

Job Description

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| Academy: | Leeds East Academy |
| Job Title: | Restorative Practice Manager |
| Grade: | C3 .19 - .22 £25,294 - £26,843 pro rata, £22,092 - £23,444 Term Time only plus 10 days (salary dependant on experience) |
| Accountable to: | Vice Principal for BAPD and Student Experience |

Role:

Purpose of job: To contribute to the key objectives of the Academy Development and Improvement Plan: 'Ensuring that all students have a positive attitude to learning' and 'Positive Behaviour is applied consistently across the Academy'.

The role of Restorative Practice Manager will focus on engaging and supporting pupils who need specific help with behaviour management. The post holder will contribute to the supervision of our Seclusion room while assisting in the production of one to one and targeted group programmes to enable students to overcome barriers to learning. The interventions will need to be reviewed and impact monitored regularly.

The Restorative Practice Manager will ensure consistently high levels of behaviour from all students, moulding high standards and expectations from students and staff. Striving for outstanding behaviour management across LEA, upholding the academy ethos and continuing to develop behaviour and attendance positively are all key aspects of this role.

This post holder will be pivotal in the transformation of approaches to achieving a restorative approach throughout all areas of practice in the academy, and will join us at an exciting stage on our journey to outstanding.

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. The five principles of the Children Act: Every Child Matters guide the work of every adult working at or associated with Leeds East Academy.

Main duties and Responsibilities:

- To develop and implement practices that reflect the Academy's commitment to improving behaviour and attendance using restorative practice

- Provide levels of individual behaviour modification support to pupils
- Implement strategies to support pupils with social, emotional, mental and behavioural difficulties (SEMH), setting challenging and demanding expectations and promoting independence to meet behaviour targets in and outside the classroom
- To communicate clear purpose and vision to staff, students and parents for improving behaviours of all stakeholders and whole academy strategic direction based upon the Academy Core Values
- To model the vision and values of the Academy
- To contribute to the strategic development of the Academy by implementing whole Academy initiatives, monitoring and reporting on key outcomes
- To make a measurable contribution to whole school targets
- To support, facilitate and monitor the behaviour and attendance of designated student cohorts on a termly basis to ensure a significant contribution to the Academy Development and Improvement Plan.

Seclusion Requirements

- To provide continuous supervision of the students within the seclusion room ensuring that they work productively and safely
- To encourage students to reflect on their behaviour and to accept responsibility for their actions
- To organise key restorative meetings with teachers to allow students to re-access learning following time in seclusion
- Develop restorative practices to strengthen the relationships between teachers and students once a formal sanction has been given
- To log behaviour incidents on SIMs, complete a daily behaviour log and contribute to a half termly behaviour report
- To liaise with subject teachers when appropriate, gaining key information about units of work in order to provide work that is age and ability appropriate for students in the seclusion room

- Establish productive working relationships with both staff and students, acting as a role model, providing support, encouragement, guidance and assistance for learning, independence, practical activities and social skills
- To contribute to extra-curricular activities in order to provide further opportunities for pupils' social and cultural development
- Identify patterns/trends of repeat referrals and regularly provide accurate data to inform the academy behaviour tracker
- Undertake preventive work with students with repeat referrals in order to eliminate these
- The supervision of students in the seclusion room at break and lunch time, having pre-ordered packed lunches if necessary
- To implement strategies to support pupils with social, emotional and behavioural difficulties, setting challenging and demanding expectations and promoting independence
- To encourage students to interact with others in a positive manner
- To provide information and advice to enable students to make appropriate choices about their own learning and behaviour
- To undertake structured and agreed learning activities, including those linked to individual education plans and national learning strategies, adjusting activities according to pupil responses and particular needs, in order to maximise student access to the curriculum within an inclusive setting where appropriate
- 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
- To assist with the dispensing of medication with appropriate training and under the supervision of medical staff where necessary
- To be aware of and support differences. Challenge and motivate students, reinforcing self-esteem and promoting the inclusion and acceptance of all students
- To provide objective and accurate feedback and reports, as required, to other staff on students' achievement, progress and other matters. Ensure the availability of appropriate evidence
- To 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

Other duties

- To carry out morning, break, lunch and after school duties as required by the leadership team.
- Carry out any other duties as directed by the Principal.

Equal Opportunities:

- To promote equal opportunities in Education in Order that all children and families will gain optimum benefit from the service provided
- To promote and ensure that all students and young people are happy, healthy, safe, successful and achieve economic wellbeing

Generic Staff Requirements:

- Uphold the professional standards expected of every member of Academy staff in all dealings with colleagues, students, parents / carers and the wider community
- Adhere to the principles expressed in the aims of the Academy and its mission statement
- Actively contribute to the continued development of the Academy by attending training, participating in relevant meetings, and putting forward ideas for improvement
- Be a positive, collaborative team member
- Apply Academy policies in all aspects of the role
- Keep up to date with all aspects of the safeguarding children policy as it applies to the post

Whilst every effort has been made to explain the main duties and responsibilities for the post, each individual task undertaken may not be identified. This job description may be changed by the Principal to reflect or anticipate changes in the job commensurate with the grade and job title.

All post holders are accountable through The White Rose Academies Trust Performance Management Policy. The Governors and Principals of The White Rose Academies Trust are committed to safeguarding and promoting the welfare of children and young people and ensuring that safer recruiting procedures are in place.

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

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

This job description will be reviewed annually. The post-holder may be required to take on additional responsibilities when necessary to ensure the effective running of the Academy.

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