



Job Description

Reflection Room Manager

Responsible to: FCC Deputy Headteacher	Grade: 8
Hours: 37 hours per week – Term-time	Duration: Permanent
Main Location: Faringdon Community College ¹	

Context : As a key member of the school’s pastoral team, manage all aspects of the day-to-day running of the Isolation Room, working closely with students, teachers and other school staff. To complement the professional work of teachers by taking responsibility for agreed learning activities under an agreed system of supervision. This may involve planning, preparing and delivering learning activities for individuals working in the isolation room and monitoring pupils and assessing, recording and reporting on pupils behaviour, achievement, progress and development. Responsible for the management and development of the Isolation Room and/or management of other Isolation Room staff, including allocation and monitoring of work, appraisal and training.

Isolation Room Supervision and Support for Pupils

- To supervise the students who are in the isolation room.
- To provide challenge and motivation to ensure a calm working environment. Support pupils consistently whilst recognizing and responding to their individual needs.
- To apply the appropriate ‘Behaviour for Learning’ protocols, as part of a consistent approach across the college, as outlined in the college’s behaviour policy.
- Assess the needs of pupils and use detailed knowledge and specialist skills to support pupils’ learning
- To organise all work for students in the isolation room by liaising with teachers and support staff.
- Establish productive working relationships with pupils, acting as a role model and setting high expectations
- To ensure that students have access to all the equipment that they will need to work in silence in the isolation room.
- Deliver local and national learning strategies e.g. literacy, numeracy, KS3 and make effective use of opportunities provided by other learning activities to support the development of pupils’ skills.
- Use ICT effectively to support learning activities and develop pupils’ competence and independence in its use.
- Provide feedback to pupils in relation to behaviour, progress and achievement.
- Within an agreed system of supervision, plan challenging teaching and learning objectives to evaluate and adjust work plans as appropriate
- Monitor and evaluate pupil responses to learning activities through a range of assessment and monitoring strategies
- Provide objective and accurate feedback and reports as required on pupil behaviour, achievement, progress and other matters, ensuring the availability of appropriate evidence

¹ Faringdon Learning Trust (FLT) Employees are predominantly based at one location, but may be required from time to time to work at another school within the MAT.

- Work within an established discipline policy to anticipate and manage behavior constructively, promoting self control and independence
- Be aware of and comply with policies and procedures relating to child protection, health, safety and security, confidentiality and data protection, reporting all concerns to an appropriate person.

Using software and analysing data

- To use software to analyse behaviour trends and communicate with staff and parents.
- To use databases to analyse and record information about students.
- To run the behaviour tracking system by managing its administration.
- To analyse and record trends in attendance, behaviour and punctuality.

Communication

- To communicate with parents of students in the isolation room through phone calls and electronic message.
- To communicate with parents about both the positive and negative behaviour of students throughout the school using emails, other electronic message and texts.
- To communicate, in a timely manner, with relevant FCC staff to ensure school behaviour policy is followed.
- Be aware of and support difference and ensure all pupils have equal access to opportunities to learn and develop
- Contribute to the overall ethos/work/aims of the school
- Establish constructive relationships and communicate with other agencies/professionals, in liaison with teaching staff, to support achievement and progress of pupils
- Take the initiative as appropriate to develop appropriate multi-agency approaches to supporting pupils
- Recognise own strengths and areas of specialist expertise and use these to lead, advise and support others

Qualifications and Experience

Qualities	Essential/Desirable
Experience	
Experience working with children of relevant age in a learning environment.	E
Experience of working with confidential information	D
Good organisation and co-ordination skills	E
Experience of managing behavioural incidents in a learning environment	E
Qualifications & Training	
Be educated to at least A Level Standard [or relatable experience]	D
Excellent numeracy/literacy skills	E
Training in relevant learning and behaviour management strategies	D
Knowledge & Skills	
Ability to support, promote and enforce boundaries in relation to discipline	E
Excellent demonstrable communication skills	E
Effective use of a variety of ICT packages	E

Full working knowledge of relevant policies/codes of practise/legislation	E
Good understanding of child development and learning processes	D
Understanding of statutory frameworks relating to teaching	D
Ability to consistently implement the school's behaviour policies and systems	E
Ability to build strong working relationships and professional relationships with children	E
Ability to relate well to children and adults	E
Ability to lead by example	E
Constantly improve own practice/knowledge through self-evaluation and learning from others	E
Be energetic, enthusiastic and positive	E
Ability to work in a way that promotes the safety and wellbeing of children and young people	E