. **As a respected and trusted centre of the local community**, we are committed to providing the very best of education to the children of Braunton and its surrounding villages, shaping all of our futures. Supporting both students and their parent/carers, our central aim is to build strong partnerships that recognise and respect the value of learning, investing in and reigniting that true love of learning for all that it can offer our community and provide for our children as masters of their own destiny.

As a school we are keen to be at the forefront of education and our innovative work is helping to create learners who are truly independent and will be able to thrive in the twenty-first century. We believe that it is important to concentrate on what happens in the classroom and our school planning ensures that students receive outstanding lesson experiences.

This is an exciting position for a suitably qualified candidate to work closely alongside our Heads of Year and our pastoral team. Our Academy has a great history with our community, one of longevity and of success. Please find enclosed the following information to help you formulate your application:

- Advertisement
- Person Specification
- Job Description
- Academy Mission Statement on Learning and Leadership
- Braunton Academy Application Form

Our strongest resource is our staff and therefore we require passionate, rigorous and dedicated professionals to help guide our Academy within the 21<sup>st</sup> Century. Braunton Academy is a place where everyone is supported to succeed and it is a delightful place to learn and to work.

I hope that your research leads you to the conclusion that you wish to be a part of our team and, if this is the case, I look forward to receiving your application and working alongside you through this recruitment process.

Yours sincerely



**Fay Bowler**  
Principal

## **Reflection Room Co-ordinator (Non-teaching post)**

Braunton Academy wishes to appoint an energetic and enthusiastic Reflection Room Co-ordinator. The postholder will work alongside the Heads of Year and Pastoral team at Braunton Academy in order to support the progress and welfare of students.

The successful candidate will lead our reflection room. This is where students come when they have made poor choices with regards to behaviour and need to reflect on what they could do differently next time.

This is a challenging role within our Academy that will require resilience and consistency but will prove rewarding.

### **We are looking for someone who:**

- Has experience of managing and supporting students in a behaviour/academic capacity
- Has high expectations of student achievement, effort and behaviour;
- Is a positive role model for young people;
- Is confident in his/her own ability and can assert a professional perspective;
- Has good communication and interpersonal skills and can liaise effectively with staff, parents/carers and outside agencies.
- Is solution focused.

**Payscale:** NJC Grade E Spine Points 16-22 (£12.66 - £14.26 per hour)  
**Hours:** 37 hours per week Monday – Thursday 8.30 – 4.30 pm and Friday 8.30 – 4pm (term time only)  
**Lunch :** 30 minutes unpaid lunch break per day

**Safeguarding: Braunton Academy is committed to safeguarding the welfare of its students and the successful applicant will be subject to an enhanced Disclosure and Barring Service check (DBS) and full identity and qualification checks.**

Closing Date for applications: **To arrive by 12.00 noon on Friday 8<sup>th</sup> July 2022**

Interview date: **Wednesday 13<sup>th</sup> July 2022**

If you believe you have the ability, skills and qualifications to fulfil this post, please review our academy website, [www.braunton.academy](http://www.braunton.academy) Recruitment section, where you will find further information. Please download and complete a Braunton Academy application form and email it to: [recruitment@braunton.academy](mailto:recruitment@braunton.academy) by 12.00 noon on Friday 8<sup>th</sup> July 2022(CVs will not be accepted). Please note, if you have not heard from us by Monday 11<sup>th</sup> July you have been unsuccessful on this occasion.

**PERSON SPECIFICATION  
Reflection Room Co-ordinator**

Location: Braunton Academy  
Reporting to: Assistant Vice Principal (Inclusion and Pastoral Leader)  
Payscale: NJC Grade E.16-22 £12.66 - £14.26 per hour

| Qualifications and Training |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               | How Identified                                                                                                                               |
|-----------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------|
| Essential                   | <ul style="list-style-type: none"> <li>• Good standard of general education.</li> <li>• GCSE/GCE Maths and English – <b>Minimum of Grade 4 or above.</b></li> <li>• Requirement to participate in training/development as/when identified by Line Manager as essential performance of the post.</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    | <ul style="list-style-type: none"> <li>• Application form</li> <li>• Original Exam Certificates</li> <li>• Letter of Application.</li> </ul> |
| Desirable                   | <ul style="list-style-type: none"> <li>• Training in relevant to the role</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          | <ul style="list-style-type: none"> <li>▪ Exam Certificates</li> </ul>                                                                        |
| Professional Experience     |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |                                                                                                                                              |
| Essential                   | <ul style="list-style-type: none"> <li>• Proven experience of working with disaffected children at KS3 &amp; KS4.</li> <li>• Experience of preparing, prioritising, initiating and delivering intervention strategies.</li> <li>• Experience of planning effective actions for pupils at risk of underachieving for reasons of disaffection and/or exclusion.</li> <li>• Full working knowledge of relevant policies/codes of practice/legislation.</li> <li>• Understanding of principals of child development and learning processes and in particular, barriers to learning.</li> <li>• Ability to self-evaluate learning needs and actively seek learning opportunities.</li> <li>• To work constructively as part of a team, to understand classroom role and responsibilities and own position within these.</li> </ul> | <ul style="list-style-type: none"> <li>• Application form</li> </ul>                                                                         |
| Desirable                   | <ul style="list-style-type: none"> <li>• Experience of working with children with learning or behavioural needs.</li> <li>• Experience of using ICT and other technology to support learning.</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      | <ul style="list-style-type: none"> <li>• Application form</li> </ul>                                                                         |
| Skills/Knowledge            |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |                                                                                                                                              |
| Essential                   | <ul style="list-style-type: none"> <li>• Ability to relate well to children and adults.</li> <li>• Communicates well with pupils, including those that may have special needs, to promote learning, including assessing the impact of the communication on recipients and adjusting approach as necessary.</li> <li>• Full understanding of range of support services/providers.</li> <li>• Supporting the use of IT in learning activities and developing pupil's competence.</li> </ul>                                                                                                                                                                                                                                                                                                                                     | <ul style="list-style-type: none"> <li>• Letter of application</li> <li>• Interview</li> <li>• References</li> </ul>                         |

|                   |                                                                                                                                                                                                                                            |                                                                                     |
|-------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------|
|                   | <ul style="list-style-type: none"> <li>• Effective use of ICT and other specialist equipment and resources.</li> </ul>                                                                                                                     |                                                                                     |
| <b>Attributes</b> |                                                                                                                                                                                                                                            |                                                                                     |
| Essential         | <ul style="list-style-type: none"> <li>• Able to work constructively as a team, to understand classroom roles and responsibility and own position within these.</li> <li>• A willingness to uphold the school values and ethos.</li> </ul> | <ul style="list-style-type: none"> <li>• Interview</li> <li>• References</li> </ul> |

**BRAUNTON ACADEMY**  
**JOB DESCRIPTION**  
**REFLECTION ROOM CO-ORDINATOR NJC Grade E18-E22**

**Location:** Braunton Academy  
**Reporting to:** The Assistant Headteacher (Student Support and Guidance)  
**Payscale:** NJC Grade E Spine Points 16-22  
**Hours:** 8.30 am – 4.30 pm with 30 minutes unpaid lunch break  
Monday to Thursday.  
8.30am – 4.00pm with 30 minutes unpaid lunch break  
Friday.

**Job Purpose:** The Reflection Room Co-ordinator will play a key part in ensuring that students are able to overcome barriers to learning.

**Main Duties:**

- Be an effective role model for the standards of behaviour expected of students and staff.
- Set the “tone” for interactions with students in the school spirit, promoting our ethos of Aspire & Achieve
- Manage student entry to the Reflection Room, getting them to complete a reflection sheet.
- Manage students in the Reflection Room, ensuring that they are ‘ready to learn’ in that environment and are supported to understand the process of reintegration.
- Monitor student work within the Reflection Room, ensuring they are able to access learning resources and are maximising learning time.
- Consult with the Assistant Vice Principal for a decision about a longer term response to any serious incident.
- Communicate responses to behaviour incidents with parents, staff and students in a timely manner.
- Facilitate and support restorative conversation meetings between students and staff. learning in order to reach their full potential.
- Liaising with key stake holders (HoY, DSL, SENDCo & SLT).
- Promoting the Academy values, attitudes and good student behaviour.
- Manage the restorative aspect of the Reflection Room.

**Punctuality Lead:**

- To create and develop a new late gate procedure to support the whole school drive on attendance and punctuality.
- Hold student and parents to account for punctuality.
- Reinforcing our school values on a daily basis at the front of site meeting and greeting students and making high expectations explicit.
- Produce a method of monitoring punctuality across the whole school that can be used to analyse morning punctuality, improve our routines and make a difference so that all pupils arrive to schools on time, prepared and ready to learn.

- Develop an escalation series of letters/communication home to engage parents with punctuality.
- Working with HOYS to both challenge punctuality and offer the hand of support to any families that need it.
- Meet with HOYS and pastoral staff on punctuality issues.
- For higher profile cases work with the attendance team and home school liaison to bring solutions to the table for students that need support.
- To promote positive punctuality across the academy to all students, parents and staff. This may include, letters home, use of class charts and our social media account.

### **Other Duties:**

- Working within an established behaviour policy (the school code) to anticipate and manage behaviour constructively, promoting self-control and independence.
- Establishing productive working relationships with students, acting as a role model and setting high expectations of behaviour and learning.
- Contributing to the overall ethos/work/aims of the school – Aspire & Achieve.

### **General:**

Supporting the school by being aware of and complying with policies and procedures relating to child protection, health & safety, confidentiality and data protection, and reporting all concerns to an appropriate person. Also, by being aware of and supporting difference and ensuring all pupils have equal access to opportunities to learn and develop. The post holder should contribute to the overall ethos/work/aims of the school and promote the school at all times.

It is expected that the post holder will engage with and participate in any training, Continued Professional Development (CPD) as required in order to maintain the skills and confidence to meet the requirements of the role. Some of this training/CPD will require travel to other locations.

### **Supervision and Management:**

The post holder will not be expected to have any direct supervision responsibilities; however, they may be required to have be involved in the induction of new staff as appropriate. They will lead on morning punctuality which is whole school and would involve training staff.

### **Creativity and Innovation:**

The morning punctuality lead is a new role at the Academy, the successful candidate had the opportunity to be creative with their approach and to think outside of the box. Our students are in need of support with punctuality and we are open to looking at the wide range of options.

The daily routines of the Reflection room are in line with our behaviour policy however there is also opportunity to suggest and trial new initiatives and lead on inclusion matters.

### **Links with staff, students, parents/carers or other professionals:**

To work with senior members of staff, such as HoY to coordinate approaches and responses regarding individuals and groups causing concerns around the school.

The post holder will need to build relationships with students, their parents/carers, external agencies and all members of school staff. Communication skills, including tact and persuasion, need to be high in order to ensure the relevant outcomes from any intervention strategy.

To assist and advise SLT colleagues in managing individual student incidents.

The post holder has authority to make decisions on students behaviour in the reflection room and on punctuality issues. This would be communicated to relevant staff and at time parents/carers. For example, students not engaging in our behaviour policy would be referred on to HoYs or SLT.

### **Levels of Responsibility:**

The post holder requires a member of staff consistent in ensuring the following responsibilities are undertaken:-Responsibilities include:

- In working and understanding the clear pastoral framework and staff structure of the school to facilitate a wide range of solutions to a variety of problems.
- Direct support of all school policies and the work of the DHT SFS for all matters relating to behaviour management.
- Responsible for the safety and educational engagement of students in their care.
- Following the schools safeguarding and behaviour policies to ensure students safety and welfare.
- All decisions are made within the framework of our behaviour and safeguarding policies.
- Reasonable adjustments should be made for SEND students and this is at the discretion of the post holder.
- Within the reflection room the staff member has full responsibility of the students and is pro-active in their approach.
- The morning punctuality aspect of the role has a high level of responsibility, the successful candidate will be holding students and parents to account in line with our punctuality policy.

### **Effects of Decisions:**

- Direct daily liaison with HoY and pastoral co-ordinators.
- The post holder must be flexible, adaptable and be able to manage frequent changes and make independent decisions to prioritise accordingly. Urgent and important issues may often take priority over planned tasks.
- All decisions will focus on positive outcomes for all involved, be time and target driven and be in accordance with school policy and procedures.

- The daily decisions regarding behaviour in the reflection room generally have a short term effect.
- The operational side of the morning punctuality lead will have decisions involved that do effect the systems in place and have longer term effect with individual involved.

### **Resources:**

- The post holder is required to develop and maintain a broad and engaging range of learning materials suitable for the isolation room and interventions.
- The post holder must maintain a high degree of security and accountability in handling confidential information, data and student records.
- The post holder will have a budget for printing and allocated resource for sending letters and resources home regarding punctuality.
- There is also a laptop and associated resources for the postholder that will at times be used off site.
- The reflection room may need specific updates or maintenance which would be requested through the every system and the whole school maintenance budget.

### **Work Demands:**

The work demands of the post holder are stressful, unpredictable and subject to constant change. This is recognised as an ongoing feature of this specialised type of work, where the post holder has to prioritise conflicting demands and change direction at a moment's notice on a daily basis.

Constant vigilance and a proactive attitude are essential in order to observe and work with the students at all times. This requires extended periods where the post holder is in continual contact and communication with students who are vulnerable, angry or confused because of their behavioural, emotional and social issues.

A daily schedule will be subject to constant change and varied unpredictable changes and interruptions which have to be addressed while still managing to maintain the essential daily routines.

This job description is not exhaustive, but shows the key areas of responsibility. The post holder may be required to perform duties other than those given in the job description for the post. The particular duties and responsibilities attached to posts may vary from time to time without changing the general character of the duties or the level of responsibility entailed. Such variations are a common occurrence and would not of themselves justify the re-evaluation of a post. In cases, however, where a permanent and substantial change in the duties and responsibilities of the post occur, consistent with a higher level of responsibility, then the post would be eligible for re-evaluation.

## **BRAUNTON ACADEMY MISSION STATEMENT ON LEARNING AND LEADERSHIP**

### **LEARNING**

**Learning enables individuals to change and to grow, becoming independent and confident. The Academy has a commitment to improving the quality of Learning by:**

- preparing people for their futures by :
  - encouraging creative thinking and reasoning
  - instilling self-confidence and self-esteem
  - developing Communication, Literacy, Numeracy and IT skills
  - encouraging life-long learning and problem solving
  
- recognising that individuals learn in different ways by :
  - using a variety of learning and teaching styles
  - changing the learning process according to need
  - providing opportunities for success for all
  - appreciating that learning is interactive
  - being adaptable and flexible
  - enthusing, challenging, stimulating and inspiring
  - nurturing and supporting
  - making learning fun and enjoyable
  - provide opportunities for independent and interdependent learning
  - understanding the learning process
  
- checking the effectiveness of learning by :
  - being clear about the learner's starting point
  - using a variety of assessment techniques
  - using assessment data constructively
  - seeking learner feedback
  - encouraging self-evaluation
  
- supporting the learning process by :
  - ensuring a safe, well-resourced environment
  - using the community to enhance learning
  - creating an atmosphere which is conducive to learning
  - having high expectations of all

**Learning is for all members of the Academy community**

## **LEADERSHIP**

**Leadership** ensures the Academy's commitment to improving the quality of students' learning by:

- developing a shared **vision** and evaluating progress
- sustaining a **culture** which :
  - respects and values all its members
  - is open and accessible
  - develops individuals and teams
  - challenges and motivates
  - listens and responds
- sharing and communicating :
  - a love for **learning**
  - an understanding of how people learn
  - the belief that learning never stops
- actively engaging with the **community** by :
  - encouraging and enabling community involvement by students and staff
  - welcoming the community into Braunton Academy
  - developing business links
  - promoting the work and values of the Academy
  - supporting the life of the community

**Leadership** is not confined to a few people. It is a quality which is to be encouraged in all members of the Academy.

## **MANAGEMENT**

**Management** ensures the Academy's commitment to improving the quality of students' learning by:

- **deploying people, time and resources to :**
  - provide the highest quality learning and teaching
  - provide pastoral support for students and staff
  - monitor and evaluate the work of the Academy
  - ensure responsible behaviour
  - ensure a safe, secure and attractive environment
  - work with the community
- **using structures and systems which :**
  - are effective and efficient
  - define roles and responsibilities
  - define lines of support and accountability
  - ensure legal requirements are met
  - are simple and unbureaucratic
  - enable decisions to be taken at appropriate levels
  - use effective communication
- **providing value for money**

**Management** is not confined to a few people. It is exercised by all members of the Academy.