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**Walbottle Campus**

**Job Description**

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| **Job Title** | Year Leader |
| **Reports To** | Assistant Head Teacher – Pastoral |
| **Hours of Work** | 37 per week – term time only plus three training days |
| **Level and Scale Point** | N6 – JJ288 |

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| **RESPONSIBLE FOR:** | To provide support to the Assistant head Teacher - Pastoral to ensure that students within a cohort are supported academically, socially and emotionally in order to raise standards of learning and achievement:   * Leading learning – monitoring a variety of information and data to ensure appropriate placement and strategies for students in the cohort. * Leading staff – to work with form tutors, members of support staff and multi-agency teams to ensure effective strategies are in place to enable students to fulfil their potential. * Leading student provision and development – accountability for reviewing, planning and implementing strategies for students within the cohort including fostering positive relationships with parents/carers. * Leading student behaviour – lead the response to individual and groups of students through agreed criteria and suggested strategies through liaison and dissemination of best practice to develop and maintain high standards of behaviour and attendance. |
| **MAIN DUTIES**: | The following list is typical of the level of duties, which the post holder will be expected to perform. It is not necessarily exhaustive and other duties of a similar type and level may be required from time to time. |

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| **Leading Learning** | * To foster a climate of high expectation among staff and pupils. * To work closely with the Pastoral team and outside agencies to develop and implement strategies to improve attendance and behaviour and to monitor and evaluate the effectiveness of those strategies. * To work closely with the Pastoral team to ensure that students in the cohort are offered appropriate academic, social and emotional guidance, coaching and mentoring, in order to achieve expected outcomes. * To work closely with the Pastoral team to coordinate procedures for recording and reporting on the progress, behaviour and attendance of students in the cohort. * To use behaviour monitoring data to monitor individual and cohort performance including managing intervention strategies. |
| **Leading Staff** | * To provide appropriate learning materials and support for the relevant team of Form Tutors. * To liaise with relevant support staff and multi-agencies to ensure that the individual need of pupils are met eg EWS, Connexions, Student Support Managers * To oversee the Welfare of students in a particular cohort . * To attend case conferences about individual pupils and lead the CAF process as appropriate. * To support new and newly qualified staff with Welfare responsibilities. * Identification and provision of Welfare training needs. * To assist the Assistant Head Teacher –Pastoral in arranging parent/carer evenings. |
| **Leading Student Provision and Development** | * To manage the attendance strategy within a year group. * To maintain overview of duty teams in relevant areas of the building. * To maintain effective pastoral records on all pupils within a particular cohort. * To organise, coordinate and lead assemblies as required. * To organise and lead relevant alternative curriculum initiatives as appropriate. * To coordinate Student Voice representation within a particular cohort as required. |
| **Leading Student Behavior** | * To maintain an orderly environment and acceptable standard of student behaviour in the cohort, throughout the school and Community as appropriate. * To work with individual pupils around positive behaviour for learning. * To complete Exclusion Forms in consultation with the Head of Year. * In consultation with the Head of Year, dealing with issues connected with bullying/racism/equal opportunities according to LA/School policy and ensuring that those are reported and that appropriate remedial action is taken. * Responding to the local committees, enquiries and problems as required (Shopkeepers, Bus Companies, individuals etc.). * Liaison with parent/carer over a range of issues regarding pupil welfare, progress and discipline. |

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**Walbottle Campus**

**Person specification**

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| **Area** | **Essential** | **Desirable** |
| **Qualifications and training** | * Level 3 qualification in relevant subject. * Relevant CPD over last three years. * Level 2 English/Maths. | * Degree level qualification in relevant subject. * Further professional qualification, evidence of further study. * Knowledge/Experience of planning, supporting and leading development for teaching and/or support staff. |
| **Experience** | * Supporting students’ welfare or learning at secondary level. * Leading/promoting Independent Learning. | * Knowledge/experience of supporting monitoring and evaluating student performance. * Knowledge and understanding of the transition process. * Experience of coaching/mentoring. * Knowledge of School Welfare/Pastoral systems * Multi agency working |
| **Knowledge and skills** | * Ability to communicate effectively orally and in writing. * Ability to form good relationships with parents, adults and students. * Ability to work collaboratively within a team and when necessary, resolving conflict. * The ability to interpret and use data as a tool for school improvement. * Demonstrate strategies for ensuring inclusion and diversity * Knowledge of Self review and evaluation procedures [whole school/departmental/year]. * Use of a wide range of intervention strategies to support student welfare. | * Knowledge/experience of a range of behavior management strategies to support behavior for learning. * Good time Management * Proven ability to create conditions for sustained improvement. * The ability to use ICT creatively to promote student engagement and achievement. * The ability to develop data management tools. * Demonstrate strategies for supporting welfare and achieving excellence. * Sound knowledge of current national policies. * Experience of Self review and evaluation procedures [whole school/ departmental/ year]. * Identification and intervention strategies which ensure student achievement. * Understanding and experience of the work of the school governors. |
| **Personal qualities** | * Sense of humour and perspective * Enthusiastic. * Inspires others. * Approachable. * The ability to be a positive team member as well as team leader. * Inspire, challenge, motivate and empower others to carry the vision forward. * Model the vision and values of the school. * Demonstrate personal enthusiasm for and commitment to the learning process. * Access, analyse and interpret information. * Resilience. * Loyalty to the Leadership Team and the Governing Body. |  |

**Prepared by:**

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| **Name:** | Tracey Gray | | **Date:** | September 2018 |
| **Title and/or department:** | | Director of Support | | |

**Note:** This job description is not exhaustive and will be subject to periodic review. It may be amended to meet the changing needs of the school. The post-holder will be expected to participate in this process and we would aim to reach agreement on any changes.