The Leathersellers’ Federation of Schools:
Prendergast Ladywell School

# YEAR LEADER (non-teaching)

Salary/Grade

S02 (points 27 – 29)

35 hours a week Term time only (including Inset Days) (39 weeks per year)

Job purpose

The Year Leader is responsible:

* To lead and support a vibrant and successful Year group
* To monitor and support the achievement of students in the Year group
* To lead, manage and ensure the successful delivery of the school’s vision for individual student achievement
* To lead, advise and support a team of tutors
* To play a significant part in all aspects of the community life of the School
* To be part of the team which holds significant responsibility for managing the efficient and effective day to day running day of the School
* To lead on pastoral, social, emotional and behavioural issues for students in one Year group

Line of responsibility

The Year Leader will be directly responsible to the Head Teacher and Deputy Headteacher(s)

Duties and responsibilities

Main duties and responsibilities are indicated below. Other duties of an appropriate level and nature may also be required, as directed by the Headteacher.

Job specification

* To maximise opportunities for students within the Year group.
* To improve the aspiration, motivation and self-esteem of students.
* To support raised educational standards and increased achievement.
* To develop strong leadership skills, peer coaching and mentoring within students through the Year group.
* Monitor the academic performance and progress of students within the year group, supporting teaching staff with planning for early interventions for students at risk of becoming disaffected and meeting weekly and daily with targeted individual and groups of students.
* Work in partnership with key colleagues to ensure that students are effectively prepared for all key events e.g. work experience, option choices, external examinations etc.
* Co-ordinate the work around creating alternative timetables for vulnerable students and ensuring a personalised provision where appropriate; share information with all key personnel as appropriate.
* Be the lead person within a year group overseeing the provision for students who access ACE, SEN, EAL, More Able and off-site provisions including college.
* Be on call throughout the day, acting as the first point of contact for students in the year group and dealing with situations as they arise in order to prevent escalation or further incidents arising.
* Patrol the school regularly through the day, particularly targeting specific groups and classes as necessary and being proactive in incident prevention.
* Promote high standards of behaviour amongst students, encouraging them to develop positive relationships with each other and with adults.
* Respond to exits rapidly and work closely with the Behaviour Team in dealing with incidents occurring during the day; put immediate intervention in place for students that have been exited, working closely with the Behaviour Team.
* Be on duty both before and after school to support a calm environment outside of the school with our students.
* Be senior staff on duty at lunch times on a rota basis.
* Ensure high levels of attendance and punctuality within the year group and organise and manage any aspects of the collection and analysis of data which may reasonably be required.
* Work closely with the Attendance and Welfare Officer to ensure that a highly proactive approach is taken to preventing persistent absentees and to keeping attendance above the school target.
* Do daily punctuality sweeps on the gate, interviewing all latecomers.
* Run detentions for punctuality.
* Attend BAM , TAC and other meetings as necessary and liaise with other agencies involved between meetings to ensure that all actions are followed through and students and their families are well supported.
* Organise and support a range of year group events and encourage high levels of participation.
* Lead high quality assemblies that recognise the current climate and celebrate success and achievement at a number of levels; assemblies should strongly sell the ethos and culture that we seek to promote in the School.
* Promote the school’s reward system and ensure that all students use it to the full.
* Promote opportunities for student leadership and liaise with other colleagues to ensure student democratic structures function effectively.
* Take responsibility for new entrants to the year group and ensure they receive good induction to the school.
* Work in close partnership with families and also develop a sense of ‘family’ within the year group.
* Lead the spiritual, moral, social and cultural development of students within the year group, with a focus on tolerance and British values.
* Work to support community cohesion through the work year group does within the local and wider community, including charitable events.
* Lead and develop a team of tutors to deliver high quality mentoring sessions with a focus on academic mentoring. Empower tutors to work with their students in developing a peer mentoring/coaching culture within the school. Work with the heads of faculty to affect this.
* Monitor the quality of mentoring and the impact of academic mentoring on the students. Plan for early interventions with both students and tutors where issues are arising.

Success criteria:

* Year group attendance is above the school target
* Year group punctuality is outstanding
* There is a high rate of participation in a wide range of year group activities
* The year group is actively engaged with the community on a regular basis
* Strong peer and coach mentoring and leadership systems operate within the year group
* There is a very low number of exits for students in the year group
* There is clear evidence of monitoring student experience and intervention at an early stage to prevent and support underperformance
* Active year group council meetings are held on a regular basis
* And because of all of the above, student attainment in the year group exceeds targets set and is at a high level.

Conditions of employment

The above responsibilities are subject to the general duties and responsibilities contained in the written statement of conditions of employment (the contract of employment).

S/he is required to support and encourage the school’s ethos and its objectives, policies and procedures as agreed by the governing body.

S/he shall uphold the school’s policy in respect of child protection and safeguarding matters.

S/he shall be subject to all relevant statutory and institutional requirements.

S/he may be required to perform any other reasonable tasks after consultation.

This job description allocates duties and responsibilities but does not direct the particular amount of time to be spent on carrying them out and no part of it may be so constructed.

This job description is not necessarily a comprehensive definition of the post. It will be reviewed at least once a year and it may be subject to modification at any time after consultation with the post holder.

All members of staff are required to participate in the school’s appraisal scheme.

# YEAR LEADER: PERSON SPECIFICATION

| Essential | Desirable | Evidence |
| --- | --- | --- |
| Qualifications and experience:* Educated to degree level or equivalent.
* A variety of experience in education providing support and/or mentoring to students
* Experience of managing behaviour
* Experience of implementing current educational developments
* Practical experience of managing and leading a team of staff
* Experience of working in partnership with other institutions/agencies
* Experience of child protection and safeguarding procedures
 | Qualifications and experience:* Experience of working in a school or similar establishment.
* Experience of working within a multicultural ethnically diverse community
* A first aid qualification
 | * Application form
* Letter of application
* References
* Interviews
* Certificate/s (to be available at interview)
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| Knowledge and skills:* Ability to build and form good relationships with students, parents/carers and colleagues.
* Excellent presentation, organisational and communication skills
* Knowledge of mentoring and student support
* Excellent literacy and numeracy skills, including report writing and maintaining accurate records.
* Knowledge of target setting and producing individual plans to support student learning
* Ability to work constructively as part of a team, understanding school roles and responsibilities including own.
 | Knowledge and skills:* Knowledge of current educational developments
* Knowledge of the management of attendance and punctuality
 | * Application form
* Letter of application
* References
* Interviews
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| * Ability to use ICT packages and equipment effectively.
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| Personal qualities:* The ability work under pressure and to deadlines
* Able to motivate young people, empathise in a non-judgemental way and act as a role model
* Energy and enthusiasm
* Able to analyse problems and devise creative solutions.
* Excellent health and attendance record
* Desire to enhance and develop skills and knowledge through CPD.
* Commitment to the highest standards of child protection and safeguarding.
* Recognition of the importance of personal responsibility for health and safety.
* Commitment to the school’s ethos, aims and its whole community.
 | * Ability to contribute to whole school development
 | * Application form
* Letter of application
* References
* Interviews
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