**JOB DESCRIPTION**

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| **POST TITLE:** | **YEAR MANAGER** |
| **RESPONSIBLE TO:** | **Head of Behaviour and Wellbeing** |
| **GRADE:** | **Band 10, SCP 28 - 31** |
| **WORKING WEEKS:** | **Term Time plus 10 days (48 weeks)** |
| **PURPOSE OF POST:** | **To assist the Head of Behaviour and Wellbeing in managing, developing and leading KS3/4-year groups, to ensure the highest possible standards of pastoral and academic care for all students.** |

**Main Responsibilities**

1. To lead a year group (or groups) in the successful deployment of Student Support Interventions of care and academic progress.
2. To work in collaborative partnership with the Support Team to ensure the best outcomes for all pupils in the school, both academically and pastorally.
3. To involve yourself fully in attempting support vulnerable children and families with the factors that may hinder progress through Early Help, engagement and intervention.
4. To engage with the SEND team 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 Support Team in Active Learning Walks and lunchtime duties to assist in the successful management of day-to-day issues within school.
7. To utilise ‘ClassCharts’, Arbor and ‘CPOMS’ information to assist in the logging and analysis of Student Support issues within a specific year group.
8. To complete investigative work required to successfully manage incidents within school including the collation of evidence for potential permanent exclusions.
9. To work with colleagues under the leadership of the Head of Behaviour and Wellbeing to formulate aims, objectives and strategic plans for Student Support which have coherence and relevance to the needs of students and to the aims, objectives and strategic plans of the school, taking a full and active role in Action Planning and SEF management.
10. To raise standards of student attainment and achievement working with Assistant Head Teachers to develop bespoke interventions in conjunction with Departments for any pupils/pupil groups that are underachieving.
11. To work with the Assistant Head of Behaviour and Wellbeing in the dissemination of key information and in all communicative channels with pupils, parents and staff.
12. To take a full and active role in all aspects of the Longfield Personal Development and welfare offer.
13. To take the lead in a Student Support focus area e.g. Prevent, Online safety, young carers etc for your year group (s).
14. Under the leadership of Head of Behaviour and Wellbeing take a full and active role in celebrating success using all reward mechanisms, inter-house and end of term activities to positively praise pupils.
15. To contribute to the school mission of life skills and education through taking an active role in the upholding of British Values and the promotion of Equality and Diversity within school.
16. To contribute to the school mission of life skills and education through taking an active role in themed assemblies, morning registration activities.
17. Communicate effectively with parents/carers to ensure they understand the efforts being made by the Support Team and teachers to assist their child’s progress.
18. To play a full part in the life of the school community to support its distinctive missions and ethos and to encourage and ensure staff and student to follow the examples of positive noticing and flipping conversations to focus on the positive.
19. Ensure that you work in line with all the Academy/Trust policies and procedures and ensure that you are aware of your obligations under these.
20. Behave according to the relevant Trust Code of Conduct and ensure that you are aware of your obligations and responsibilities re: conflicts of interest, gifts, hospitality and other matters covered by the Code.
21. You are required to safeguard and promote the welfare of children/students for whom you have responsibility, or with whom you come into contact, to include adhering to all specified procedures.
22. This post is deemed to be a ‘Customer Facing’ role in line with the definition of the Code of Practice requirement for public sector workers.
23. This post is subject to an enhanced disclosure. The successful applicant will be subject to the relevant vetting checks before an offer of appointment is confirmed. Following appointment, the employee will be subject to rechecking as required from time to time by the Trust.
24. Any other duties of a similar nature related to this post that may be required from time-to-time.

Reviewed: February 2025

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Description automatically generated**PERSON SPECIFICATION**

**YEAR MANAGER**

**Key**

A Application form including letter of application

I Interview/Selection process

R Employment references

C Certificates

D Enhanced Disclosure and Barring Service Criminal check

|  | **Criteria** | **Essential/ Desirable** | **Stage Identified** |
| --- | --- | --- | --- |
|  | **Qualifications, Education & Training** |  |  |
| 1. | GCSE A\* – C (9-4) in Mathematics and English language or Literature | E | A, C |
|  | **Experience and Knowledge** |  |  |
| 2. | At least two years’ experience working with children and families | E | A, I, R |
| 3. | Good understanding of statutory and good practice guidance around attendance and suspensions/exclusions | E | A, I, R |
| 4. | Good understanding of the education system and recent and upcoming developments within Personal Development, behaviour and welfare | E | A, I |
| 5. | Experience of working with other agencies to improve outcomes for young people | E | A, I, R |
| 6. | Developing knowledge of child protection and safeguarding procedures and processes | E | A, I, R |
| 7. | Developing knowledge of GDPR requirements and understanding of confidentiality | E | A, I, R |
| 8. | Experience of working in partnership with parents and carers and the ability to have challenging conversations | E | A, I, R |
| 9. | Teaching Experience | D | A, I, R |
| 10. | Experience with intervention and support in lessons | D | A, I, R |
| 11. | Experience of using the Arbor and CPOMS systems | D | A, I, R |
|  | **Skills** |  |  |
| 12. | Ability to communicate both orally and in writing with a range of different audiences including providing sensitive feedback to parents and carers and other professionals regarding pupil development | E | A, I, R |
| 13. | Ability to work collaboratively to understand and intervene with regard to a wide range of vulnerability factors. | E | A, I, R |
| 14. | The ability to use initiative, to work alongside and also as part of a team | E | I, R |
| 15. | High level of ICT skills including competent use of Microsoft Office packages e.g. Excel, Word, Outlook, etc. | E | A, I, R |
| 16. | Excellent attention to detail and ability to record and check data accurately | E | A, I, R |
| 17. | Ability to analyse data, draw relevant conclusions and make appropriate recommendations for action | E | A, I, R |
| 18. | Ability to coach/mentor, support and challenge staff, external agencies and pupils | D | I |
| 19. | Evidence of being able to build and sustain effective working relationships with staff, Governors, parents/carers and the wider community | D | A, R |
| 20. | Proven leadership qualities to motivate and inspire others | D | AF, R |
|  | **Personal Attributes** |  |  |
| 21. | Commitment to own professional development and willingness to undertake training | E | I, R |
| 22. | Flexible and positive approach to tasks and working arrangements | E | I, R |
| 23. | Ability to act as a positive role model and demonstrate high personal standards | E | I, R |
| 24. | Commitment to safeguarding pupils and suitability to work with young people | E | I, R, D |
| 25. | Self-motivated and enthusiastic | E | I, R |
| 26. | Willingness to engage in the Appraisal Process | E | I, R |
|  | **Special Requirements** |  |  |
| 27. | A letter of application to include the following:   * The relevant qualities, skills roles and responsibilities that you have developed in this area. * A response to how you can support the contradiction of providing individual support while ‘holding the line’ and consistency of the behaviour policy. | E | A |
| 28. | Emotional resilience in working with challenging behaviours and attitudes in the use of authority and maintaining discipline | E | D |
| 29. | Ability to form and maintain appropriate relationships and personal boundaries with children | E | D |
| 30. | Suitability to work with children/young people | E | D |
| 31. | The ability to communicate at ease and provide advice in accurate spoken English | E | I |

Employment references will be requested prior to the selection process and any issues arising from these will be discussed at interview. All appointments are subject to satisfactory references.