

## Assistant Year Team Leader



### JOB DESCRIPTION

#### BLATCHINGTON MILL SCHOOL AND SIXTH FORM COLLEGE

#### JOB PROFILE

Scale: SO1/2 - NJC for Local Government Services Pay Scales

#### JOB PURPOSE

To take a lead role in the progress and achievement of all students in a specific year group in liaison with the Year Team Leader. To ensure core standards of behaviour and attendance are maintained and where appropriate work with a range of other colleagues and support agencies to ensure positive outcomes for vulnerable groups.

#### ACCOUNTABLE TO:

Year Team Leader

#### ACCOUNTABLE FOR:

Students within year group

#### DATE OF PREPARATION

December 2014



### PRINCIPAL ACCOUNTABILITIES

#### Behaviour and Safety

- Take a lead role in developing and implementing policies and practices which reflect the school commitment to positive behaviour and emotional well-being.
- Ensure actions are taken to promote the inclusion and acceptance of all students within the school. Tackle discrimination and bullying in accordance with the schools Positive Behaviour Management Policy and Anti-Bullying Policy.

#### Responsibilities will include:

- Establishing productive working relationships with students, acting as a role model and setting high expectations.
- Take a lead role in liaison with the Year Team Leader to ensure that rewards and sanctions are applied fairly and consistently by staff across the Year Group in line with the Positive Behaviour Policy and that individual students are tracked and effective strategies/ interventions are put into effect.
- Identifying vulnerable students and working with them in a variety of contexts to address their needs.
- Involvement in CAF/PSP and multi-agency work to support student welfare, progress and achievement.
- Comply with and support the development of relevant policies and procedures relating to child protection, health, safety and security, confidentiality and data protection, reporting concerns to an appropriate person.
- Take steps to prevent bullying and support victims of bullying. Ensure that incidents are logged and that trends are monitored and acted upon in liaison with Year Team Leader.
- Lead and support intervention for students who are presenting a safeguarding concern; recording actions in accordance with safeguarding protocols.
- Ensure administrative duties related to Safeguarding protocols are complete and up to date for all students presenting safeguarding concerns. Liaise with staff as appropriate to gather information that is needed to complete and compile reports required for outside agency meetings.

#### Attendance

- Lead, develop and implement policies and practices which reflect the school commitment to high levels of attendance.

#### Responsibilities will include:

- Monitoring attendance and punctuality and liaise with the school's Attendance Officer to plan and implement interventions as appropriate and promote positive engagement and attendance.

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- Where appropriate lead parent/carer meetings for students who are at risk of, or experiencing low levels of attendance. Record outcomes to support possible future intervention by outside agencies.

### Progress and Achievement

- Monitor and support student progress and lead on a range of intervention strategies.

### Responsibilities will include:

- Liaising with teaching staff where necessary to support student learning and to identify those students requiring intervention.
- Take a lead in engaging with parents/carers to work in partnership in enabling their children to reach their potential.
- Support all student achievement through liaison with teaching staff, parents and carers
- Focus on progress of vulnerable students. Analysing, planning and organising intervention as appropriate.

### Leadership and Management

- Be responsible for developing and delivering sections of the school development plan alongside the Year Team Leader. Participate in evaluating the performance of the Year Team by contributing to the self-evaluation document for annual and mid-year reviews.
- Use the school level data to identify and address the complexity of need within the year group and plan support and intervention for individuals and key groups.
- Present a positive and professional understanding of the school during work with those connected with the school, outside agencies and the local community

### Responsibilities will include:-

- Ensure all staff provide clear and accurate records of relevant contacts with parents/carers.
- Support the successful student transfer between Key Stages or Phases. Identify and plan activities to support transition of identified vulnerable students.

The list of duties in the job description should not be regarded as exclusive or exhaustive. The intention is that the Assistant Year Team Leader will move up with the year group to which they are initially attached. However in addressing the specific needs of a particular year group we need to ensure we retain flexibility and the ability to reorganise as appropriate. There will be other duties and requirements associated with your job and, in addition, as a term of your employment you may be required to undertake various other duties as may reasonably be required.

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Your duties will be as set out in the above job description but please note that the Council reserves the right to update your job description, from time to time, to reflect changes in, or to, your job.

The job description should be read in conjunction with the Lone working protocols that set out clear working practices for the support of colleagues in the carrying out of the duties described.

You will be consulted about any proposed changes.

Agreed by:

Post Holder

Head Teacher

Date:

Date:



### PERSON SPECIFICATION

**POST TITLE:** Assistant Year Team Leader

#### CRITERIA

#### ESSENTIAL CRITERIA

##### Job-related Education, Qualifications and Knowledge

- Having / working towards NVQ Level 4 equivalent qualification or experience in a relevant discipline.
- Good knowledge and understanding of relevant ICT packages including the school's specialist software and resources

##### Experience

- Full working knowledge and understanding of a range of relevant policies / codes of practice and legislation
- Several years' demonstrable experience of working in pupil support at a senior level.

##### Skills and Abilities

- Excellent numeracy / literacy skills to undertake a variety of tasks.
- A knowledge and understanding of the needs and issues concerning young people.
- A knowledge and understanding of the available range of support services/providers.
- To be fully committed to the school and Council's safeguarding policies.
- Excellent communication skills, with the ability to build relationships with students, staff and parents.
- Ability to work flexibly and response to the ever-changing school environment.
- Constantly improve own practice/knowledge through self-evaluation and learning from others.
- Ability to relate well to children and adults, including parents, Governors and visitors, often on behalf of senior managers; passing information and giving advice to other staff.
- Ability to lead staff in maintaining accurate records, the ability to analyse and present information when required.
- The ability to identify potential difficulties / issues, analyse them and make recommendations.
- Excellent organisation skills.



- Work constructively as part of a team, understanding classroom roles and responsibilities and your own position within these.
- Able to organise, lead and motivate other staff.
- Ability to undertake medium term planning.
- Ability to plan and develop systems.
- Ability to manage own workload and the work of a team to ensure deadlines are met.
- To be able to demonstrate a commitment to the principles of Equalities and to be able to carry out duties in accordance with the Council's Equalities Policy.

### **DESIRABLE CRITERIA**

- Full working knowledge of relevant policies/codes of practice/legislation.
- Working knowledge and experience of implementing the national/foundation stage curriculum and other relevant learning programmes/strategies.
- Good understanding of the principles of child development and learning processes and, in particular, barriers to learning.
- Experience of organising programmes for young people.
- A minimum of two years' experience of working with children in the 11-16 age group.
- Effective time-management skills, with the ability to prioritise work-load.
- Can use ICT effectively to support learning.