



Wyvern
Academy

BUILD YOUR DREAM CAREER

Join our Team!



RECRUITMENT PACK

Reflection Manager

Wyvern Academy, Darlington

EXCELLENCE AND EQUITY WITH INTEGRITY

WELCOME FROM THE CEO



Dear Candidate,

Thank you for your interest in the position of Inclusion Manager at Consilium Academies.

At Consilium, we are on a mission to being an excellent trust with excellent schools – we would love you to join us in that mission.

We are a values driven trust and bring this to life every day though our commitment to excellence, equity and integrity. We recognise the unique value of everyone, whether they are staff or students and are dedicated to ensuring that every member of our Trust reaches their full potential. To achieve this, we collaborate with stakeholders and external organisations to build relationships that enhance opportunities for all members across the Trust.

We have a commitment to ensure each and every staff member is supported to achieve their goals within their career and have the skills and development to flourish. This commitment is reflected in our Centre for Professional Learning, where colleagues have access to tailored training opportunities and resources to meet their specific needs.

We firmly believe that every student, regardless of their background deserves an excellent education and an equal opportunity to fulfil their potential. This vision guides us in creating an environment where every pupil can thrive.

As part of our Trust, our academies align with collective aims, including prioritising holistic development of pupils academically, socially and emotionally. We aim to instil a passion for lifelong learning and continual improvement among our academies, staff and students, empowering them to pursue their aspirations and ambitions. Our goal is to create a family of academies that is inclusive and embraces diversity, fostering a supportive community where all members feel inspired and empowered to succeed.

We look forward to your application, thank you for your interest in joining the Consilium family.

Mr Michael McCarthy
Chief Executive Officer of Consilium Academies.

WELCOME FROM THE PRINCIPAL



Our mission is to provide excellence in all that we do. Excellence in Learning - Lessons will be interesting, supportive and fair. Everyone will be helped and encouraged to do their best and gain the skills they need for life after school.

Excellence in Opportunity- School is about more than lessons. We will offer clubs, trips and activities that help students discover new interests, build confidence and enjoy school and life beyond the classroom.

Excellence in Character - Doing well matters, but so does being a good person. We will show kindness, respect and resilience every day and support each other to grow.

If you would like to come and visit, and experience first-hand what Wyvern has to offer, then please get in touch

Nadia Robinson

Principal
Wyvern Academy

ABOUT THE SCHOOL



Wyvern Academy is a coeducational secondary school with academy status, located in the Branksome and Cockerton area of Darlington, County Durham, England. We are looking for an exceptional candidate to join us on our journey to becoming a truly outstanding school.

As a Consilium Academy, Wyvern Academy is built on the values of the Consilium charter. The purpose of the charter is to ensure our mission and values translate into practice within our Academies, ensuring that every student benefits from our distinctively inclusive ethos.

Wyvern Academy is committed to ensuring that all children reach and exceed their potential by:

- Providing the best possible education and experiences to develop the whole child during their time at the Academy
- Promoting self-discipline, self-confidence, motivation, aspiration, and excellence in learning to assist pupils to become independent and self-sufficient adults, who will succeed and contribute positively to their local and global communities
- Maximising student achievement through the effective use of teaching and learning facilities
- Offering an appropriate and relevant curriculum, responsive to the needs of all students
- Intending there will be no gaps between those children disadvantaged and the rest, either in attainment or opportunity
- Providing a welcoming environment based on trust and mutual respect, where students feel valued and feel like they belong
- Promoting equality and celebrate diversity
- Creating a safe, secure, and happy learning environment where children can achieve their full potential, both educationally and personally
- Creating a community where the values of truth, honesty, forgiveness, and reconciliation are lived and where there is special care for those most in need
- Working in partnership with families to ensure they are an integral part of their child's education and build positive relationships with our families and the wider community
- Providing a diverse range of extra-curricular opportunities and experiences for all our students to maximise talents and develop creative and social skills
- Fostering the values of responsible citizenship in a democratic way through providing opportunities to exercise responsibility and leadership; making students aware of, and encouraging them to form views on a range of political, social, moral, and spiritual issues; encouraging students to understand and tolerate the views of others.

ABOUT THE TRUST



Consilium Academies is a Multi-Academy Trust dedicated to Excellence and Equality with Integrity. Consisting of eight schools across three hubs in Salford, South Yorkshire, and the North East of England, our culture is built on support, guidance, capacity building, and fostering a collaborative approach to school improvement.

Our Trust is committed to the highest standards of curriculum, teaching, and learning, leading to excellent outcomes for our pupils. This commitment extends to our staff, with a focus on high-quality learning, professional development, and an uncompromising approach to support and growth.

Schools within the Trust are encouraged to engage in rigorous self-evaluation and take swift action to address any areas of underperformance, guided by our School Improvement Framework.

Our Key Areas of Focus:

- **Expert Knowledge:** We prioritise school-to-school support, fostering expert knowledge, and providing effective assistance to our schools.
- **Ambitious Curriculum:** Our schools share a common language for curriculum development, with a focus on Enriching Lives, Inspiring Ambitions, and embedding Equality, Diversity, and Inclusion throughout.
- **Effective Pedagogy:** Our research-focused approach seeks impactful teaching methods, a shared language for pedagogy, and developing partnerships with external experts.
- **Purposeful Practice:** We respect each school's identity while promoting a shared understanding of high-quality practice and staff development.
- **Rigorous Assessment & Intervention:** We implement evidence-based benchmarking and targeted support through Rapid Action Plans, maintaining a relentless focus on achieving strong outcomes for all students.
- **Rich Culture:** Guided by Excellence, Equality, and Integrity, we aim to identify, attract, develop, and retain expertise at all levels, ensuring our schools contribute to the Trust's success over time.

Led by our Chief Executive Officer, Michael McCarthy, our Central Team provides direct services, accountability, leadership, and management to our schools. We operate a strong partnership model, where our partner schools play a crucial role in the Trust's continual growth and development. Our collaborative approach respects each school's individual identity, empowering them to focus on student achievement and success while being part of a supportive network committed to excellence.

WE ARE PROUD TO OFFER THE FOLLOWING STAFF BENEFITS:

- Pension with the Local Government Pension Scheme and Teachers Pension Scheme
- 34 days annual leave plus bank holidays for all support staff (pro-rated for part-time employees)
- 36 hour working week for all full-time support staff
- Automatic pay progression for all staff in line with their current grading structure
- Enhanced contractual sick pay in line with the Burgundy Book and Green Book
- Employee Assistance Program with access to counselling and CBT 24 hours a day, 7 days a week
- Access to an Occupational Health Provider
- Free membership to Vivup. with hundreds of exclusive offers and discounts available online and in store at many shops, gyms, and restaurants
- Access to the leading salary sacrifice home electronics lease scheme, exclusive to public sector employees
- An excellent CPD offer for every member of staff; to help you perform as well as you can in your role, provide you with a sense of wellbeing at work and to help you reach your career aspiration

JOB DESCRIPTION



JOB TITLE:	Reflection Manager
REPORTS TO:	Operations Manager
BASED AT:	Wyvern Academy
GRADE:	Grade 7 (Scale point 19 – 23) £28,731.58 - £30,859.05
CONTRACT:	Permanent, 36 hours Term time plus 5 days
MAIN PURPOSE OF THE ROLE	
Working as part of the pastoral and inclusion team: • Lead an internal inclusion provision that supports students with academic studies whilst they are temporarily withdrawn from mainstream lessons to address barriers to learning. • Provide intensive support to help address behaviour and/or social and emotional difficulties. • Work with the SENDCO to ensure a cycle of 'plan-do-review' is followed with impact logged • Work in close conjunction with teachers, parents/carers and/or external agencies where appropriate to re-engage students in learning, first in the internal inclusion provision, then with re-integration into mainstream lessons.	
CORE RESPONSIBILITIES & TASKS	
Support for the Pupils • Coach young people to understand their emotions and feelings and how these sometimes translate into behaviour • Encourage students to take responsibility for behaviour choices by working intensively with them to identify barriers and strategies to help address issues. • Promote good behaviour, dealing with incidents in line with School Policy. • Liaise with the SENCO to implement suitable intervention. • Liaise with the Attendance Officer to promote positive attendance. • Establish a partnership with parents/carers to involve them with all aspects of their child's education. • Use information provided by staff to discuss issues with students, reinforce expectations and put in place strategies to address. • Instigate personal development plans that make clear short and long-term targets. • Establish ways of re-integrating children to lessons and monitoring the impact of this. • Deliver group or individual interventions where necessary to support social, emotional and academic progress. • Encourage pupils to interact with others and work cooperatively with others. • Plan and undertake structured and agreed learning activities/teaching programmes, advising activities according to pupil responses. • Prepare, maintain and use equipment/resources required to meet the lesson plans/relevant learning activity and assess pupils in their use. <u>Support for Teachers</u> • Create and maintain a purposeful, orderly and supportive environment which mirrors the mainstream environment and supports learning • Attend lessons and support children who may be struggling to engage/ support children to re-engage • Assist with planning of learning activities and support pupils to achieve learning goals – liaise with teachers to ensure any gaps in learning are minimised • Feedback to teachers on progress/engagement • Administer routine tests and invigilate exams, and accurately record achievement and progress. <u>General Tasks</u> • 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. • Contribute to the overall ethos/work/aims of the school. • Attend and participate in relevant meetings as required. • To assist in meeting the physical care needs of students as required.	

CORPORATE RESPONSIBILITIES

- The Trust is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment
- To pursue and promote the achievement and integration of diversity and equality of opportunity throughout the Trust's activities
- To plan, monitor and review health and safety within areas of personal control
- To participate in the Trust's Performance Management process and engage in continuous professional development and networking to ensure that professional skills and knowledge are up to date
- To maintain high professional standards of attendance, punctuality, appearance, conduct and positive, courteous relations with students, parents and colleagues

ADDITIONAL NOTES

- The job purpose and key statements remain indicative and by no means exclusive. Given the evolving needs of the Trust, flexibility among staff is very important. All staff may be required to undertake other such reasonable duties as may be required from time to time in line with the grade of their post.
- An Enhanced DBS Check will be requested on successful application to a position at the Trust.

PERSON SPECIFICATION

Qualification and CPD	Essential	Desirable
5 GCSEs, or equivalent, at grade C/4 or above (including English and Maths)	x	
Appropriate professional development or career-based experience that would help with this role.	x	
Experience, Knowledge and Skills		
Supportive of the ethos and values of the school	x	
Excellent interpersonal skills	x	
Self-motivated and organised	x	
The ability to encourage and motivate students	x	
Competent use of ICT	x	
Excellent Literacy and Numeracy skills	x	
Willingness to take a full role in the life of the school	x	
Experience of working in a similar role in a school environment or to have had a different career which may translate	x	
Experience of working with young people and families	x	
Experience of working with outside agencies	x	
Experience of delivering small group or individual interventions to support behaviour management.		x
Knowledge of Safeguarding Policies and Procedures	x	
English Fluency		
Possessing a relevant qualification for the role attained as part of education in the UK or full taught in English or Welsh by a recognized institution abroad	x	
Passing an English or Welsh spoken language competency test or possessing a relevant spoken English qualification at CEFR Level B1 or above, taught in English by a recognized institution abroad.	x	