



	YEAR LEADER - CRITERIA	Essential / Desirable
Work related circumstances – professional values and practices of the Bishop Fraser Trust	High expectations of all students; respect for their social, cultural, linguistic, religious and ethnic background and a commitment to raising their educational achievements	E
	Ability to build and maintain successful relationships with students, treat them consistently, with respect and consideration and demonstrate concern for their development as learners	E
	Commitment to the Trust's Christian ethos and educational purpose, demonstrating and promoting the positive values, attitudes and behaviour they expect from the students with whom they work	E
	Ability to work collaboratively with colleagues and carry out role effectively, knowing when to seek help and advice	E
	Able to liaise sensitively and effectively with parents and carers recognising their role in student learning	E
	Able to improve their own practice through evaluations and discussion with colleagues.	E
	Flexible with an ability to be able to embrace and generate change	E
Personal Qualities	Strongly self-motivated and personally resilient	E
	Exceptional levels of personal integrity, discretion, honesty, reliability and self-awareness	E
	Approachable	E
	Conscientious and diligent work ethic	E
	High standard of professional personal presentation with an excellent attendance and time-keeping record	E
	Patience, kindness and understanding	E
Role Specific Professional Dispositions	Evidence that the candidate perceives that the role of the Year Leader is to provide and advocate effectively for all of their year group through identifying individual needs and providing appropriate support to maximise student progress	E
	Interest in keeping up to date with latest learning support strategies	E
	Evidence of learning beyond the workplace	D
Qualifications/ Training	5 A*-C GCSEs including English & Maths	E
	A level standard of education or equivalent	E
	Degree in relevant discipline	D
	Counselling qualification	D
	First Aid at Work	D
Experience	Minimum 2 years' experience of working with secondary aged children in any setting	E
	Minimum 2 years' experience of working with secondary aged children in an educational setting	D
	Experience of working with students with behavioural / social and emotional difficulties and implementing effective behaviour management strategies	E
	Experience of delivering bespoke behaviour management and engagement strategies. E.g. anger management sessions or willingness to train to deliver	D

	YEAR LEADER - CRITERIA	Essential / Desirable
	Experience of leading a small team of people to deliver required outcomes	E
Knowledge	Understanding of the principles of child development	E
	Working knowledge of relevant policies/codes of practice/legislation	E
	Understanding of statutory frameworks relating to safeguarding and child protection including Early Help Assessments	E
	Understanding of inclusion, especially within a school setting	E
General Skills	Ability to plan, organise and prioritise effectively	E
	Strong administrative skills, able to complete and deal with any required documentation in an appropriate, timely, efficient manner	E
	Ability to write reports using professional language, correct spelling and grammar	E
	Ability to gather information and present either verbally or in writing in a concise easily understood way	E
	The ability to manage highly confidential material in an appropriately sensitive way including the electronic filing of such documents	E
	Ability to use technology and appropriate software to enhance learning	E
	Ability to use Management Information Systems (e.g. SIMs)	E
	Ability to work effectively within a team environment, understanding roles and responsibilities	E
	Ability to influence and motivate a team of form tutor staff, ensuring effective communication and 'buy in' to new initiatives, non-negotiables, strategies, protocols	E
	Ability to work with children at all levels regardless of specific individual need and identify and employ those strategies that work best to engage them in becoming a positive member of our school community	E
	Excellent personal numeracy and literacy skills	E
Communication skills	Confident communicator, effectively communicating with clarity both in verbal and written form to a variety of audiences	E
	Ability to identify, assess and diffuse potentially confrontational situations	E

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