

Primary Schools Restorative Practice Co-ordinator

RJ Working is a charity serving the communities of Cornwall. We support the leadership of children and young people through Restorative Practice, enabling their voices, participation and empowerment. Restorative Practice helps to build relationships and the skills to better look after self and others. This creates a foundation for building fairer communities and tackling inequalities.

Our Step-Up Programme takes a week to work with each class in either Y5 or Y6. It introduces Restorative language and principles to equip children for shared challenges, including transition to Secondary School. The programme is designed to enable them to co-create a lasting contribution to their capabilities for looking after self and others.

Terms: this new post is initially for one academic year from 1st September 2024 to 31st July 2025. We intend in this time to explore with the postholder the options for extension and the best working arrangements to support the purpose of the post. **Hours:** 0.8 FTE, which will vary between weeks of 3 days (flexible, mainly home working) and 5 days (involving travel and full school days). **Annual leave:** (28 days including bank holidays pro rata) is to be taken in the school holidays. **Salary:** £25,000 pa FTE (£20,000 0.8 FTE). Mileage reimbursement of 45p per mile, this role requires a full driving licence and use of a car.

Job Purpose: The RJ Working Primary Schools Co-ordinator will have lead responsibility for delivering our Step-Up Programme in Primary Schools and enabling adults in Primary Schools to maximise its benefits for children's health, wellbeing, teamwork and leadership in their school communities and families.

Key Responsibilities:

The RJ Working Primary Schools Co-ordinator will:

- Further develop existing relationships with Primary Schools for year-on-year progress in evidencing the contribution of Step-Up to a school culture which reduces inequalities
- Systematically develop new relationships with Primary Schools for reducing inequalities in the Primary Schools which serve the most deprived areas of Cornwall.
- Organise, plan, deliver and evaluate Step-Up programmes to Primary School children (KS2 Y5 and/or Y6) with the support of other team members
- Organise twilight and inset training for Primary School staff drawing on the support of other team members
- Engage in continuous learning for maximising impact, and be able to present qualitative and quantitative information for various interested stakeholders eg parents, teachers, funders

Key relationships:

The RJ Working Primary Schools Co-ordinator will:

- Be supervised & supported by the RJ Working School Programmes Lead

- Work in close collaboration with other team members to deliver the Step-Up Programme through co-working
- Relate to Primary School structures eg Multi-Academy Trusts, MATS, the Diocese of Truro, CAPH for delivery of training, workshops and events.

Training and Support: The person appointed will be given a full induction into the team, relevant training, regular meetings and support. They will participate in developmental Restorative Practice training and work within the policies of RJ Working including our Safeguarding policy.

Person Specification:

The person appointed will demonstrate:

Values:

- a) ability to prioritise relationships in which respect is exchanged and responsibilities shared
- b) commitment to active anti-discriminatory practice and ongoing learning about this
- c) understanding the Restorative approach as a 'supportive challenge' for addressing harm, and for building community in relation to nature and environmental issues.

Experience:

- a) of working with children in Primary School settings or similar
- b) of contributing to public discussions
- c) of communicating with organisations

Knowledge:

- a) of Primary School contexts and the value of stable school culture for relationships to thrive
- b) of the impact of inequalities and social justice issues eg health, wellbeing, and cost of living
- c) of the Restorative model and its relevance for supporting social and emotional learning through providing language and principles for relationships
- d) commitment to ongoing learning about the above 3 issues including self-directed learning

Skills and Qualities:

- Excellent communication skills: verbal, written and social media
- Organisational & planning skills including time management
- Confidence to relate directly to multiple stakeholders and Project Partners
- The ability to relate creatively to children from different backgrounds and experiences
- The ability to work well as part of a team, and communicate openly and honestly
- The ability to identify and collate relevant and inspiring resources and adapt them to the context of the Step-Up programme
- The ability to turn ideas into action
- Initiative, flexibility and a positive can-do attitude