



## JOB DESCRIPTION

### Year Team Leader (Years 7-13)

Please note, this job description must be read in conjunction with the current *School Teachers' Pay and Conditions Document*, particularly PART XII – “Conditions of Employment of Teachers other than Head Teachers”, which itemises the general conditions of employment governing this post.

<p><b>Additional expectations beyond those of classroom teaching</b></p>	<ul style="list-style-type: none"> <li>• To oversee the progress of all students in the year group.</li> <li>• To analyse and interpret a range of data pertinent to the cohort, in order to monitor attainment, progress, behaviour, rewards, attendance and punctuality.</li> <li>• To use a variety of data for the cohort in order to identify underperformance and to make referrals (to Faculties, AEN etc as required).</li> <li>• To coordinate intervention and enhancement strategies for targeted groups of students.</li> <li>• To have a knowledge and understanding of all of the different groups of students within the cohort (G&amp;T, SEN, LAC, underachievers, poor attenders etc) in order to be able to monitor progress and plan appropriate interventions.</li> <li>• To monitor the use of rewards and sanctions for the cohort, liaising with Heads of Faculty where issues arise.</li> <li>• To monitor homework and use of school planners.</li> <li>• To promote the development of literacy across the year group.</li> <li>• To plan and run information sessions for parents according to the need of the cohort.</li> <li>• To be a positive interface with the school for parents.</li> <li>• Oversight of new admissions to the year group and the associated induction programme for each new student.</li> <li>• To lead on a wide range of ways to celebrate the achievements of the year group throughout the year.</li> <li>• To lead on the planning and running of year group assemblies each week.</li> <li>• To have oversight of the strategic deployment of year allocated support staff.</li> <li>• To participate in Year Inclusion meetings.</li> <li>• To have an involvement in the additional monitoring of students with EHAs and PSPs.</li> <li>• To participate in effective liaison with both internal and external agencies.</li> <li>• To have oversight of the role of the form tutors for the cohort, including identifying training needs.</li> <li>• To lead and chair Year Team meetings, setting the agenda and recording the minutes.</li> </ul> <p>Year Team Leaders will work under the leadership of the Key Stage Coordinator.</p>
<p><b>TLR point</b></p>	<p>TLR 1a</p>
<p>Signed, on behalf of the School: ..... Date:     /     /20</p> <p>Signed by the postholder: ..... Date:     /     /20</p>	

<b>Person Specification for the Post of Year Team Leader</b>	
<b>Qualifications</b>	<ul style="list-style-type: none"> <li>• Qualified Teacher Status</li> <li>• Record of excellent classroom practice</li> <li>• Evidence of continuing programme of appropriate professional development</li> </ul>
<b>Experience</b>	<ul style="list-style-type: none"> <li>• Teaching widely across the age and ability range at Key Stages 3, 4 &amp; 5</li> <li>• Recent and relevant experience of teaching at Key Stage 5, or willingness to develop this</li> <li>• Track record of raising standards in a leadership role, either at subject or at year level</li> </ul>
<b>Skills</b>	<ul style="list-style-type: none"> <li>• Ability to plan for and achieve rapid improvement</li> <li>• Ability to plan for medium and long term sustainability</li> <li>• Ability to adapt priorities to whole school improvement agenda</li> <li>• High level communication, organisation and record keeping skills, including ability to use data to track students' progress</li> <li>• Ability to lead and manage a team of colleagues, including other middle leaders</li> <li>• Excellent inter-personal skills</li> <li>• Monitoring, evaluation review</li> <li>• Ability to contribute effectively to the Achievement and Standards team at SPWTS</li> </ul>
<b>Professional knowledge and understanding</b>	<ul style="list-style-type: none"> <li>• Current statutory and educational developments in relation to the post, including the Every Child Matters Agenda and the SEN code of practice</li> <li>• Understanding of PSP and EHAS processes</li> <li>• Critical understanding of the most effective teaching, learning and behaviour management strategies</li> <li>• Confident understanding of the role of assessment and AfL in securing pupil progress</li> <li>• Pupil progress data and how to use it to secure school improvement</li> <li>• Understanding of sound financial planning and best value practice</li> <li>• Up to date knowledge of recent school improvement initiatives, such as those driven by the National Strategy</li> <li>• Understanding of the priorities of the National Challenge</li> <li>• Extensive knowledge on matters concerning equality, inclusion and diversity in teaching</li> </ul>
<b>Other</b>	<ul style="list-style-type: none"> <li>• A satisfactory enhanced DBS</li> </ul>