



TRUE LEARNING  
PARTNERSHIP



# Year Manager

**Closing date for applications: 15<sup>th</sup> December 2023**

**Interviews will take place during w/c 18<sup>th</sup> December 2023**



Dear Candidate

Thank you for your interest in joining Glossopdale School. Glossopdale school is an oversubscribed 11-18 comprehensive secondary school which serves the Glossop community. We are a warm and caring school that has the highest expectations of students and ourselves, where every student is expected to work hard, behave well and contribute positively to the school community.

We are seeking to appoint an ambitious and motivated Year Manager who is hardworking, energetic and passionate about making a real difference to the lives of the students and the community we serve and to be part of a team that takes the school onto the next stage of its exciting journey.

We exist to empower our students to find their purpose, develop high aspirations and thrive both academically and personally, to be the best that they can be. We provide a knowledge-rich curriculum which exposes students to powerful knowledge, places them on an ambitious pathway and develops the character traits needed to seize the opportunities that exist. Our core purpose is not merely finite 'success' for our students but for them to thrive - continually grow and flourish.

We are explicit about the culture we want to create and have clear ideas of the desired behaviours necessary for our students to succeed. At Glossopdale School, we maintain a relentless focus on the day-to-day actions, behaviours and routines within the school and adopt a disciplined approach to teaching students the right and successful ways to do things.

While with us, we encourage every member of staff to stretch themselves and we give everyone access to a wide range of learning and development opportunities. We are a research-based school with the aim to develop highly effective evidence-based practices including teaching, learning and assessment, where we collaborate as a whole staff to persistently improve our pedagogy and where we evaluate our practice habitually.

We have some of the best facilities in the area having fully rebuilt our school in 2018. This not only provides both staff and students with everything they can expect for modern teaching and learning, but also gives us exceptional environmental credentials.

I am extremely proud to be the Headteacher of Glossopdale School and consider it a privilege to be a part of such a vibrant and caring learning community. If you think this sounds like your sort of school, then we very much look forward to receiving your application to join us.

Debbie McGloin  
Headteacher

# Job Description & Person Specification

|                         |  |
|-------------------------|--|
| <b>POST TITLE:</b>      | <b>Year Manager</b>                              |
| <b>GRADE/SCALE:</b>     | Grade 8 £22,073 - £24,258 pa max (Actual Salary) |
| <b>RESPONSIBLE TO:</b>  | Assistant Headteacher (Student Culture)          |
| <b>LINE MANAGED BY:</b> | Year Leader                                      |
| <b>WEEKLY HOURS:</b>    | 37 hrs pw (8.15am-4.15pm)                        |
| <b>WEEKS PER YEAR:</b>  | 39   |

## **PURPOSE OF JOB:**

- To lead on the pastoral provision for a year group of students
- To track and monitor attendance and the behaviour of students within your appointed year group to ensure that successes are recognised and any issues are quickly addressed
- To take a lead responsibility in coordinating appropriate interventions for students within your appointed year group whose attendance, wellbeing or behaviour is a concern
- To communicate barriers to learning with teaching staff and other stakeholders in order to support student progress

## **SPECIFIC RESPONSIBILITIES**

- To work towards eliminating barriers to learning for an identified group of students – primarily our disadvantaged students
- To support school behaviour management and school attendance policies for students in your care, particularly for our DisA students, impacting positively on whole school attendance, punctuality and the behaviour of students in your year group
- To provide weekly data analysis and work with the Year Leader to tackle any areas of concern, specifically around the areas of behaviour and attendance
- To liaise/communicate with parents, colleagues and other agencies on issues relating to student behaviour/attendance, and work with the Year Leader to identify strategies to remove barriers to progress
- To mentor students effectively in order to reduce/eliminate any identified barriers to learning and to take a proactive role in early intervention strategies
- To work with the Year Leader and other lead staff to drive positive parental engagement for all students; particularly for our DisA students
- To work with the Year Team cluster to ensure that whole school improvement priorities are actioned and that impacts are effective
- To support the role of tutors in impacting positively on student development/ behaviour and attendance
- To lead assemblies for the nominated year group in liaison with the Year Leader
- To build a positive year group identity and ethos by maintaining high expectations and through supporting the Year Leader and tutors in their delivery of the Student Leadership Programme
- To attend and support Parents' Evenings and nominated year related events and whole school

events such as Celebration Evenings, Open Evenings and New Intake Evenings in order to meet with parents and celebrate the school's successes

- To maintain effective links and collaboration with external agencies such as Social Care, Early Help Team, Neighbourhood Police Team, CAMHS and to attend agency meetings as required
- To work collaboratively with the DSL and Family Support workers in order to ensure that sensitive information is shared effectively and that students and their families are supported
- To complete associated documentation for CP Conferences, CIN meetings, TAFs etc. as required
- To complete risk assessments for students with injuries, and behavioural needs and contribute to the medical information file as requested by the SENDCo and Assistant Headteacher
- To contribute to the administration of Permanent Exclusions and pupil referrals to KS3/4 Support Centres
- To maintain a visible presence around the school in order to fully support the school's culture of high expectations, specifically during morning line up, break times, lesson transitions, lunchtimes and at the end of school day
- To keep accurate student records and to ensure that all information is kept up-to-date
- To compile and analyse relevant statistics for your year group and individual students in order to compile individual packages of support
- To participate in the on-call system in school as required and to organise isolation / internal exclusion of students when necessary
- To collect, provide and organise the delivery of work for pupils educated off site due to illness or exclusion
- To liaise with parents/carers and key staff when a student is excluded
- To organise and lead the pastoral detentions for your year group
- To help organise and deliver a rewards programme to encourage and maintain good behaviour, attendance and attitude to learning
- To attend Year Team and Pastoral team meetings and other school meetings as required
- To hold meetings with parents/carers and external agencies as required
- To be able to carry out basic first aid when required and to keep your first aid training up to date

### **General**

- To attend School and relevant wider based training sessions as required or necessary
- To attend meetings and undertake duties as reasonably directed by the Headteacher
- To take an active part in quality assurance and staff development opportunities
- To actively contribute to the Performance Management Review process
- To undertake any necessary training associated with the duties of the post
- To be aware of and comply with policies and procedures relating to Child Protection, Safeguarding, security, confidentiality, equal opportunities and data protection; reporting all concerns to the appropriate person
- To comply with the Health and Safety Policy of the school with regards to the wellbeing of themselves and others
- To carry out other duties commensurate with the level and grade of the post as directed by line or day-to-day management

## **CORE RESPONSIBILITIES FOR ALL TRUST EMPLOYEES**

### **Health & Safety**

All staff within The TRUE Learning Partnership are required to remain vigilant, observe all relevant Health and Safety policies and procedures, take reasonable care of their own and others' Health and Safety, report all accidents and incidents, and raise concerns through their line manager, the Director of Business & Operations, the site management team or another member of SLT as appropriate.

### **Equality & Diversity**

Staff employed by The TRUE Learning Partnership are expected to promote equality of opportunity for all students and staff, both current and prospective, and to support an environment that values diversity and respect. The TRUE Learning Partnership believes that all individuals are of equal value and we are committed to equal opportunities for all.

### **Data Protection**

All staff within The TRUE Learning Partnership have a responsibility to ensure that data they are responsible for is accurate and appropriate to the needs of the organisation, and that they are responsible for ensuring any personal data processed for any purpose or purposes in connection with their role in the Trust shall not be kept for longer than is necessary for that purpose or those purposes, in accordance with GDPR 2018.

## Role requirements

| <b>Person Specification</b>   |                                 |                   |
|---|---------------------------------|-------------------|
| <b>Year Manager</b>   |                                 |                   |
| <b>Selection Criteria</b>   | <b>Essential/<br/>Desirable</b> | <b>Assessment</b> |
| <b>Knowledge and Understanding</b>  |                                 |                   |
| Has GCSE English and Maths qualification at Grade C/4 or above  | E                               | A                 |
| Has experience of successful mentoring at secondary school level  | D                               | A                 |
| Has demonstrated further professional development through qualifications or training  | E                               | A                 |
| Has at least 3 years of working in an educational/young person context  | D                               | AR                |
| Knows and understands what constitutes high quality support   | E                               | AIR               |
| Has demonstrated personal effectiveness in improving the quality of student wellbeing with particular emphasis on vulnerable groups e.g. DisA   | D                               | R                 |
| Has knowledge of Child Protection and Safeguarding Procedures   | E                               | AIR               |
| Has experience of working with vulnerable children  | D                               | AI                |
| Has experience of working with challenging and disaffected children   | D                               | AI                |
| Has a good understanding of how to maintain effective links with external agencies such as Social Care, the Virtual School for LAC, Neighbourhood Police Team and Healthy Young Minds in order to support students and their families | D                               | I                 |
| Has good knowledge of supporting Children in Care / Looked After Children   | D                               | AIR               |
| Has experience of liaising with teachers about the wellbeing of students  | D                               | AI                |
| Has good knowledge of how to celebrate good attendance and tackle poor attendance   | D                               | AI                |
| Has experience of working as part of a team and liaising with external agencies e.g social care, police, CAMHS etc  | E                               | AI                |
| Has some experience of taking a lead in assemblies  | D                               | AI                |
| Has good knowledge of how to develop a year group ethos   | D                               | AI                |
| Has good knowledge and understanding of how celebration of success can lead to raising student self-esteem  | E                               | IR                |
| Has good knowledge of how to use the IT management systems to record and extract student information  | D                               | AI                |
| Has demonstrated positive strategies when dealing with parents  | D                               | AIR               |
| Nominated first aider (must be willing to train)  | E                               | I                 |
| <b>Personal Attributes</b>  |                                 |                   |
| Is committed to building strong relationships with students and their families  | E                               | AIR               |

|   |   |     |
|---|---|-----|
| Is reliable and has an excellent record of attendance and punctuality   | E | R   |
| Has a personal impact/presence underpinned by high expectations of attendance and behaviour   | E | IR  |
| Is a positive role model to students  | E | IR  |
| Is sensitive, empathetic yet professionally and objectively detached when managing conflicts  | E | R   |
| <b>Other</b>  |   |     |
| Willingness to visit students in off-site provision   | E | AIR |
| Willingness to assist in home visits for students   | E | AIR |
| Willingness to carry out student supervision duties   | E | AIR |
| Suitability to work in an environment where you will be responsible for promoting and safeguarding the welfare of children and young people | E | IR  |
| Acts with integrity, fairness and in an ethical manner  | E | R   |

**Assessed by:** A = Application form I = Interview R=Reference

## Safeguarding & Child Protection

The TRUE Learning Partnership is committed to safeguarding and promoting the welfare of children and young people and expects all staff to share this commitment and adhere to, and comply with, the Trust's Safeguarding and Child Protection policy and procedures at all times.

Notwithstanding the detail in this job description, in accordance with the Trust's Flexibility Policy the job holder will undertake such work as may be determined by the Headteacher from time to time, up to or at a level consistent with the Main Responsibilities of the job.

*The TRUE Learning Partnership is an inclusive Equal Employment Opportunity employer that considers applicants without regard to gender, gender identity, sexual orientation, race, ethnicity, disabled or veteran status, or any other characteristic protected by law. We welcome applications from all individuals regardless of individual background or circumstance.*

*The TRUE Learning Partnership is committed to safeguarding and promoting the welfare of all children and young people and preventing extremism; all staff must ensure that the highest priority is given to following the guidance and regulations to safeguard children and young people.*

*The successful candidate will be required to undergo an Enhanced Disclosure from the Disclosure and Barring Service (DBS) and obtain any other statutorily required clearance including an online check. Employment will also be conditional on the receipt of at least two acceptable references (one of which must be from the current/latest employer) and evidence of the formal qualifications required for the role.*

## **Key information regarding the application process**

### **To apply**

Applicants are requested to submit a completed support staff application form from our website

### **Closing date**

The closing date for applications is 15<sup>th</sup> December 2023

Interviews will take place during w/c 18<sup>th</sup> December 2023

## Our vision and values

Our vision for Glossopdale School is very simple - to aspire, endeavour and thrive together.

We aim to deliver this through an understanding of what is expected of each and every one of us - staff and students. We achieve this as a staff body through good communication, clear expectation and working together.

We inspire the students to understand and personally act on our vision by breaking this down into a clear message. We feel these values are encapsulated by the acronym THRIVE. Each of the letters stand for a character trait we want to see our students develop during their time at Glossopdale School.

|                 |                  |                       |                     |                  |                   |
|-----------------|------------------|-----------------------|---------------------|------------------|-------------------|
| <b>T</b>        | <b>H</b>         | <b>R</b>              | <b>I</b>            | <b>V</b>         | <b>E</b>          |
| <b>Tenacity</b> | <b>Hard Work</b> | <b>Responsibility</b> | <b>Independence</b> | <b>Visionary</b> | <b>Excellence</b> |

We are able to use this in all our interactions with our students to help them build the skills and traits to enable them to aim high and achieve their potential. We firmly believe that strength of character is the fundamental cornerstone of academic success.

## Our students

As a new school where all age groups are together we expect everyone to make a contribution.

Students readily volunteer to represent our school in many ways: welcoming visitors; outreach work with local primary schools; work experience; voluntary and charitable work and much more. Everyone has something to offer and we celebrate our students' generosity, maturity and willingness to help.

Students are encouraged to aim high—in their work, conduct, attendance, punctuality and dress. We expect them to achieve their best and to take responsibility for their own learning, working independently and collaboratively. We aim to meet our learners' needs in a rich and varied way.

We listen to the student voice and we encourage them to become involved in the work of the school. The health and well-being of our students is important and we endeavour to support their emotional, social and moral development to enable them to flourish. Working with a range of professionals, we listen to and guide young people throughout this time in their lives.

We are very proud of our school community and expect our students and their families to join with us in this pride and embrace our values and aspirations for all.

## **Our staff**

We are exceptionally proud of our staff and the dedication they display every day to support our students to reach their potential. Whether a member of our Leadership Team, Teaching Staff or Support Team – all have a vital role to play in providing an environment where all can achieve.

New Staff joining us will have a full induction and will be paired up with an existing member of staff to support them in their first few months of employment. The induction process is for all staff and is tailored to the needs of each individual. New teachers at the start of their teaching career are well supported through the ECT and RQT process and we are pleased that many staff have stayed with us throughout their teaching careers, enhancing their skills and developing their pedagogy through our ongoing training offer.

Staff Wellbeing is a priority for us as we aim to support all of our staff to enable them to support all of our students. The headteacher takes the lead for this area and the need to manage workload and work smarter is a key focus. Student and Staff Committees focus on welfare and wellbeing for all, with further external specialist guidance and support provided by The TRUE Learning Partnership

## **Our curriculum**

The quality of teaching and learning is our priority. We want our students to gain satisfaction through hard work and engagement with their studies. We know that a determined focus on excellent progress and grades will take them to Post-16, University and beyond.

We have a flexible personalised curriculum which provides for the needs of all our students. Traditional GCSE subjects in English, Maths, Sciences, Humanities, Languages, Arts and Technology sit side by side with some more vocational and technical courses in Sport, Performance, Social Sciences, Business and Catering. Targets are set and progress is closely monitored.

Year 7 to 9 students follow a core curriculum. This includes: English, Mathematics, Science, Technology, Humanities, Art, Music, Dance, Drama, Computer Science, Physical Education and a language.

In Year 10 and 11 students have the opportunity to design a curriculum matching their interests and skills. Those who are especially talented in one or several areas may have the chance to accelerate their learning. Students can choose purely academic pathways or routes that are work related, such as Design Technology & Catering as well as a range of BTEC subjects such as Sport, Business studies and Health and Social care.

The curriculum is designed to give every student the best possible chance of leaving Glossopdale School with strong qualifications and high aspirations.

Across all subjects, we want students to be excited and enthused, to express themselves confidently and eloquently and to rigorously expect the best academic standards of themselves.

## Why work for the Trust?

TRUE Learning is a community based, values focused, cross phased multi academy trust based across Cheshire and Derbyshire. All five academies in the Trust are closely located to one another which lends itself to many opportunities to work closely and collaboratively. Our vision is a community based, values focused, learning organisation that meets the needs of all its members so that all will achieve. By working within our community clusters, we will ensure that every child that is presented to us at the age of 3 is the best they possibly can be by the time they leave us at 18.

All our schools have excellent road links from the M56, M60, M67, A6, A34 and A57 and nearby railway stations of Poynton, Hadfield, Disley, and New Mills Central. For those travelling from further afield, both Stockport railway station on the West Coast mainline and Manchester Airport are both nearby.

We are exceptionally proud of our staff and the dedication they display every day to support our students to reach their potential. Whether a member of our Leadership Team, Teaching Staff or Support Team – all have a vital role to play in providing an environment where we can provide world class education where all can achieve.

We offer highly competitive salaries, pension scheme membership, free on-site parking and regular social events. All staff are able to access discounted gym memberships and other negotiated benefits across the Trust.

The Trust provides an Employee Assistance Programme through Health Assured which offers a wide range of services including legal and wellbeing support for employees and their families.

The Trust places at the heart of its development a commitment to high quality professional development for all staff who join the Trust. The CPD@TTLP programme enables all of our staff to access development opportunities across the Trust. Future goals and aspirations are supported through this programme to ensure that all staff are able to develop and achieve their own personal goals.

Staff wellbeing and providing a positive and healthy working environment is a key priority for us, as supporting all of our staff enables them to support all of our students. Our Director of Health and Wellbeing leads this key area working with senior staff across the multi academy trust. We are very pleased that our commitment to staff wellbeing has been recognised by the Valued Worker scheme which offers accreditation to workplaces where staff feel valued.

We are also committed to supporting mental health in the workplace by training a number of teaching and support staff across our Trust to be Mental Health First Aiders and through our work with the Time to Change programme which aims to end mental health discrimination in the workplace.



## Information about our academy schools



### Poynton High School

We are a very special school where the whole school team passionately believe in creating a school that truly meets the needs of all in our learning community. This is embodied in our mission statement which serves to guide us in the long-term planning for our school.

“We will inspire and empower all in our learning community to fulfil their individual potential and ambitions so that all are able to be active and successful citizens in our global society”

This can be summed up in three words, INSPIRE ACHIEVE CELEBRATE and is applied to every aspect of our work. We aim to inspire our young people in all of our work so that they may achieve their full potential and at the heart of this lies a truly celebratory culture; we aim to inspire our team, so that you can achieve, and we celebrate every achievement for everyone - staff and student. (Matthew Dean, Head Teacher)



### Lostock Hall Primary School

We are a growing (205 students) Primary School, serving children from the age of 3 to 11. We are a safe, stimulating and friendly school which provides an inclusive, calm, caring and productive learning environment. Our aim is to challenge and support each other and every child to help them realise their potential and to make a positive difference to their lives. Children leave Lostock Hall Primary school very well prepared for their future learning at secondary school and beyond.

Through our guiding principles of Be Ready, Be Respectful and Be Safe we deliver a carefully designed curriculum which progressively meets the needs of our children through fun learning and leads to excellent outcomes. (Graham Hamilton, Head Teacher)



### Disley Primary School

Our school is a very special place to be. We pride ourselves on being a happy, caring school where each child is valued as an individual. We aim to provide a stimulating learning environment which allows every individual to fulfil his/her potential.

We constantly seek exciting ways of delivering both the Foundation Stage and National Curriculum requirements, along with opportunities for social and moral development. Our children are at the heart of everything we do. (Jake Nicklin, Headteacher)



## **Glossopdale School**

Our School is a warm and caring community for all of our students, from when they join us in Year 7 to when they leave us in Year 13. We are a school that has the highest expectations of students and ourselves, where every student is expected to work hard, behave well and contribute positively to the school community.

Our core purpose is to support students of all abilities and backgrounds to develop high aspirations and achieve their potential. We do this by nurturing and building ambition for our students, we open opportunities, broaden horizons and introduce challenges ensuring everyone can thrive, both academically and personally, to be the best that they can be.

We are in the very fortunate position to work within a new purpose-built school which opened in September 2018. This has benefitted staff and students in so many ways. Our students learn in a modern, open and inclusive environment which has been designed to reflect and compliment the local landscape. (Debbie McGloin, Executive Head Teacher)



## **Hague Bar Primary School**

Here at Hague Bar Primary School, we have worked hard to develop a school which provides an excellent education by helping each child to achieve her or his full potential. Our skilled staff foster a happy and caring atmosphere, where children can succeed through our personalised learning process, ensuring no child is left behind.

The origins of Hague Bar Primary School stretch all the way back to 1854, with a school which was in existence at the Strines Print Works. Hague Bar Primary School is just inside the Derbyshire border. It lies between the town of New Mills in Derbyshire and Strines in Cheshire. The school is situated on the edge of the countryside and enjoys stunning views of fields and distant hills.

We are proud of, and celebrate, the achievements of our children, both in and out of the classroom, and we are here to help your child make the most of their potential. (Karen McCurdy, Head of School)

# TRUE LEARNING PARTNERSHIP: SCHOOL LOCATIONS



Our partnership of primary and secondary schools is located to the south-east of Manchester, close to the natural beauty of the Peak District National Park.

All our schools have excellent road links from the M56, M60, M67, A6, A34 and A57 and nearby railway stations of Poynton, Hadfield, Disley, and New Mills Central.

For those travelling from further afield, both Stockport railway station on the West Coast mainline and Manchester Airport are both nearby.

## Trust Safeguarding Statement



TRUE Learning (TL) recognises the important role that our schools and their staff have in the wider safeguarding system for children. **ALL** staff have a responsibility to provide a safe environment in which children can learn. The Trust fully adopts statutory guidance “Keeping Children Safe in Education” (September 2022).

TRUE Learning is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment. Our schools are a safe place for children, where our responsibilities for safeguarding children are taken seriously. As a Trust, we are responsible for ensuring that all our schools have thorough and robust child protection and safeguarding policies and procedures.

Should you have safeguarding concerns regarding any pupil at any of our schools, please speak to one of the Designated Safeguarding Leads at that school. Full details of key contacts for safeguarding in each of our schools is listed below.

The Trust’s Designated Safeguarding Officer is Catherine Holyland, Safeguarding Lead and Deputy Head Teacher at Poynton High School. If you wish to contact her directly please email [cholyland@truelearning.org.uk](mailto:cholyland@truelearning.org.uk)

The Trust Board safeguarding representative is Lucy Monk. If you wish to contact her, please email [info@truelearning.org.uk](mailto:info@truelearning.org.uk) stating that the email relates to a safeguarding issue.

Our schools’ Local Governing Bodies are regularly updated about child protection, bullying and safeguarding policies and practices by the relevant school Head Teachers, and other members of the Senior Leadership Team. This information is reported to the Trust Board.

For further details on roles and responsibilities, and recording information regarding Safeguarding, please see the Safeguarding Policy and Procedures documents held by each school in our Trust.



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