

JOB DESCRIPTION

Job title:	Year Manager (YM)
Responsible to:	Inclusion Lead
Scale:	CAN 25 to 28
Hours per week:	36*
Weeks per year:	210 paid days with hours as shown below:

Working Hours:

Term time plus staff prep days' hours to be between 8 and 4.30 pm Monday to Thursday and Friday ending at 4 pm with 30 minutes for lunch/breaks each day. **3.5 additional hours per week to be worked during term time and taken from non-term time paid days.*

In addition, there will be 11 hours that should be used for non-term time work or for evening events such as Open evening.

Purpose of post

- To organise and deliver pastoral care for students to ensure high levels of attendance, punctuality, behaviour for learning and academic progress.
- To improve outcomes of students by alleviating barriers to learning and improving communication and links between home and school.
- To provide administrative support for year team functions.

There are two distinct parts to the role of Year Manager. These are:

- those duties associated with an allocated year group in terms of day to day management and support
- others associated with interventions, coaching and mentoring.

The Year Manager may be:

- allocated to a year group to carry out only those duties associated with day to day management OR
- be part of the behaviour support programme, working with individuals or groups of students to deliver interventions, before joining a year group at the end of the day.

It is possible to do both roles where this fits with school needs and/or where time allows.

1. General

- To establish productive working relationships with students, acting as a role model
- To challenge and motivate students, and to promote and reinforce self-esteem
- To be aware of and to support differences, and to ensure all pupils have equal access to opportunities to learn and develop
- To ensure the high expectations of the school regarding behaviour are made clear to all students and all interactions with students' model this
- To provide information and advice to enable pupils to make choices about their own learning behaviour and attendance and consequences of their actions
- To provide administrative support for the year group, and to keep careful records of interventions and their outcomes
- To keep the INCLUSION LEAD informed of any concerns or training needs, and ask for advice from the INCLUSION LEAD as needed.
- To supervise students as needed e.g. when out of lessons, in detentions or as part of lunchtime and/or break time duties
- To undertake reasonable alternative duties as requested by your line manager or the Headteacher.

2 Year Manager: duties related to the allocated year group:

2.1 To support Students in maintaining high standards of behaviour and work

- To celebrate good behaviour, attendance and attitude to learning through the school reward systems, including delivering celebration assemblies and other ways to acknowledge success
- To use data collection to identify those that need supports to improve their attitude to learning (behaviour, effort or homework) and take action in line with guidance provided
- To work under the direction of the Year Leader/INCLUSION LEAD/SLT to investigate incidents of poor behaviour and ensure statements are made from all involved parties and present to the appropriate staff within the school following the investigative guidelines given.
- To support the Year Group Leader to implement a system of restorative justice and facilitate meetings with staff as required.
- To keep a record of students who are on report, monitor their success by collating feedback from the staff member overseeing the report, and report the impact to tutor and the Year Group Leader.
- To ensure that parents are informed when their child is involved in serious issues and sanctions such as internal exclusion or removal from the lesson by senior staff, recording brief details on class charts as required
- To record key conversations with students and parents, making brief notes as needed
- To collect students and supervise students in detentions as required by the Year Leader.
- To support the Year Group Leader and Tutor to conduct uniform and equipment checks and ensure a daily power point to support the tutor programme is provided.
- To supervise students who are out of lessons and maintain a positive learning environment under the direction of the Inclusion Lead
- To collate and then provide work for students who are excluded from lessons

2.2 To support Students in maintaining high levels of Attendance and punctuality

- To ensure the high expectations of the school regarding attendance and punctuality are made clear to all students, reinforcing this through year assemblies, work with tutors and liaison with the Attendance team
- To support the school reward system for attendance and punctuality and to assist with displays and the promotion of this using year assemblies and tutor time to reinforce.
- To monitor the late arrival of students and ensure suitable actions are taken in line with school procedures; this will include interventions for repeat offenders eg mentoring or tiered sanctions.
- To liaise with the attendance officer to ensure that reasons for persistent absence are recorded and appropriate actions taken
- To flag up any concerns re register completion with the tutor and ensure these are rectified

2.3 To Support the well-being of students in the year group

- To support the Year Group Leader with the induction of a new student, putting support into place to ease the transition into a new school.
- To work closely with the Senior Attendance Officer and Year Group Leader to reintegrate a student and provide advice and support for students returning to school after a long period of absence in liaison with other relevant parties
- To put into place any agreed actions for students with a medical plan or medical needs
- To work closely with the tutor team to ensure that they are aware of issues and how they can support students
- To work with the Year Group Leader, INCLUSION LEAD and DSLs to support students in the event of concerns regarding Child Protection, and to take the lead with the Year Leader in talking to students and families where there are welfare concerns.

- With the advice and support of INCLUSION LEAD, complete referrals or reports as advised to ensure students get the support they need (internal or external referral)
- Attend inclusion meetings to identify students that may have unmet SEN needs and contribute to appropriate plans
- To attend other meetings relating to student welfare or safeguarding, representing the school, as required
- To meet with parents where there are ongoing or serious concerns regarding their child's success at school, and respond to phone calls and other contacts, taking action as needed

3 Year Manager: inclusion interventions

- 3.1 To work closely with the Inclusion lead, SEN and Inclusion team to identify students in need of additional support
- 3.2 To deliver interventions and mentoring with individuals or small groups (and develop or source necessary resources for the inclusion team to use) in areas such as:
 - Improving behaviour; Social skills; Managing emotions
 - Attendance and punctuality
 - Self-esteem and confidence; Good Mental health strategies
 - Behaviour for learning including organisational skills; Study support and homework
 - Sexual health; Substance Misuse; Risky behaviour
 - Domestic Violence
 - Bereavement
- 3.3 To keep careful records, and evaluate progress made, flagging up any continued concerns or where there are unmet SEN needs
- 3.4 To work with families as requested, including meetings to e.g. discuss interventions and the progress of any support plan

This job description sets out the duties of the post at the time it was drawn up. The post holder may be required from time to time to undertake other duties within the school as may be reasonably expected, without changing the general character of the duties or the level of responsibility entailed.



PERSON SPECIFICATION

Year Manager (YM)

As Year Manager you will be part of a team working under the direction of the Inclusion Co-ordinator. You will be expected to work effectively with both teaching and support staff at all levels as well as with parents/carers, students and external agencies. You will thus need the following qualities: -

- Ability to handle sensitive issues relating to students, keeping confidentiality as required
- Ability to form good working relationships with students, parents/carers and colleagues
- Good oral and written communication skills
- Good organisational and time management skills and the ability to work under pressure
- Adaptability and flexibility in working practices and the ability to know when to use initiative
- A high degree of professionalism in your approach to work and tasks set
- An ability to be a good role model for students and colleagues.

In addition, it will be advantageous to:

- Be computer literate and either have experience of school related computer systems and/or be willing to learn new computer systems
- Be willing to access in-house/external training to enhance professional development
- Have some experience of working with young people with learning/behavioural difficulties.

Training in school systems and practices will be provided, where necessary.

Please state, on the application form, in the supporting statement section, how you meet the job description and person specification above. Candidates will be shortlisted from the field available on the basis of the extent to which they meet the criteria in their application form.