

## **Job Description**

**Job title:** Year Leader (Non-Teaching)

**Accountable to:** Senior Leader - Behaviour

## **Purpose of Post:**

- To lead the behaviour and academic progress of a Year group to ensure all students make at least good progress.

## **PRINCIPAL ACCOUNTABILITIES:**

- To ensure that every student demonstrates good behavior for learning in all subjects.
- To ensure all of our students have a good attitude and display good conduct around the academy at all times.
- To ensure every student is punctual and attends school all of the time.
- To promote and safeguard the welfare of children, young people and/or vulnerable adults
- Establish, develop and maintain relationships with school staff and other agencies in order to examine joint issues experienced by children which might prevent them from making good academic progress and address them proactively;
- Work with senior leader to regularly analyse behaviour and academic data relating to the performance of the year group and identify individuals and cohorts of students that need intervention or support and implement strategies in address this;
- Work with the Senior Leader - Inclusion to ensure students follow a suitable pathway that addresses their specific needs. To contribute towards students personalised support plans such as PSPs or IEPs;
- Raise the importance of academic progress within the school and community by working to develop procedures to celebrate students success and reward students' progress;

- Undertake home visits to identify barriers to attainment at school and work with school staff and external agencies to provide appropriate support for families;
- To periodically supervise students in our internal exclusion room;
- Work with parents and carers in a problem-solving capacity to develop and implement an action plan to support students in raising their academic performance;
- To manage a team of Academic mentors, including the induction and monitoring of the role. To ensure that Academic targets set by Academic mentors are rigorous and challenging and support raising attainment;
- Keep accurate records relating to contact with children and families and use these to inform an appropriate course of action including the preparation for statutory legal action;
- Engage parents in involvement with their children's learning through:
  - ensuring parents feel confident in engaging with their child's learning by encouraging them to access family learning opportunities at the school and within the local community;
  - encouraging good relationships and effective dialogue between parents and school staff about children's academic progress;
- Participate in any meetings e.g. CAF, multi-agency, case conference as appropriate to share the school's views;
- The Health and Safety at Work etc. Act 1974 and associated legislation places responsibilities for health and safety on Hull City Council, as your employer and you as an employee of the council. In addition to the Council's overall duties, the post holder has personal responsibility for their own health & safety and that of other employees; additional and more specific responsibilities are identified in the Council's Corporate H&S policy.

**DIGNITY AT WORK:** To show, at all times, a personal commitment to treating all customers and colleagues in a fair and respectful way, which gives positive regard to people's differences and individuality (for example, gender, gender identity, nationality or ethnic origin, disability, religion or belief, sexual orientation, age). Assists in ensuring equal access to services and employment opportunities for everyone and promotes the Council's Equal Opportunities in Employment Policy.

**GENERAL:**

The above principal accountabilities are not exhaustive and may vary without changing the character of the job or level of responsibility. The postholder must be

flexible to ensure the operational needs of the school are met. This includes the undertaking of duties of a similar nature and responsibility as and when required.

The above duties may involve having access to information of a confidential nature, which may be covered by the Data Protection Act. Confidentiality must be maintained at all times

### **Job Description - notes**

- All Year Leaders are subject to the requirements of the OFSTED measures of effectiveness, which will be monitored by the Regional Director for Education, the AET Board, and the Local Governing Body;
- The above responsibilities are subject to the general duties and responsibilities contained in the statement of conditions of employment;
- 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 construed;
- 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 or amendment at any time after consultation with the holder of the post;
- The duties may be varied to meet the changing demands of the Academy at the reasonable discretion of the Regional Director for Education, the CEO of the AET and the Chair of Local Governing Body;
- This job description does not form part of the contract of employment. It describes the way the post holder is expected and required to perform and complete the particular duties as set out in the foregoing;
- The Academy is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment;
- All Academy leaders are expected to model professional leadership behaviours at all times;
- All Academy leaders may be directed to undertake other various responsibilities as directed by members of the SLT or Principal.

**In addition to the above requirements, all staff are required to:**

### **Promote the ethos of the Academy by:**

- Being strong leaders in their own right with pupils of all attainment levels;
- Being a positive leader of ethos, demonstrating a “can-do” solution focused mentality when faced with any gripes or concerns with other colleagues;
- Being a strong presence wherever they are in the Academy;
- Modelling high standards in expectations and practice;
- Following Academy policy and promoting policy in all areas and at all times;

- Dealing immediately with any problem they observe;
- Being positive and proactive in seeking solutions to problems and in planning ahead;
- Constantly looking for ways to improve and innovate in education;
- Seeking the highest standards possible and sharing them with others.

**Take responsibility for:**

- Professional development and conduct of colleagues and pupils;
- Quality of care provided for colleagues and pupils;
- Identification of leadership potential in colleagues and pupils;
- Quality of the learning environment;
- The constant monitoring of the impact and effectiveness of innovation and operative systems within their remit;
- Being a conduit and filter for information to and from key stakeholders in the Academy;
- Organising their teams to deliver high quality service;
- Making sure what we say will happen, happens.

## **Person Specification – Year Leader**

### **REQUIREMENTS**

#### **EDUCATION & QUALIFICATIONS**

##### **Essential/Desirable**

Grade C GCSE Maths and English or equivalent	<b>Essential (A)</b>
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### **EXPERIENCE**

Experience of working with students	<b>Essential (A, I)</b>
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Experience of working in an educational setting	<b>Essential (A, I)</b>
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Proven successful experience of improving student attendance	<b>Desirable (A, I)</b>
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Proven successful experience of improving students achievement	<b>Desirable (A, I)</b>
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Experience of leading a team of people	<b>Desirable (A, I)</b>
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Experience of leading year group assemblies	<b>Desirable (A, I)</b>
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### **SKILLS**

Motivation to work with children and young people and/or vulnerable adults	<b>Essential (A, I)</b>
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Ability to form and maintain appropriate relationships and personal boundaries with children and young people and/or vulnerable adults	<b>Essential (A, I)</b>
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Good communication and interpersonal skills	<b>Essential (A, I)</b>
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Proven ability to work independently and contributing to high quality service, as part of a team, valuing and respecting the wide range of approaches from professional colleagues;	<b>Essential (A, I)</b>
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Ability to plan, prioritise and complete own work load to meet pre-determined targets;	<b>Desirable (A, I)</b>
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### **KNOWLEDGE**

A knowledge and commitment to safeguarding and promoting the welfare of children, young people and/or vulnerable adults

**Essential (A, I)**

Knowledge of the social and emotional factors that affect a child's capacity to learn

**Essential (A, I)**

Clear understanding of children and their families in the local community, the challenges they face and the barriers to accessing services which may be faced

**Essential (A, I)**

*Knowledge of attendance requirements and how to input and retrieve relevant data*

**Essential (A, I)**

*Knowledge of DfE behaviour, attendance and exclusion policy*

**Desirable (A, I)**

### **COMMUNICATION SKILLS**

**Essential (A, I)**

Ability to establish professional, effective working relationships with a range of partners/colleagues and children & young people and/or vulnerable adults

**Essential (A, I)**

Clarity of expression

**Essential (A, I)**

Ability to develop effective partnerships

**Essential (A, I)**

Ability to influence others

**Essential (A, I)**

Sensitivity to the needs of others

**Essential (A, I)**

Ability to discuss issues openly

### **WRITTEN SKILLS**

Ability to produce accurate written reports backed by evidence

**Essential (A, I)**

**Essential (A, I)**

Ability to write clearly and concisely

**Essential (A, I)**

Ability to communicate in writing for a range of audiences

A = Application

I = Interview