

Capital City Academy - Job Description: Support Staff – Term Time Only

Title of Post

Non-Teaching Year Team Leader

Salary

Scale 5

Hours per week

37

Weeks per year

39 + holiday entitlement

Reporting to

Director of Achievement

Job Purpose

The post-holder will: support the Director of Achievement in providing professional leadership and management for students and staff within a year group and assume delegated responsibilities in negotiation with the Director of Achievement.

Generic Duties

- To be an active member of the Capital Support Staff Team and to support the Principal in embedding a strong Culture for Learning across the Academy.
- To attend relevant meetings and provide administrative support as required.
- To be an effective line manager/ line managee.
- To maintain high expectations and standards at all times contributing to the positive ethos of the Academy.
- To contribute to the promotion of equal opportunities and celebration of diversity in all aspects of the work of the Academy.
- To take personal responsibility for professional development and to participate in the Academy's arrangements for Appraisal using BlueSky. This includes attending 5 training sessions per INSET day which may be completed outside of work hours to allow the INSET days to be taken in lieu.
- To take responsibility for the safeguarding of young people. Capital City Academy is committed to safeguarding and promoting the welfare of children, young people and vulnerable adults and expects all staff to share this commitment. All staff must attend at least annual safeguarding training and read Keeping Children Safe in Education at least annually and whenever it is updated. All staff must report any safeguarding concerns to the Designated Safeguarding Team immediately.
- To be willing to obtain a nationally recognised First Aid certificate and / or undertake fire marshall training to assist in the safety and welfare of the students.
- To undertake such further activities as may reasonably be directed by the line-manager or Principal.

Specific Duties

In addition to supporting the Director of Achievement with all aspects of the leadership and management of the year group, the post-holder will also have the following specific responsibilities:

STRATEGIC DIRECTION AND DEVELOPMENT OF THE YEAR GROUP

- Summarise the work review data and other available sources of information to update the year group SEF and development plan
- Regularly monitor the data of the year group and feedback the findings to the Director of Achievement to decide appropriate actions.
- Attend Middle Leader meetings and make contributions to whole school strategic direction and development.
- Use the Student Voice systems to gather the views of students' experiences in school.

LEADING AND MANAGING STAFF

- Line Manage Learning Advisers leading and chairing all Year Team meetings
- Establish clear expectations and constructive working relationships among Learning Advisers through team work and mutual support; devolving responsibilities and delegating tasks, as appropriate; evaluating practice; and developing a culture of accountability
- Work with Learning Advisers and other key staff and external agencies to develop, monitor and review Behaviour and Pastoral Support Plans for students assessed as at risk of poor progress due to behaviour difficulties.
- Support the plan of the tutorial programme and ensure that Learning Advisers are effectively delivering it
- Ensure that Learning Advisers keep registers according to school policy and take appropriate action to follow up concerns
- Ensure that Beginning and Newly Qualified Teachers are monitored, supported and assessed in relation to their pastoral tasks, in accordance with the national standards
- Examine weekly monitoring sheet and disseminate information as appropriate and ensure that students causing concern are referred for the appropriate support.
- Liaise with colleagues on cross-curricular matters and support students with special educational needs following academic reviews
- Audit training needs, participate in performance management and use the process to develop the professional and personal effectiveness of Learning Advisers.

TEACHING, LEARNING AND TUTORING

- The organisation of the programme for Academic Review Days for the year group
- Offer support and guidance to students during examinations and be available to assist in the start of and ending of examinations
- Ensure that Learning Advisers are clear about tutoring objectives and methods to meet the needs of different individuals and groups
- Ensure that tutoring supports the development of students as autonomous learners and the development of key skills
- Be available to cover lessons of the year group where appropriate
- Contribute to the planning and delivering of an appropriate program for the year group involving the Learning Advisers for the flexi days
- Assist in the target setting process for students in relation to performance standards and evaluate progress towards these outcomes by using data, lesson observations, learning walks and book sampling.
- Liaise with the SENDCO, Inclusion Team, Mentors and Psychology Services to co-ordinate provision to support students with challenging behaviour

STUDENTS, PARENTS AND WIDER COMMUNITY

- To work with the Director of Achievement and manage the work of the year team to ensure all students are “Ready to Learn” and that effective provision is in place for Learning Advisers to support students at risk of poor progress due to persistent low level disruption.
- Working with external agencies and school staff to develop, monitor and review Behaviour and Pastoral Support Plans for students assessed for risk of poor progress due to behaviour difficulties.
- Lead the Learning Advisers and liaise with Attendance Officer, Educational Welfare Officer and others as appropriate to promote good attendance and provide appropriate support and / or intervention for students at risk of poor progress due to low attendance.
- Work to promote punctuality to school and provide appropriate support and / or intervention for students at risk of poor progress due to poor punctuality to school and lessons.
- Ensure Learning Advisers monitor the use of student planners and ensure that they are signed every week and maintained to the highest possible standards
- Ensure that Learning Advisers are enforcing the school’s policy on school uniform and maintaining the highest possible standards
- Contribute to the development and implementation of the rewards systems for the year group, in line with whole school policy
- Ensure that positive learning behaviour and good student progress are recognised and rewarded through a comprehensive year based programme of recognition and reward.
- Organise and lead assemblies for the year group aimed at developing a year ethos and reinforcing the school’s values
- Liaise closely with external agencies who may become involved with individual students
- Prepare references and reports for students as requested
- Monitor pupils on report and take appropriate action
- Take lead on and have an overview of the interventions for students needing pastoral and academic support.
- Attend weekly intervention meetings with pastoral team and external agencies. Lead on updates for the year group of students at risk or on Behaviour and Pastoral Support plans.
- Support the implementation of the behaviour systems including duties in Internal Seclusion and being Call Out to support lessons.
- Be the primary person to access footage from the schools CCTV system with regards to incidents within the year group.
- Support the Leadership Team with the management of students before school, at break and lunch, and after school and be a visible presence around the school and take action when necessary
- Prepare letters and statements for any student excluded from school

Other

Carry out any other reasonable responsibilities, as directed by the Principal, compatible with the role and grade of the post

- This job description is subject to annual review.

Person Specification

Competency	Essential	Desirable
Qualifications	<ul style="list-style-type: none">• Degree• English and maths GCSE at grade C+	<ul style="list-style-type: none">• Safeguarding certification• Post graduate qualification
Experience	<ul style="list-style-type: none">• Work in a setting with children• Experience leading a team	<ul style="list-style-type: none">• Work in a setting with children of secondary school age.• Experience co-ordinating projects and events involving children, young people and families• Implementing strategies and interventions for vulnerable children or adults
Knowledge and Understanding	<ul style="list-style-type: none">• Understands the importance of confidentiality and discretion• Understands the priority to keep vulnerable children and adults safe• Understand the safeguarding responsibilities within the a school context	<ul style="list-style-type: none">• Analysing and using data to inform practice when working with young people
Skills	<ul style="list-style-type: none">• Effective team worker: helpful, friendly and able to make good judgements and lead when required• Adaptable, organised and able to work with minimum supervision• Approachable, flexible, calm and caring can-do attitude• Demonstrates resilience, motivation and commitment to driving up standards and achieving excellence• Keen to develop own skills	<ul style="list-style-type: none">• Working knowledge of SIMS software application.

Capital City Academy is committed to safeguarding and promoting the welfare of children, young people and vulnerable adults and expects all staff and post holders to share this commitment.