

JOB DESCRIPTION

Job Title:	Year Leader – Year 7 & primary transition
Grade:	Grade 7 SCP 29 - 33
Primary purpose of the job:	To co-ordinate and oversee the pastoral welfare of year 7 students; resulting in good attendance and punctuality, positive attitudes to self and others and effective learners. To promote our academy as the secondary school of choice with our feeder primary schools
Directly responsible to:	Senior Pastoral Manager & Senior Leader for Transition

GENERAL

To contribute to the development of a strong, effective academy with an emphasis on aspiration and attainment, delivered through positive relationships and strong classroom practice and a fiercely held and demonstrated belief in the role of the academy in developing citizens for the future. To actively engage in collegiate responsibility for the discipline, welfare and progress of all students. All staff will demonstrate those philosophies which characterise effective schools – a commitment to education, to the needs and rights of all students and to the development of the academy's community, with strong, mutually supportive relationships with parents, partner schools and the broader community. The Academy's ethos is that of achievement, aspiration, commitment, good citizenship and enjoyment.

Student progress:

- Provide consistent support to all students, responding appropriately to individual student needs
- Be aware of and respond appropriately to individual student learning and behaviour needs ensuring effective intervention
- To support students in overcoming barriers to learning through managing behaviour.
- Monitor the progress of individual students in terms of behaviour and social learning.
- Support the role of parents in students' learning and contribute to/lead meetings with parents to provide constructive feedback on pupil progress/achievement
- Manage specified student reviews.
- Take part in and help organise parents' evenings
- Organise year presentations during assembly time and annual year awards evening.
- Liaise with other schools to arrange student transfers and placements
- Arrange and promote activities within the year group
- Prepare and hold year assemblies

Student behaviour

- Monitor, promote and ensure good attendance and punctuality
- Actively promote self-esteem and independence, employing strategies to recognise and reward achievement within established Academy procedures
- Encourage students to interact positively with others and engage in learning activities
- Establish productive working relationships with students, acting as a role model, promoting good relationships between students, setting high expectations
- Establish a clear framework for student discipline, anticipate and manage student behaviour constructively, promoting self-control and independence in line with established Academy policy

- Promoting inclusion and acceptance of all students
- Ensure uniform is to a high standard.
- Keep up to date records of student behaviour and provide necessary reports.
- Run 'on report' system for specified year group.
- Support colleagues in running 'catch up'.
- To work alongside families/carers of students to promote cohesive strategies for supporting students' behaviour and social progress.
- Meet regularly with the senior pastoral manager

Student safeguarding

- Get to know all students in the year group as well as possible.
- To identify, know and regularly meet with the Child Well-being Officer regarding the support of those students in your year group who are "Most Vulnerable".
- To monitor the outcomes of those vulnerable students not on the Child Well-being Officer's caseload (such as attendance, punctuality and academic progress) and plan and co-ordinate appropriate interventions so students' progress is in line with academy and national expectations.
- Support the role of parents in students' learning and contribute to/lead meetings with parents to provide constructive feedback on pupil progress/achievement.
- Take steps to prevent bullying and support victims of bullying
- To either compile or co-ordinate the compilation of all feedback and reports as required to external agencies on student achievement, progress and pastoral matters and quality assure their accuracy and objectivity
- Maintain accurate manual and electronic records (including the updating of all child protection and general records) in a confidential manner.
- Interrogate the school database for information as required
- Be responsible for co-ordinating the response to enquiries about vulnerable students from parents and external agencies within agreed timescales, providing requested information and either attending meetings as the Academy's representative or substituting for appropriate staff such as the Child Well-being Officer.
- To either deliver or co-ordinate the delivery of services with colleagues in the Academy and/or external agencies needed by vulnerable students such as counselling, family work etc to support their well-being. .

Staff support, co-ordination and management

- Support, develop and monitor the roles of the form tutors
- Update form tutors of changes to relevant academy policy
- Ensure that form tutors run their tutor group sessions effectively
- Support the professional development of form tutors and others
- Establish a positive year group identity with staff and students.
- To work closely with colleagues in the Academy and in other establishments to ensure effective transition into and out of your year group.
- To contribute to providing a safe and attractive environment that places value on the student and their activities.
- To train staff and students (and to provide debrief sessions) in peer support services, e.g. buddy systems, circle of friends.

Primary transition

- To visit feeder primary schools and establish positive professional relationships and marketing of our academy through the enthusiastic delivery of assemblies and promotion of taster learning experiences at the Academy for Year 5 & 6 pupils
- To plan, organise and co-ordinate a quality and engaging Year 5 & 6 learning experiences programme throughout the year, through collaborative planning with teaching staff and the Senior Leader for Transition
- Review and monitor the effectiveness of this primary liaison programme, feeding back to the Senior leader responsible for Transition and agreeing any changes needed for improved outcomes.
- After offer day in March, in co-ordination with the SENCo, to contact and visit all students offered a place in Year 7, meeting with feeder primary staff for the sharing of

any SEN, health or safeguarding issues about which the academy needs to be made aware .

- With the Senior Leader of Transition, to arrange the summer term Year 6 transition day in school
- To arrange for the transfer of safeguarding and child protection files (hard copy or electronic) prior to the child commencing school in September
- Prior to the child commencing school in September, to meet with parents of any child with any health condition to complete an individual healthcare plan

Support for the Academy

- Be aware of and comply with Academy policies and procedures including those relating to child protection, safeguarding, health, safety and security, confidentiality and data protection. Report all concerns to the appropriate person (as named in the policy concerned)
- Undertake lunch and break time duties
- Be aware of and support difference and ensure all students have equal access to opportunities to learn and develop
- Contribute to the Academy ethos, Christian values, aims and development/improvement plans
- Appreciate and support the role of other professionals, establishing constructive relationships and communication to support the achievement and progress of students taking the initiative to develop multi agency approaches.
- Attend and participate in relevant meetings as required
- Establish own best practice and lead specialist area and use to support others
- Assist with the planning of opportunities for students to learn in out-of-school contexts, according to Academy policies and procedures and within working hours
- Participate in training and other learning activities as required
- Assist with the supervision of students out of directed lesson time, including before and after school if appropriate and within working hours
- Accompany teaching staff and students on visits, trips and out of school activities as required

Cover

- Provide ad hoc cover for absent teachers if necessary (cover supervisors would be used first)

Customer Care

- To provide quality services that are what our customers want and need.
- To give customers the opportunity to comment or complain if they need to.
- To work with customers and do what needs to be done to meet their needs.
- To inform your manager about what customers say in relation to the services delivered.

Develop oneself and others

- To make every effort to access development opportunities and ensure you spend time with your manager identifying your development needs through your personal development plan.
- To be ready to share learning with others.

Valuing Diversity

- To accept everyone has a right to their distinct identity.
- To treat everyone with dignity and respect and to ensure that what all our customers tell us is valued by reporting it back into the organisation.
- To be responsible for promoting and participating in the achievement of the school's valuing diversity action plan.

The post holder may reasonably be expected to undertake other duties commensurate with the level of responsibility that may be allocated from time to time.

REVIEW ARRANGEMENTS

The details contained in this job description reflect the content of the job at the date the job description was prepared. It should be remembered, however, that it is inevitable that over time the nature of individual jobs will change, existing duties may be lost and other duties gained without changing the general character of the duties or the level of responsibility entailed. Consequently, the Academy will expect to revise this job description from time to time and will consult with the post holder about such revisions at the appropriate time.

Job Description prepared/updated:	Oct 2017
Job Description prepared by:	C Wilkinson / R Lucas

PERSON SPECIFICATION

Job Title: Year Leader – Year 7 & primary transition

STAGE ONE Disabled Candidates are guaranteed an interview if they meet the essential criteria

MINIMUM ESSENTIAL REQUIREMENTS		METHOD OF ASSESSMENT
1.	Skills and Knowledge	
1.1	Ability to work effectively within a team environment, understanding classroom roles and responsibilities	Application Form/Interview
1.2	Ability to build effective working relationships with KS2, KS3, KS4 students, parents, colleagues and feeder primary staff	Application Form/Interview
1.3	Ability to lead and motivate a team of form tutors, ensuring effective communication and deployment	Application Form/Interview
1.4	Ability to promote a positive ethos and role model positive attributes demonstrating personal resilience and professionalism	Application Form/Interview
1.5	Ability to adapt own approach in accordance with student needs	Application Form/Interview
1.6	Ability to work with children at all levels regardless of specific individual need and identify learning styles as appropriate	Application Form/Interview
1.7	The ability to manage highly confidential material in an appropriately sensitive way including the electronic filing of such documents	Application Form/Interview
1.8	Ability to continually develop and extend own working practices	Application Form/Interview
1.9	Professional, confident and engaging presentation style	Application Form/Interview
1.10	Excellent personal numeracy and literacy skills	Application Form/Interview
1.11	Ability to manage time effectively with strong organisational skills and the ability to plan and prioritise work in order to meet deadlines	Application Form/Interview
1.12	Good level of ICT skills including the use of Microsoft Office Software including powerpoint and the ability to interrogate and update school databases	Application Form/Interview
1.13	Ability to gather information and present either verbally or in writing in a concise easily understood way	Application Form/Interview
1.14	Understanding of principles of child development, learning styles and independent learning	Application Form/Interview
1.15	Working knowledge of relevant policies/codes of practice/legislation	Application Form/Interview
1.16	Understanding of statutory frameworks relating to Safeguarding and Child Protection	Application Form/Interview
1.17	Understanding of inclusion, especially within a school setting	Application Form/Interview
1.18	Effective use of ICT to support learning and assembly delivery including use of digital media	Application Form/Interview

1.19	Customer Care - Listen and respond to customer need, seek out innovative ways of consulting service users and engaging partners. Network with others to develop services for the benefit of the service users.	Application Form/Interview
1.20	Valuing Diversity - Listen, support and monitor the diverse contributions made to service development without prejudice. Challenge behaviours and processes which do not positively advance the diversity agenda whilst being prepared to accept feedback about own behaviour. Recognise people's strengths, aspirations and abilities and help to develop their potential. Understand how Valuing Diversity can improve our ability to deliver better services and reduce disadvantage.	Application Form/Interview
1.21	Developing Self and Others - Ability to question, and request right training and development that links to the post, to seek opportunities that add to skills and knowledge, to respond positively to opportunities that arise. And to support others' learning and share learning with others	Application Form/Interview

2. Experience/Qualifications/Training etc		
2.1	5 A*-C GCSEs including English & Maths	Application Form/ Certificates
2.2	A level standard of education or equivalent	Application Form/ Certificates
2.3	A minimum of two years' experience of working with secondary aged children in any setting	Application Form

3. Work Related Circumstances – Professional Values & Practices		
3.1	High expectations of all students; respect for their social, cultural, linguistic, religious and ethnic background and a commitment to raising their educational achievements	Application Form & Interview
3.2	Ability to build and maintain successful relationships with students, treat them consistently, with respect and consideration and demonstrate concern for their development as learners	Application Form & Interview
3.3	Demonstrate and promote the positive values, attitudes and behaviour they expect from the students with whom they work	Application Form & Interview
3.4	Ability to work collaboratively with colleagues and carry out role effectively, knowing when to seek help and advice	Application Form & Interview
3.5	Able to liaise sensitively and effectively with parents and carers recognising their role in student learning	Application Form & Interview
3.6	Able to improve their own practice through observations, evaluations and discussion with colleagues.	Application Form & Interview
3.7	Have a positive, enthusiastic and solution focussed approach to working in an educational environment	Application Form & Interview
3.8	Be flexible with an ability to be able to embrace and generate change	Application Form & Interview

STAGE TWO

Will only be used in the event of a large number of applicants meeting the minimum essential requirements

ADDITIONAL REQUIREMENTS	METHOD OF ASSESSMENT
1. Skills and Knowledge	
High level presentation skills	Application Form/Interview

2. Experience/Qualifications/Training etc	
2.1 A minimum of two years' experience of working with secondary aged children in an educational setting	Application Form
2.2 Degree in relevant discipline	Application Form/ Certificates
2.3 Counselling qualification	Application Form/Certificates
2.4 Willingness to undertake appointed person certificate in First Aid	Application Form/Interview

Person specification updated:	Oct 2017
Person specification updated by:	C Wilkinson / R Lucas