



**GUISELEY
SCHOOL**

Job Description

Job Title:	Key Stage Manager - Permanent
Line Managed by:	Pastoral Leader
Responsible for:	The line management of one Year Manager at the discretion of the PL
Salary:	P01

Job Purpose

To oversee the day-to-day performance of a Key Stage. This will include ensuring that all Year Managers within the Key Stage are meeting the operational demands of all students within their year groups.

To deputise for the Pastoral Leader when required and to support them in the delivery of their roles and responsibilities.

Strategically analyse supporting metrics to review student performance, reflecting on enhancements to ways of working to improve student experience, especially where under performance is identified in key cohorts.

Principal accountabilities

The following is not an exhaustive list but reflects areas of student support that the postholder is likely to undertake in their role of supporting students' growth and success in pursuit of whole school objectives (this job description should be read alongside the roles and responsibilities of Pastoral Leader)

1. To develop a positive learning environment within the Key Stage that celebrates achievement and contributes positively to the culture of the school, supporting its core values of Care, Aspiration, Growth and Success
2. To uphold, and oversee the administration of, the Behaviour & Discipline Policy, including but not limited to monitoring 'hot spots' in the Key Stage, providing in class support and offering guidance on behaviour management strategies and seating plans, especially for new staff
3. To maintain and develop systems that identify pastoral needs within the Key Stage and respond to and address these needs within effective time frames.

4. The monitoring of behaviour KPI's including the use of Overvue to extract useful data, identify trends and strategize next steps for students, cohorts or types of behaviour that require action.
5. Strategic co-ordination and development of the pastoral provision for underachieving students in key cohorts, including, but not restricted to, disadvantaged and multi disadvantaged students.
6. To co-ordinate and sometimes deliver strategic interventions, especially after data collections for PP & SEN students.
7. Identification of pastoral barriers to learning for disadvantaged and multi disadvantaged students, playing an integral role in finding the solutions
8. Act as an advocate for those students most in need and triage concerns enlisting all relevant organisations & stakeholders that will contribute to providing the appropriate support
9. To contribute, where appropriate, to the assessment of students to determine those in need of targeted support
10. Work closely with the attendance team to ensure compliance with all policy protocols and co-ordinate bespoke input for students struggling to meet attendance targets.
11. Assist the lead teacher responsible for CIAEG where appropriate in raising the aspirations of students within the Key Stage.
12. Create constructive relationships and liaise/consult with Parent/Carers and outside agencies (AIP, Social Workers, Police, The Courts, Educational Psychologists, etc.) in support of individual students and to ensure parent voice is considered in key decision-making processes.
13. To develop and implement a strategy for transition between year groups including, where appropriate, the identification of opportunities to further develop student support.
14. To oversee the effective transition of students added to, or removed from, the school roll during the academic year.
15. To ensure students who are directed offsite (incoming or outgoing) or on alternative provision, have their educational needs met and still feel part of the school community.
16. Quality assure operational aspects of the Year Manager role such as logging of actions on CPOMS, attendance phone calls, dealing with correspondence in a timely manner and the compilation of data, providing feedback and areas for development where appropriate.
17. Quality assurance of Form Tutors including the implementation of the Form Time programme
18. To support the strategic development of the spiritual, moral, cultural and social welfare of the Key Stage including the promotion of fundamental British Values
19. To uphold the school child protection and safeguarding policy; to undertake full child protection training and work under the direction DSL as part of the school safeguarding team.
20. Support the organisation of and help facilitate year groups events like assemblies and award evenings
21. To ensure Key Stage staff follow the principles of natural justice and ensure the thorough investigation of incidents and accurate recording of statements, whilst taking a leading role in more serious investigations or investigations that involve high tariff students.
22. To be aware and support differences and ensure all students have equal access to opportunities to learn and develop
23. To support the effective reintegration of those who have been absent/excluded
24. Responsibility for the rewards budget in the Key Stage including the co-ordination and implementation of rewards activities and milestones.
25. To undertake any task as directed by the Headteacher in relation to the day-to-day management of the school including but not limited to: isolation cover, on call, lesson observations & duty team responsibilities

Other responsibilities:

1. To be aware of and comply with policies and procedures relating to child protection and safeguarding, reporting any concerns to a designated person.
2. To be aware of, and comply with, health & safety; security; confidentiality and data protection policies and procedures reporting all concerns to the appropriate member of senior leadership team.
3. To support the School's Equality and Diversity Policy.
4. To participate in professional and personal development programmes as required, including training and performance review.
5. To contribute to the overall ethos of the school and support the pursuit of whole school objectives
6. To appreciate and support the work of other professionals.
7. To undertake any other duties commensurate with the grade of the post

Relationships with Parents / Carers and the Wider Community

1. To prepare and present informative reports to parents / carers and attend Parents' Evenings / meetings
2. To provide opportunities to develop students' understanding by relating their learning to real and work-related examples, recognising that learning takes place outside the school context
3. To liaise with parents and agencies responsible for students' welfare.

Manage Own Performance and Development

1. To take responsibility for own professional development and to keep up to date with research and developments
2. To participate in arrangements made in accordance with the appraisal cycle
3. To participate in arrangements for further training and professional development
4. To follow school policy by attending and participating in meetings
5. Where appropriate to the individual, and in negotiation with the Line Manager, to undertake role(s) that would be beneficial to career development
6. To share corporate responsibility for the implementation of school policies and practices
7. To set a good example to all students in their presentation and their personal conduct
8. To attend child protection and safeguarding training where appropriate

Managing and Developing Staff and Other Adults

1. To establish and maintain effective working relationships with all colleagues
2. To work and manage when appropriate other adults in the Pastoral Team

Health & Safety

All staff will make themselves familiar with the requirements of the Health and Safety Policy that are relevant to their work.

Signed post holder _____

Date _____

PERSON SPECIFICATION

POST TITLE: Key Stage Manager GRADE : PO1

Essential Criteria	How Identified	Desirable Criteria	How identified
<p>SKILLS</p> <p>Ability to relate well to children and adults and communicate at all levels</p> <p>Ability to deal effectively with students presenting challenging behaviour using de-escalation techniques as appropriate</p> <p>Ability to use a range of communication techniques to facilitate the investigation and reporting of a wide range of incidents</p> <p>Ability to work independently and as part of a wider team</p>	<p>Application Form & Selection Process</p>	<p>Ability to self-evaluate and identify own strengths and areas for development</p>	<p>Application Form & Selection Process</p>

<p>KNOWLEDGE & UNDERSTANDING</p> <p>Knowledge and experience of behaviour management strategies and systems</p> <p>Full working knowledge of relevant policies/codes of practice and awareness of relevant legislation</p> <p>Understanding of principles of child development and learning processes and in particular, barriers to learning</p>	<p>Application Form & Selection Process</p>	<p>Understanding of the role of external agencies, and local arrangements, in supporting behaviour</p> <p>Understanding of curriculum demands on students in Key Stage 3 and 4</p> <p>Knowledge of local AP arrangements</p>	<p>Application Form & Selection Process</p>
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<p>Experience of working with children of a secondary age</p> <p>Experience of working with students with additional needs</p> <p>Knowledge of SEN and other barriers to engagement</p> <p>Ability to use school wide data to identify priorities for support</p> <p>Knowledge of statutory guidance around Alternative Provision</p> <p>Understanding of safeguarding through alternative provision</p>			
<p>QUALIFICATIONS/TRAINING</p> <p>GCSE English and Maths at grade C or equivalent grade</p>	<p>Application Form Certificate</p>	<p>Degree</p>	<p>Application Form Certificate</p>
<p>OTHER CONDITIONS</p>			