



CREATING A CLIMATE FOR GREAT LEARNING,  
SUCCESS AND OPPORTUNITY

# Recruitment Pack

Year Leader

Start date: February 2025

Permanent Full Time,  
Term Time Only plus 5 days

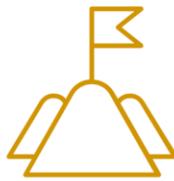


# BENTON PARK SCHOOL

*'Creating a climate for great learning, success and opportunity'*

## Vision

Creating a climate for great learning, success and opportunity



## Values



Endeavour



Resilience



Inspiration



Collaboration



Compassion

## Curriculum Intent



Promotes a love of learning and provides an environment for all students to succeed in, whatever they aspire to do.



Places high value on the breadth, acquisition, retention and application of knowledge.



Enriches and bridges gaps in cultural knowledge.



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## Year Leader

Contract: Permanent

Start Date – February 2025

Closing Date: 8am on Friday 3<sup>rd</sup> January 2025

Salary: S01 – (£28,698 - £30,305 working Term Time only plus 5 days)

Hours – 37 hrs per week working term time only plus 5 days

As a Year Leader you will play a crucial role in pastoral care for your designated year group. You will work closely with teachers, parents and students to ensure a positive and effective learning experience.

You will work with the Key Stage Leaders and SLT to ensure the planning and delivery of an effective and supportive transition process, as well as developing and implementing targeted strategies with identified students to secure good attendance, behaviour and attitude to learning.

Benton Park is a thriving and growing state funded, local authority maintained comprehensive school with over 1550 students – including around 300 in the Sixth Form. We are located in Rawdon, on the outskirts of Leeds City Centre and we work amongst a vibrant and supportive local community. We have completed a move into a state-of-the-art premises following a successful £28.5 million building project. Our new environment is an excellent place to work and learn and we are committed to our work being supported by the latest technologies in our classrooms.

We are a successful, inclusive school where our students are our greatest asset. We have high standards and expectations which are matched equally with our high aspirations for all members of our school community and we work hard to provide support and investment to enable these to be achieved. We pride ourselves on treating each and every one of our students as an individual and the excellent climate we have created for great learning, success and opportunity enables our students to achieve their full potential.

Our work is underpinned by our five key values: Endeavour, Resilience, Inspiration, Collaboration and Compassion. Our values are aimed at developing young people to be the very best they can be and to equip them with the skills, knowledge and attributes to be confident, rounded and successful members of society.



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Dear Colleague

## Year Leader

Thank you for your interest in becoming a Year Leader here at Benton Park School. We have celebrated many achievements in the last few years, but we know that we can go even further and we are keen for a new leader to join us to support in achieving this.

You will enjoy working with a talented and hardworking staff team who have the students at the heart of everything they do each and every day. Our students are articulate, caring young people who are keen to learn and develop and we enjoy productive and successful partnerships with our parents, carers and the local community.

Following on from the appointment of our new Headteacher in September 2022 this is a really exciting development in our leadership structure. If you share our values and this sounds like the perfect next step in your career please get in touch and we will be happy to share with you our ambitions for the future

Thank you for your interest in our school.

Yours sincerely

Delia Martin  
Executive Headteacher





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## Information about our school

We are a Local Authority maintained school situated to the North West of the vibrant and diverse city of Leeds in the North of England. We are oversubscribed and have recently increased our pupil admission number to 300 per year to meet local demand. We have very supportive families and work with numerous local primary schools including areas such as Rawdon, Yeadon and Calverley.

We have benefited from a £28.5 million investment in our premises and we are very proud of the state-of-the-art facilities and equipment we are able to offer our students and staff. We are also proud of our growing Sixth Form. The move to our new premises has allowed us to create a bespoke Sixth Form centre and we have invested heavily in the refurbishment of it to ensure it is an inviting place to study and learn.

Our vision of 'Creating a Climate for Great Learning, Success and Opportunity', drives every aspect of our work. This is underpinned by our 'Aspirations for All' programme where we actively promote the importance of our students having high aspirations for themselves in all aspects of their lives. Central to this work is supporting students to consider their next steps at the end of their time with us, but also to support them in developing the skills and knowledge they need to be able to access whichever future pathway they choose. The work we do on this programme also focusses on developing the skills our students need to encompass our school values of Resilience, Inspiration, Collaboration, Endeavour and Compassion. Our Personal Development Curriculum, which also includes our Aspiration for All Programme, and our student leadership development opportunities, have a regular focus on mental health and wellbeing, an aspect that we know is extremely important in supporting all young people.

Celebrating success is incredibly important to us and we always seek to reward our students for going above and beyond in any aspect of their school life. We have a positive rewards culture and enjoy sharing in our students' successes. Our philosophy is that a busy student is a successful student and to support this we offer a wide and varied range of extra-curricular opportunities. This includes a range of lunchtime and after school clubs as well as trips and visits both in the UK and abroad. We also run a hugely successful Duke of Edinburgh scheme.

Further details about our school, including all aspects of our curriculum design can be found at [www.bentonpark.org.uk](http://www.bentonpark.org.uk) and in the school's Prospectus available [here](#)



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## Welcome from the Headteacher

Thank you for your interest in our school. As a Year Leader at Benton Park, you would play a pivotal role in helping to shape a strong, positive and successful learning experience for all of our students.

We are looking for a highly motivated, positive colleague who can contribute to ensuring excellent standards in all areas of school life. A team player, you will have the ability to form high quality relationships with staff, students and parents alike.

At Benton Park, we take an evidence informed approach. No individual element of our practice is revolutionary. We don't believe in off-the-shelf strategies or practices; there is no silver bullet. It is really about being values driven, having clear vision, focusing relentlessly on results, operating strict routines, doing the simple things well every day, and building strong relationships at all levels.

Our 'warm-strict' approach instils strong learning habits ultimately helping students become better qualified, more successful and happier. We expect students to follow homework and equipment rules, wear uniform with pride and always be 'on task', fully engaged and ready to learn.

Every decision we make is based around our vision 'creating a climate for great learning, success and opportunity' and we live and breathe this each and every day. We are committed to ensuring that every student throughout our school has access to a truly inclusive and aspirational education.

We have the highest expectations of our students to encourage them to be the best that they can be. We expect all of our students to display the Benton Park values at all times and staff reward them for this. We also have bespoke Personal Development and Aspiration for All lessons to develop our students to be young people who can make a positive change to Benton Park and the world beyond.

Our curriculum is underpinned by an expectation that students will 'know and remember more' as they move through their time with us to develop a mastery approach. This is identified through our Learning Journeys and Progression Models, which are available through our website. Our curriculum intent, which permeates all our work with students both in and out of the classroom, is to promote a love of learning by providing an environment in which all students can succeed, whatever they aspire to do. We place high value on the breadth, acquisition, retention and application of knowledge and we actively develop opportunities to enrich and bridge gaps in cultural knowledge.



Mr N Skilton  
Headteacher



## Teaching and Learning at Benton Park

### **I Do, We Do, You Do**

Our teaching model is built around Rosenshine's Principles of Instruction and follows I Do, We Do, You Do. Teachers ensure that they model excellence before scaffolding and guiding students to produce the best quality work possible. This enables students to then produce outstanding work during their independent practice.

### **Learning Journeys and Progression Models**

All of our teaching is built around our Learning Journeys and Progression Models. We believe that students should 'master' their learning and, in doing so, know and remember more. Our subject areas have developed high-quality and effective Learning Journeys and Progression Models to support this and ensure there are opportunities for immediate and effective feedback.

### **Subject Specialism**

We use every opportunity to connect students with subject specialists both inside and outside the school. The through-school approach helps us to offer students the chance to see their learning through the eyes of experts and to experience learning which has been developed and delivered by specialists.

### **Professional Development**

Developing our staff is incredibly important to us. All staff have access to professional development across the school calendar. We believe that the best professional development is not a one-off event but a process. To support the development of teaching across the school we use Teaching Walkthrus. Many of our staff also access external courses including NPQs.

### **Learning Habits and Routines**

At Benton Park, we build our teaching around some crafted routines to support teaching and learning. We explicitly teach these to our students to ensure that learning time is maximised and that transitions are effective. We pride ourselves on supporting all learners, including our most vulnerable, having access to the highest quality support through these habits and routines.

### **Reading**

Reading, and literacy, form central pillars of our approach with students. Students have the opportunity to be read every morning to develop their reading and also their cultural capital. We expect every member of our School community to talk in full sentences at all times to support our drive for improved oracy and, subsequently, literacy levels.



## JOB DESCRIPTION

### Year Leader

|                        |                         |
|------------------------|-------------------------|
| <b>Allowances:</b>     | <b>S01</b>              |
| <b>Responsible to:</b> | <b>Key Stage Leader</b> |

#### **PURPOSE OF THE JOB:**

The post holder is responsible for overseeing the provision, monitoring and review of effective pastoral support systems aimed at ensuring that students obtain positive outcomes.

The post holder will be responsible for developing and implementing creative and effective strategies to meet the needs of identified students.

The role will act as a key link between the school, students and families and SLT/Extended leadership, this will include the organisation and delivery of internal and external key school events.

Work with the Key Stage Leaders and SLT to ensure the planning and delivery of an effective and supportive transition process, including excellent communication and follow up with students, parents/carers, internal and external partners.

To develop and implement targeted strategies to secure good progress and the positive welfare of disadvantaged students, and to measurably close the gap between the outcomes of disadvantaged students and their peers. This includes monitoring and evaluating the impact of a range of strategies using school data systems.

To develop and implement targeted strategies with identified students to secure good attendance, behaviour and attitude to learning. This includes monitoring and evaluating the impact of a range of strategies and providing clear and accurate information relating to attendance.



## **The specific responsibilities include:**

- To work closely with the Key Stage Leader to ensure that all aspects of the Pastoral and Academic run efficiently and effectively and to support and deputise for the Key Stage Leader in their absence.
- To work as part of the Pastoral team to establish a Key Stage ethos which creates a climate for great learning, success and opportunity and establishes high expectations for student progress and behaviour.
- Liaise with the SLT to ensure positive experiences for all students, including leading internal and external key school events.
- Ensure effective provision of pastoral support to all students as directed by SLT, Key Stage Leader and SENCO
- Liaise with Key Stage Leaders, Attendance Officer, SENCO and external agencies to develop, implement, monitor and evaluate effective student support packages to manage complex issues related to Health, Behaviour, Attendance, Progress or Early Help.
- Liaise with Key Stage Leaders, SENCO, parents/carers and external agencies to develop, implement and monitor effective Individual Behaviour Plans, Personal Support Plans, Positive handling plans and Individual Student Risk assessments. This may also include quality assurance and/or review of the Plans and assessments developed and delivered by others.
- Develop, deliver and evaluate specialised, targeted programmes for groups and individual students. This will include the use of data to identify targeted groups and measure the impact of support programmes.
- To act as a key link liaising with staff and SLT/Wider leadership regarding pupil behaviour, information sharing and progress, disseminating information to the team as appropriate.
- Working closely with the Key Stage Leader develop and implement agreed reward and recognition systems the year group, targeted groups and individuals, as appropriate.



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- Contribute to the planning and delivery of meetings for targeted year groups and their parents/carers including overseeing any appropriate follow up actions.
- To support PSHCE and SRE delivery in school including 1:1 and small group work as well as the delivery of year group assemblies.
- To work with Key Stage Leaders to ensure positive relationships with parents/carers are developed and maintained in order to build effective and productive links between home and school ensuring effective communication.
- Oversee the development, delivery and evaluation of specialised, targeted programmes for groups and individual students working in partnership with Key Stage Leaders and the SENCO.
- Provide professional support and expertise to staff, students and mentors in relation to mentoring schemes.
- Liaise with internal and external colleagues and professionals to oversee the sourcing and delivery of appropriate alternative provision that meets the needs of students.
- Oversee work placement and enrichment provision for students, taking prompt and appropriate action to deal with any issues.
- Develop effective strategies in liaison with SLT, Extended Leadership and the Attendance Officer to improve punctuality and attendance including targeted strategies for attendance in relation to internal and external exams and assessments for high risk pupils.
- Develop effective strategies to identify and prevent students becoming NEET.
- Maintain and monitor effective behaviour recording systems, this will involve giving advice and support to colleagues in relation to appropriate recording of behaviour issues, analysis of behaviour patterns and follow up strategies.
- Assist in the supervision, training and development of staff in relation to pastoral systems and behaviour management including the dissemination of specialist advice and training.



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- Liaise with other schools and colleges to ensure the appropriate transfer of information and enable effective reporting, this will include behavioural information as well as liaising to ensure any Child Protection files are transferred.
- Maintain and monitor effective behaviour recording systems, involving giving advice and support to colleagues in relation to appropriate recording of behaviour issues and specific strategies for identified students.
- To collate and analyse pastoral data and create reports for ELT, SLT and Governors as appropriate.
- Support the effective development and supervision of systems in the isolation area, including providing isolation supervision as required and escalating any issues to the appropriate level.
- Contribute to the management and delivery of the detention system including preparation, supervision and follow up.
- Effective and appropriate management of student pastoral data to ensure accurate, comprehensive and confidential records are maintained in line with school systems and procedures. This will include file reviews and overseeing any appropriate follow up actions to ensure consistency of delivery and recording whilst maintaining the security and integrity of the data.
- Provide support to the wider pastoral team to facilitate the effective running of pastoral and isolation systems ensuring that students are provided with optimal opportunities for learning and assessment. This will include strategic planning and coaching to modify student behaviour so that students can be successfully reintegrated into mainstream classes. This may involve development and implementation of positive and creative strategies for disaffected students.
- Contribute to the safeguarding and wellbeing of all students.
- Provide appropriate supervision for students both in school and on visits, trips and out of school activities as required. This will include the organisation and supervision of detentions, isolation, student support and the pastoral area.
- Undertake any other reasonable duties at the request of the Headteacher or SLT



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## **Additional Duties**

- To be First Aid trained and respond to requests for First Aid in line with the First Aid Policy.
- The post holder may be required from time to time to undertake additional lunch, break and after school duties as requested by SLT.
- The post holder may be required from time to time to assist with the invigilation and/or administration of internal and/or external assessments.
- Support and promote the school's policies on diversity and equality of opportunity
- To be aware of, and comply with, policies and procedures relating to child protection and safeguarding, ensuring all concerns are reported appropriately and in a timely manner.

## **VARIATION IN ROLE**

- Given the dynamic nature of the role and structure of Benton Park School, it must be accepted that, as the school's work develops and changes, there will be a need for adjustments to the role and responsibilities of the post. The duties specified above are, therefore, not to be regarded as either exclusive or exhaustive. They may change from time to time, commensurate with the grading level of the post and following consultation with the post holder.

## **HEALTH & SAFETY**

- The post holder will make themselves familiar with the requirements of the Health and Safety Policy which are relevant to their work.

**The School (and the Local Authority) is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share in this commitment.**



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## PERSON SPECIFICATION

| KEY CRITERIA   | ESSENTIAL  | DESIRABLE  |
|----------------|--|--|
| QUALIFICATIONS | Maths and English GCSE at Grade C or equivalent.   | Counselling Qualifications,<br><br>Experience/qualifications in Youth work/Education   |
| EXPERIENCE     | Experience of working with children or young people with complex needs.<br><br>Experience of complex / specialist behaviour management<br><br>Experience of developing, reviewing and implementing IEP/IBPs, risk assessments, health care plans.<br><br>Experience of providing specialist pastoral support students in the 11-16 age range.<br><br>Experience of multi-agency working. | Experience of delivering targeted specialist intervention in relation to pupils at risk of becoming NEET.<br><br>Experience of leading on Early Help Plans<br><br>Experience of leading events |



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|           |  |   |
|-----------|--|---|
|           | Experience of leading a pastoral team.   |   |
| KNOWLEDGE | Working knowledge of current theory and practice in relation to working with children and families with complex needs.<br><br>Knowledge of safeguarding legislation and guidance.  |   |
| SKILLS    | Good organisational skills<br><br>Able to work effectively as part of a team<br><br>Excellent interpersonal skills<br><br>Excellent written and oral communication skills<br><br>Negotiating/Influencing skills<br><br>Able to use a variety of ICT packages effectively | Can demonstrate a flexible approach to problem solving.<br><br>Can provide clear examples of staying calm under pressure. |

We are actively committed to safeguarding and promoting the welfare of our pupils and expect all staff and volunteers to share this commitment. All appointments will be made subject to an enhanced DBS disclosure.

We promote diversity and want a workforce, which reflects the population of Leeds.



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