|  |  |
| --- | --- |
| **JOB TITLE –** | **Year Manager** |
| **Reporting To** | **Senior Leader** |
| **JOB GRADE** | **Grade I Points 22 to 26 (£26317 to £29636 pro rata 37 hours per week x 41 weeks per year)** |
| **CORE PURPOSE** | |
| * To assist the Progress Lead in ensuring student progress and achievement in accordance with the aims of the School and policies determined by the Headteacher and Trustee Board * To embody the values, vision and ethos of Campion and assist in delivering policy which will ensure high quality provision and successful outcomes * To help monitor students’ in all aspects of school life ensuring that follow-up procedures are adhered to and that appropriate action is taken as and where necessary * To assist the Progress Lead in supporting student welfare, development and safeguarding * To assist in the implementation of School policies and procedures to promote successful student engagement and progress * To serve as a member of Campion School and to act as a role model of professional conduct and presence with colleagues, students, School representatives, parents and the wider community * To participate in duties before, during and after , together with colleagues, according to the agreed rotas | |
| **MAIN DUTIES** | |
| **The following is not an exhaustive list of tasks, however, gives an overall range of duties and supervisory responsibilities which reflects the position**  **STANDARDS**   * To ensure that all students uphold the Campion Code of Conduct * To be the first port of call for parents, in liaison with the Form Tutor, in relation to student attendance and behaviour encompassing any issues surrounding poor attendance, behaviour or timekeeping. * To ensure that parents and students understand and subscribe to the values and ethos of the School in relation to attendance and the Campion Code of Conduct, stressing the importance of high standards at all times.   **SPECIFIC DUTIES**   * To work with the Team Progress Lead in promoting positive behaviour and conflict resolution * To lead in the implementation of the School's Behaviour for Learning Policy so that effective learning can take place * To actively promote and support the School’s rewards system/e-praise * To manage attendance, behaviour and welfare efficiently to ensure that systems are followed to inform target setting for students and to prioritise work in the area * In conjunction with the Progress Lead, ensure whole School attendance is outstanding * To establish attendance patterns on a daily/weekly/termly basis and implement appropriate strategies * Carry out daily walk throughs of lessons * High profile at change over * To assist the Progress Lead ensuring effective transitions are in place as students move into their next year/key stage/mid-year admissions * Together with the Progress Lead plan the student pathway to ensure all students are able to be successful in their courses * Together with the Progress Lead plan all events for the year group/s * Communicate with staff, students and parents on the issues surrounding behaviour, punctuality and attendance * Encourage both students and parents to strive for 100% attendance with excellent timekeeping both in and at any external placements * To make home visits where appropriate.   **LIAISON**   * To assist the Progress Lead in ensuring effective communication, as appropriate, with parents/carers of students in their Year Group and that all such communication is recorded on the appropriate systems * To participate in regular meetings with colleagues to collaboratively plan priorities. Agreeing targets for raising standards, improving achievement and sharing good practice * To attend meetings with parents and external agencies when required * Ensure that appropriate, frequent and consistent contact with parents is maintained on all aspects of progress in attendance punctuality and learning * To attend and contribute to year team meetings * To liaise with Progress Leads, Assistant Headteacher: Inclusion, SENDCo and other agencies to identify students at risk of disaffection and to devise, implement and evaluate individual Student Support Plans (SSPs) * To support all groups of students in meeting their needs * To promote the speedy and effective transfer of information * Liaising with LAC Lead re: LAC and organising PEP for LAC * To liaise with nurse and medical needs team re vaccinations and individual needs. Ensuring all care plans and appropriate risk assessments are in place and up-to-date.   **INTERVENTION**   * To liaise with the Progress Lead in analysing and evaluating data so that appropriate interventions can be made with identified students * To implement agreed strategies to improve attitude, behaviour and engagement in learning * To implement initiatives to promote and support good health and wellbeing with the student body * To enable students to overcome individual barriers to learning * To develop a 1:1 mentoring relationship with students identified as needing support and to devise, implement and evaluate individual Student Support Plans (SSPs) * To build up detailed knowledge of the support services available, serving as the initial point of contact for students and accessing specialist support as appropriate * With School staff and external agencies as appropriate, to participate in the comprehensive assessment of students to identify those in need of extra help to overcome barriers to learning * To inspire and support, often vulnerable and/or excluded individuals, to access learning opportunities * Monitor needs and progress of designated groups e.eg Pupil Premium.   **SAFEGUARDING**   * To play a full part in safeguarding students and contributing to their personal development and well-being through being a trained member of the safeguarding team * To liaise with the Safeguarding Manager re: referrals to Children’s Services – attending Child Protection Conference and Core Group meetings as appropriate * To ensure that all students have a safe environment in which they can learn, following up any concerns highlighted * To be aware of systems which support safeguarding and following the procedures as highlighted in the Safeguarding Policy e.g. bullying, mental health, self-harm * To identify children who may benefit from early help as soon as possible * To consider at all times what is in the best interests of the child * To protect children from maltreatment; preventing impairment of children’s health or development; ensuring that children grow up in circumstances consistent with the provision of safe and effective care * To take action to enable all children to have the best outcomes.   ***Managing referrals***   * Act as a source of support, advice and expertise to staff on matters of safety and safeguarding and when deciding whether to make a referral by liaising with relevant agencies.   ***Training***   * Keep informed of the process for providing early help and intervention, for example through locally agreed common and shared assessment processes such as early help assessments * Have a working knowledge of child protection case conference and a child protection review conference and be able to attend and contribute to these effectively when required to do so * Ensure each member of staff has access to and understands the child protection policy and procedures, especially new and part time staff.   **OTHER**   * To carry out any other reasonable duties as directed by the or Year Team Progress Lead, member of the Leadership Team or Headteacher * To participate in relevant Continuous Professional Development and Learning (CPDL) which results in high quality pastoral and welfare support * To play a full part in the life of the community, to support its distinctive ethos and to encourage other staff and students to follow this example. * To engage actively in the appraisal process * To work as a member of a designated team and to contribute positively to effective working relations within the * Whilst every effort has been made to explain the main duties and responsibilities of the post, each individual task to be undertaken may not be identified * Employees are expected to adhere to Campion ’s agreed Code of Conduct * The will endeavour to make any necessary reasonable adjustments to the job and the working environment to enable access to employment opportunities for disabled job applicants or continued employment for any employee who develops a disabling condition. * Be alert to the specific needs of children in need including those children with special educational needs and young carers and ensure the relevant staff members are made aware of this * Be able to keep detailed, accurate, secure written records of concerns and referrals * Obtain access to resources and attend any relevant or refresher training courses * Encourage a culture of listening to children and taking account of their wishes and feelings, among all staff, and the procedures which are in place to protect them * Make sure staff are aware of training opportunities and the latest local issues on safeguarding   ***Raising Awareness***   * Ensure our related policies are known and used appropriately. | |
| **LIAISING WITH** | |
| Appropriate Senior Leaders, Attendance, Behaviour and Inclusion, Year Team Progress Lead, Form Tutors, SENDCo, external agencies as appropriate and parents/carers. | |
| **AGREEMENT** | |
| I agree   * To undertake all duties reasonably requested in a manner consistent with the mission and aims of School * To undertake such other tasks appropriate to the level of appointment as the Headteacher may reasonably require * That the duties and responsibilities detailed within this job description should be supplemented by those accountabilities, roles and responsibilities as set out within your pay and conditions * This job description is current at the date shown but in consultation with the post holder may be changed by the Headteacher to reflect or anticipate changes in the job commensurate with the grade and job title. | |
| **Signed: Dated:** | |