



Co-op Academy  
North Manchester

# Reflection Room Lead Candidate Pack

*Together, we have the highest aspirations and expectations so that everyone achieves excellence in all they do and is equipped to lead happy and successful lives."*

*"WORKING TOGETHER FOR THE BEST IN EVERYONE"*

# Welcome

Dear Candidate,

I am delighted that you have shown an interest in our Reflection Room Lead vacancy here at Co-op Academy North Manchester.

Co-op Academy North Manchester's vision is 'Together we have the highest aspirations and expectations so that everyone achieves excellence in all they do and are equipped to lead happy and successful lives.' The vision and values of the academy and those of Co-op Academies Trust are at the heart of all that we seek to achieve and are evident throughout the school.

You will be joining us at an exciting time as the academy enters a period of growth. Together we have been really successful but now we need to increase our Teaching capacity so that we can secure an even better future for our pupils, staff and wider community.

Here at Co-op Academy North Manchester, we take time to know our pupils and have the highest expectations and aspirations for them. Our pupils are polite and courteous and excellent relationships are at the heart of our success. The academy prides itself on offering a rich curriculum that includes an extensive range of extra-curricular activities and clubs for all pupils which promotes their understanding of the world in which they live and the difference that they can make within it. Our Safeguarding/PSHE/SMSC and Careers curriculum is a strength of the academy and pupils develop a range of skills that enable them to be confident to be who they want to be.

Strong leadership has been at the heart of our success. Our leaders are committed and reflective individuals who are themselves empowered, but who also have the ability to both inspire and empower others to realise our academy's vision. We understand and implement the Co-op Ways of Being of: 'succeed together', 'show you care', 'be yourself always' and 'do what matters most', understanding the unique importance of each as well as how they must be implemented together to ensure that success is achieved in the 'right' way.

We do hope that once you have read the information provided in this pack, you are excited by the prospect of joining us and are keen to be a part of our next chapter.

With warmest wishes,

Mrs Sloper-Russell

Principal

[Ofsted Report](#)

## Our Trust

Through a great education The Co-op Academies Trust are changing the lives of young people across the North of England. Built on the same principles as all co-operatives across the world, we work to empower our staff and our young people to work together for a better education and a better community.

They have consistently been one of the highest performing multi-academy trusts in the Government's Multi-Academy Trust League Table, also being recognised by the Sutton Trust Charity and the Education Policy Institute as one of the top performing multi-academy trusts for disadvantaged pupils.

What makes our Trust unique is that we are sponsored by the Co-op Group. That close relationship means that we benefit from all of the business expertise that has seen the Co-op grow to one of the most respected, ethically driven and successful businesses in the country.

You can find out more about our Trust by visiting [www.coopacademies.co.uk](http://www.coopacademies.co.uk)

"The school has made pupils' attendance a high priority."

Ofsted 2024

### Safeguarding

We take safeguarding very seriously at Co-op Academy North Manchester and it is important to us that all pupils feel happy and safe in and out of school. We have a large team who are trained in all aspects of safeguarding and we have a comprehensive continuing professional development package to ensure we are always up to date and current. I am often asked by people what the challenges of being a safeguarding lead in an inner city secondary school are but I always remind people that in our school, we work to our belief that safeguarding is everyone's responsibility and we work hard together to keep children safe. If you want to work in an environment where no two days are the same but every day is rewarding, then do consider applying.

Mr T Greenfield

Assistant Vice Principal Attendance and Safeguarding

### Mental Health & Wellbeing

We have always been at the forefront of looking after both pupil and staff mental health and wellbeing and we have extended this even further in recent years. We have a range of workload and wellbeing strategies, ways of working which keep us connected as well as a very strong employee assistance offer. Here at Co-op Academy North Manchester, we value the individual and ensure that we have access to counselling services, our resident EP as well as lots of events such as Time to Talk, our Mile Walk and other therapeutic services which benefit pupils in many ways. We are really proud of our mental health and wellbeing offer. If you believe, as we do, that mental health and a strong sense of identity and community is as important as academic success or physical health, then we'd love to hear from you.

Mrs S Fiddler

Vice Principal Inclusion

"Pupils, including those with special educational needs and/or disabilities (SEND), benefit from a broad and ambitious curriculum."

Ofsted 2024

### Behaviour and Attendance

The tools for strong attitudes to learning such as resilience, confidence and self-esteem are encouraged and developed as part of Co-op Academy North Manchester's curriculum. As a Science teacher myself, I find my time in the classroom stimulating and rewarding. The strength and quality of relationships, underpinned by the respect and trust between staff and pupils ensures that teaching at the academy is an extremely enjoyable experience. We work hard to instil high levels of engagement in the classroom and are committed to ensuring that pupils are challenged if we think they could improve. The academy needs staff who are committed to bringing out the best in our pupils and who will have the highest of expectations of them; if that's you, then please get in touch.

Mr A Burkitt

Vice Principal Pastoral

"Bullying records show that incidents of bullying are followed up and resolved effectively."

"Pupils are taught how to keep themselves safe from the risks of exploitation, including when using social media"

Ofsted 2019

## Our CPD Offer

Whether you are an Early Careers teacher, an RQT or an established classroom practitioner, at Co-op Academy we are committed to your professional development. Our in house CPD programme is a strength of our Academy. We work together as a whole staff, in departmental and pastoral teams and in other smaller groups to debate teaching and develop our leadership skills. At present, examples of our offer include:

### Whole school CPD

- Safeguarding to DSL level training for all Pastoral staff
- CPD on ACES, attendance & eating disorders
- Mental Health First Aid
- Safer working practices
- Team Teach
- FGM and Prevent training
- Termly Lesson Study cycles where teachers work to plan, teach and refine lessons and sequences of learning, sometimes in departments and sometimes across the school.
- Subject knowledge enhancement experiences such as visits to other schools
- Engagement in wider education research
- A planned series of IRIS film clubs where staff come together to share approaches and debate teaching and learning
- Whole school instructional coaching
- Access to 1:1 Teacher Coaches
- Access to 1:1 observations of colleagues
- A range of bespoke training provided by the Academy Trust to meet individual needs including subject conferences, subject knowledge events and pupil centred learning events.
- Job shadowing to support career aspirations
- Teach Meets and Teach Eats providing opportunities to share and learn from colleagues across the school and other Academies
- External courses such as those offered by the PTI, The National College, exam boards or other professional bodies
- 'Leadership at all levels' course for any member of staff who is an appraiser or who wishes to develop their leadership skills. Three internally facilitated sessions, one per term
- The opportunity to attend middle leader session to prepare for becoming a TLR post-holder
- A range of course for middle leadership which are both internal and externally facilitated

## Wellbeing

Wellbeing is articulated in the cornerstone of our vision in terms of everyone leading 'happy and successful' lives but we also recognise that a 'one size fits all' approach is not appropriate. What would be useful for one person may not be what another needs in order to feel happy and confident. We respect each other, our environment and ourselves and our wellbeing offer underpins that commitment. To ensure the Academy is a healthy and safe place to be means that our wellbeing offer is varied, personalised and changes dependent on the needs of the people in the organisation at any one time.

Examples of some of the approaches we use to support mental health and happiness:

- Time to talk
- Access to counselling service
- Mile walk
- Mindfulness
- Free tea and coffee
- Policies contributed to by staff
- Your Voice Survey
- Our commitment to a values led organisation
- An extensive extra curricular offer
- CPD programme
- Workshops on identity, diversity and community
- Parent support for issues such as e-safety, self-harm and self esteem

## Middle Leadership

Our middle leadership works closely with the Senior Leadership team and there are opportunities to work on development across school. There are a number of training opportunities available such as:

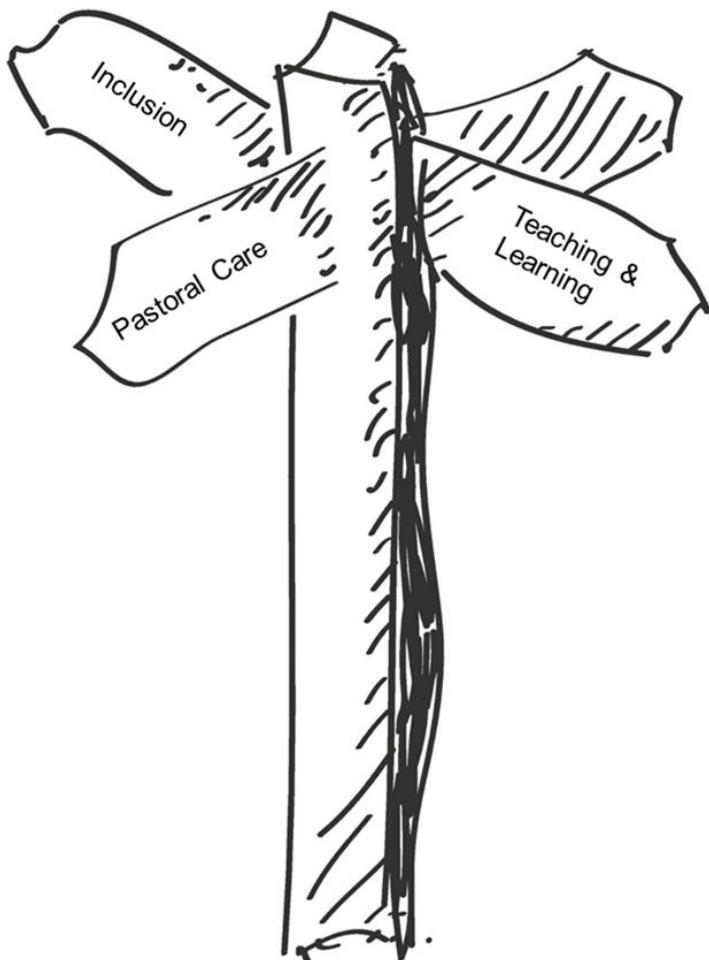
- The CSLE programme – the Co-operative Senior Leadership in Education programme
- NQSL
- Job shadowing and working with those we host on leadership residencies
- Weekly Middle Leader training and contribution to leading elements of these
- NCE Levels 3, 5 and 7
- NPQs



## Leadership Development

At Co-op Academy North Manchester, all staff, are encouraged to lead in a variety of ways. Leading some, part or even a whole of one of the experiences listed allows you to:

- Work with pupils whom you may not necessarily teach
- Build strong relationships
- Collaborate with staff in different subjects and roles across the Academy
- Be an important part of providing the rounded education at the heart of our vision and values.



Being committed to leading in the classroom is one thing, investing time in pupils beyond that to develop them as leaders is extraordinarily powerful.

Take a look at our 52 ways you can lead on the next page. There are many, many more and we are always open to new ideas and approaches.

Our 52 suggestions are just that but they do allow us to work across the pastoral and academic spectrums and work with young people as the whole child. It's also what pupils remember when they leave and ask for more of when they talk to us in 5 a day.

## Reflection Room Lead Job Description

Salary: Grade 6 Point 20-25 £32,115 - £35,235 (Actual Salary £27,623 - £30,307)

Term time only + 5 days

Location: Co-op Academy North Manchester

# Purpose of the role

We are looking for a reflection room lead to support and supervise the day to day running of the internal isolation room, and to coordinate work from relevant subject areas. The postholder will be the sole supervisor of the reflection room so the ability to work alone is essential.

The reflection room lead will provide high quality specialist support to assist the school in implementing its' high standards of education and care for the pupils working in our reflection room. This involves ensuring that there is an orderly, safe and structured learning environment for those pupils excluded from, or otherwise not working to, a mainstream timetable. The candidate will have excellent behaviour management skills and the ability to challenge and motivate pupils

The successful candidate will possess excellent leadership, management and communication skills and will have demonstrated an ability to work with young people and their families successfully. You will be aware of some of the challenges facing young people yet hold the highest aspirations for Co-op North Manchester's pupils. You will also be committed to and use strategies that will ensure that all pupils are given the very best opportunities to be successful in all areas of their lives

You must carry out their duties with full regard and commitment to the Academy Community Committee and academy Policies.

The job description is not necessarily a comprehensive definition of the post and you may be required to undertake other tasks appropriate to the level of appointment as the Academy may require.

Where the post holder is disabled, every effort will be made to supply all necessary aids, adaptations or equipment to allow them to carry out all the duties of the job. If, however, a certain task proves to be unachievable, job redesign will be fully considered.

Co-op Academy North Manchester offers high quality CPD for its staff alongside a Co-op benefits package. It is expected that the successful candidate will be committed to their own continuing professional development and also take opportunities to continue to develop others.

The academy is part of the Co-op Academies Trust and it is therefore expected that the successful candidate will be committed to both the vision and values of the academy and the demonstrating these within their role.

## Shaping the Future

The Reflection Room Lead will work with the Pastoral Team and members of the leadership team to create and deliver a shared vision for the personal development, attitude to learning and safeguarding for all members of the Academy community.

- Developing the strategic vision and direction for the Academy, based on analysis of local and national need.
- Ensuring that the Pastoral offer reflects the Academy's vision and values and those of our Trust.
- Playing an active role in raising the aspirations and ambitions of our pupils, their families and carers and the local community.

## Specific Areas of Responsibility

- Provide continuous supervision of the pupils within the reflection room ensuring that they work productively and safely.
- Encourage pupils to reflect on their behaviour and attitudes to learning and to work with them to accept responsibility for their actions.
- Liaise with subject teachers to gain key information about units of work in order to provide work that is age and ability appropriate for pupils in the isolation area.
- Ensure that the reflection room procedures are adhered to and that the room is well maintained and is a suitable environment which reflects our vision and values.
- Maintain data reports for pupils within the reflection room and analyse the impact of this sanction and its effectiveness within the behaviour system.
- Implement strategies to support pupils with SEMH needs both within the space and beyond.
- Establish productive working relationships with pupils, acting as a role model, providing support, encouragement and guidance with their learning.
- Set high personal standards of classroom practice to encourage effective learning and attitudes to learning.
- Provide information and advice to enable pupils to make appropriate choices about their own learning and behaviour.
- Assign work to pupils in reflection room and for pupils absent for other reasons, via our online platforms
- Monitor rates of completion by those pupils in reflection room.
- Liaise with the Learning Support Department to ensure that all pupils' needs are appropriately supported.
- Promote and support the inclusion of all learners, including those with specific needs
- Organise and take part in targeted intervention programs for individuals and groups of pupils.
- Act as a 'key person' to individual pupils, as appropriate, and within the academy's practices.
- Set clear expectations in line with the academy's BFL policy and apply these consistently
- Be aware of and support differences. Challenge and motivate pupils, reinforcing self-esteem and promoting the inclusion and acceptance of all.
- Establish constructive relationships with parents/carers, exchanging information, facilitating their support for their child's attendance, access and learning and supporting home to school and community links.
- Support the Assistant Vice Principal for behaviour by coordinating pastoral responses using Arbor
- Support the Assistant Vice Principal for behaviour by maintaining pastoral admin tasks
- Carry out escort duties as appropriate whenever required.
- Assist with after school supervision as appropriate.
- Adhere to strict confidential practices in relation to all forms of pupil information.
- Be aware of, and comply with, policies and procedures.
- Contribute to the overall vision of the school.
- Maintain good relationships with colleagues and work together as a team.
- Participate in training, including relevant learning strategies and other learning activities and performance management where required.
- As part of a team, attend meetings and make suggestions in developing and reviewing the team's progress of policies and procedures.
- Deputise for other members of academy support staff as appropriate.
- Be able to provide occasional additional hours whether in the evening or at weekends,
- Undertake other similar tasks as may be determined by the Principal in consultation with the post holder.
- Act as an Exam Invigilator as and when required.

## Person Specification

| Qualifications   | Essential | Desirable |
|--|-----------|-----------|
| Excellent numeracy/literacy skills – equivalent to Level 2 in English and Maths  | ✓         |           |
| Recent training in relevant strategies e.g. Literacy/numeracy  |           | ✓         |
| Ability to offer additional related expertise e.g. counselling / mentoring / CBT / behaviour interventions   |           | ✓         |
| Experience   | Essential | Desirable |
| Experience of working with children and young people to support them in overcoming barriers to their personal, social or learning development.   | ✓         |           |
| Experience of making assessments of children and young people to identify their individual needs.  | ✓         |           |
| Experience of supervising an educational provision   |           | ✓         |
| Experience of working with children and young people in an educational setting   |           | ✓         |
| Experience of working with children and young people with behaviour needs  |           | ✓         |
| Skills and abilities   | Essential | Desirable |
| Communication skills to influence, persuade, motivate and engage with a wide range of children, young people and their families.   | ✓         |           |
| Interpersonal skills to form and maintain positive working relationships with pupils, their families, colleagues, and other education/healthcare professionals and partner organisations | ✓         |           |
| Listening skills to support children, young people and their families through understanding their point of view in a non-judgemental approach  | ✓         |           |
| Creative skills to develop a range of different options and alternatives that will support children and young people to engage in the learning process.                                  | ✓         |           |
| Analytical skills to interpret information, determine different options for action and feasibility of proposals to solve difficult problems  | ✓         |           |
| Initiative to plan and prioritise the work of the service, and make decisions to deliver the service in the most appropriate way to achieve the best outcomes for pupils                 | ✓         |           |
| Organisational skills to manage time effectively, meet potentially conflicting deadlines and work without close supervision.   | ✓         |           |
| Knowledge  | Essential | Desirable |
| Knowledge and understanding of the range of potential barriers to learning and attending school faced by children and young people.  | ✓         |           |
| Knowledge of how these barriers can be overcome or mitigated to reduce their impact on children and young people   | ✓         |           |
| Knowledge and understanding of data protection and confidentiality issues  | ✓         |           |
| Detailed knowledge of relevant legislation and government initiatives and how that relates to the curriculum within the school   | ✓         |           |
| Knowledge of safeguarding  | ✓         |           |
| Work Circumstances   | Essential | Desirable |
| Be prepared to lone work within an environment surrounded by other colleagues  | ✓         |           |

# Additional Information

## General Enquiries

Any general enquiries should be directed to Debra Aikenhead at [debra.aikenhead@coopacademies.co.uk](mailto:debra.aikenhead@coopacademies.co.uk)

## Informal Discussion

If you are interested in applying and would like to have an informal discussion about the role with the Head of Department please contact Debra Aikenhead.

## How to Apply

All applications must be made using the application form on our website.

The closing date for applications is 9am on 27th June 2025 and candidates who are successfully shortlisted will be invited for interview on 2nd July 2025.

**Co-op Academies Trust** as an aware employer is committed to safeguarding and protecting the welfare of children and vulnerable adults as its number one priority. This commitment to robust recruitment, selection and induction procedures extends to organisations and services linked to the Trust on its behalf. This post is subject to an enhanced DBS check. We value variety and individual differences, and aim to create a culture, environment and practices at all levels which encompass acceptance, respect and inclusion. All our colleagues are expected to demonstrate a commitment to co-operative values and principles.

All our colleagues are expected to demonstrate a commitment to co-operative values and principles, and the Ways of Being Co-op.

Co-op Academies Trust is committed to equality of opportunity for all staff and applications from individuals are encouraged regardless of age, disability, sex, gender reassignment, sexual orientation, pregnancy and maternity, race, religion or belief and marriage or civil partnerships.



Co-op Academy  
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[Noma-enquiries@coopacademies.co.uk](mailto:Noma-enquiries@coopacademies.co.uk)

[northmanchester.coopacademies.co.uk](http://northmanchester.coopacademies.co.uk)

0161 681 1592

300 Victoria Avenue East Blackley, Manchester,  
M9 7SS