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**Job Description**

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| **Post Title:** |  | **Year Leader** |
| **Job Purpose:** |  | To assist the Head of behaviour and welfare and support the other year leaders in the managing, developing and leading of the KS3/KS4 year groups, to ensure the highest possible standards of pastoral care for all students. |
| **Reporting to:** |  | Head of behaviour and welfare and Designated safeguarding lead |
| **Responsible for:** |  |  |
| **Working Time:** |  | 195 days per year. Full time (temporary to cover maternity leave) |
| **Salary/Grade:** |  | Band 10 (points 28-31) |
| **MAIN (CORE) DUTIES:** *The job description below will be developed to suit the skills of the successful candidate* | | |
| 1. To lead a year group within Lower or Upper School in the successful deployment of Student Support Interventions of care and academic progress. 2. To work in collaborative partnership with the senior leadership team, the pastoral team and all teaching staff to maintain, develop and actively engage in the school RAG system and to drive the choices policy 3. To involve yourself fully in attempting to support vulnerable children and families with the factors that may hinder progress through Early Help, engagement and intervention. 4. To engage with the SENDCO and the SEN team and with the therapeutic offers within school in order to support where possible all vulnerable children and families within the Year Group(s). 5. To work in conjunction with the DSL and DDSL to ensure all students are safeguarded and supported. 6. To work with Leadership and pastoral Team in Active Learning Walks and break and Lunchtime Duties to assist in the successful management of the day-to-day coordination of the school. 7. To utilise ‘ClassCharts’ and ‘CPOMs’ information to assist in the logging, synthesis and analysis of Student issues within a specific year group in order to contribute to the RAG and the inclusion meetings. 8. To complete investigative work required to successfully manage incidents within school, including potential suspensions. 9. To work with colleagues under the leadership of the Head of behaviour and welfare to formulate aims, objectives and strategic plans for Student Support which have coherence and relevance to the needs of students and whole school improvement . 10. To raise standards of student attainment and achievement working with the senior leadership team and teaching staff to develop bespoke interventions in conjunction with Departments for any pupils/pupils groups that are underachieving. 11. To work with the Head of behaviour and welfare and the designated safeguarding lead in the dissemination of key information and in all communicative channels with pupils, parents/carers and staff. 12. To take a full and active role in all aspects of the Longfield Personal development and welfare offer. 13. Under the leadership of Head of behaviour and welfare take a full and active role in celebrating success using all reward mechanisms, assemblies and end of term activities to positively praise pupils. 14. To contribute to the school mission of life skills and education through taking an active role in the upholding of British Values and Collective Worship, as well as the promotion of Equality and Diversity within school. 15. Communicate effectively with parents/carers to ensure they understand the efforts being made by the Student Support department to assist their child’s progress. 16. Communicate effectively and work in collaboration with external agencies to share best practice and ensure there is a holistic/multi agency approach to ensure the best outcomes for the student 17. To play a full part in the life of the school community, to support its distinctive mission and ethos and to encourage and ensure staff and students to follow this example 18. Employees will be expected to comply with any reasonable request from a manager to undertake work of a similar level that is not specified in this job description | | |

Employees are expected to be courteous to colleagues and provide a welcoming environment to visitors and telephone callers.

The school will endeavour to make any necessary reasonable adjustments to the job and the working environment to enable access to employment opportunities for disabled job applicants or continued employment for any employee who develops a disabling condition.

Hurworth School is committed to safeguarding and promoting the welfare of children and young people and expects all staff to share this commitment. This post is subject to a satisfactory enhanced DBS check.

This post is deemed to be a ‘Customer Facing’ role in line with the definition of the Code of Practice on the English language requirement for public sector workers.

**PERSON SPECIFICATION –YEAR LEADER**

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| **ESSENTIAL** | | | | **DESIRABLE** | | |
|  | **Criteria No.** | **ATTRIBUTE** | **Stage Identified** | Criteria No. | **ATTRIBUTE** | **Stage Identified** |
| **QUALIFICATIONS** | E1 | High level of literacy and numeracy supported by relevant qualifications | AF/C |  |  |  |
| **EXPERIENCE & KNOWLEDGE** | E2  E3  E4  E5  E6  E7  E8 | At least two years’ experience working with children and families.  Good understanding of statutory and good practice guidance around attendance  Good understanding of the education system and recent and upcoming developments within Personal Development, behaviour and welfare  Experience of working with other agencies to improve outcomes for young people  Developing knowledge of child protection and safeguarding procedures and processes  Developing knowledge of GDPR requirements and understanding of confidentiality  Experience of working in partnership with parents and carers | AF/I/R  AF/I/R  AF/I  AF/I/R  AF/I/R  I/R  AF/I/R | D1  D2  D3 | Teaching experience  Experience with intervention and support in lessons  Experience of using the SIMS system | AF/I/R  AF/I/R  AF/I/R |

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| **ESSENTIAL** | | | | **DESIRABLE** | | |
|  | **Criteria No.** | **ATTRIBUTE** | **Stage Identified** | Criteria No. | **ATTRIBUTE** | **Stage Identified** |
| **SKILLS** | E9  E10  E11  E12  E13  E14 | Ability to communicate effectively, both verbally and in writing, with pupils, parents/carers, colleagues and other professionals  Ability to work collaboratively to understand and intervene regarding a wide range of vulnerability factors.  The ability to use initiative, to work alongside and also as part of a team  High level of ICT skills including competent use of Microsoft Office packages e.g. Excel, Word, Outlook, etc  Excellent attention to detail and ability to record and check data accurately  Ability to analyse data, draw relevant conclusions and make appropriate recommendations for action | AF/I/R  AF/I/R  I/R  AF/R  AF/I/R  AF/I/R | D4  D5  D6 | Ability to coach/mentor, support and challenge staff and pupils  Evidence of being able to build and sustain effective working relationships with staff, Governors, parents/carers and the wider community  Proven leadership qualities to motivate and inspire others | I  AF/R  AF/R |

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| **ESSENTIAL** | | | | **DESIRABLE** | | |
|  | **Criteria No.** | **ATTRIBUTE** | **Stage Identified** | Criteria No. | **ATTRIBUTE** | **Stage Identified** |
| **PERSONAL ATTRIBUTES** | E15  E16  E17  E18  E19  E20 | Commitment to own professional development and willingness to undertake training.  Flexible and positive approach to tasks and working arrangements.  Ability to act as a positive role model and demonstrate high personal standards  Commitment to safeguarding pupils and suitability to work with young people  Self-motivated and enthusiastic  Willingness to engage in the Appraisal Process | AF/I/R  I/R  I/R  I/R/D  I/R  I/R |  |  |  |
| **SPECIAL REQUIREMENTS** | E21  E22  E23 | Interest in working with children to promote their development and educational needs.  Ability to form and maintain appropriate relationships and personal boundaries with children  Emotional resilience in working with challenging behaviours and attitudes in the use of authority and maintaining discipline. | AF/I/R/D  AF/I/R/D  AF/I/R/D |  |  |  |

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| Key – Stage identified |  |
| AF | Application Form |
| C | Certificates |
| T | Teaching exercise |
| I | Interview |
| R | References |
| D | DBS Disclosure |

Issues arising from references will be taken up at interview; all appointments are subject to satisfactory references.