

Year Leader

JOB DESCRIPTION AND PERSON SPECIFICATION

Location

Pakefield High School

Salary

Scale F

37 hours per week

Term Time plus one week (39 weeks per year)

Hours of Work

Monday – Thursday 8.00am – 4.00pm

Friday 8.00am – 3.30pm

30-minute unpaid lunch

Core Purpose

To play a key role under the direction of the Deputy Head in implementing and managing pastoral activities and initiatives within the Key Stage and the School.

The Year Leader will support the Deputy Head in being responsible for the welfare, behaviour, personal presentation and achievement of pupils in that key stage.

The Year Leader will be directly line-managed by the Pastoral Manager and Deputy Head but also work under the guidance of others including the Assistant Head (Inclusion and Vulnerable Groups) and the Assistant Head (Assessment & Intervention) and support others in helping to maintain and improve student standards and achievement.

The Year Leader will develop and drive an ethos that, whilst clearly identifiable with their Year Group, is positive, celebratory and in line with that of the whole school.

Reporting Lines

- Responsible to the Deputy Head and Pastoral Manager.

Key Responsibilities

- To provide professional support and management of Pastoral activities and initiatives for the Key

Stage as agreed, on an annual basis, with the Deputy Head.

- To support initiatives and procedures which improve attendance, behaviour, punctuality, personal presentation and pastoral activities for the Key Stage.
- To assist the Deputy Head in departmental self-evaluation and strategic planning processes for attendance, behaviour and pastoral.
- Under the direction of the Deputy Head provide professional safeguarding support throughout the school.
- To assist the Deputy Head in implementing the school's approach to Student Services.
- To contribute to the school's analysis and action planning, and strategies with regard to improving attendance and behaviour for the Key Stage.
- Under the direction of the Deputy Head provide professional pastoral support throughout the school.
- To contribute to the School Development Plan priorities, under the guidance of the Deputy Head.
- To improve the attendance, punctuality, behaviour and personal presentation of the Key Stage students.
- To support the Deputy Head in tracking and improving student academic outcomes in the Key Stage
- To innovatively provide opportunities and platforms that enable all the Key Stage students to develop and achieve both academically, socially and personally during their time at the school.
- To support students in accessing tutor activities and assemblies.
- To work under the guidance of the Deputy Head to ensure a collaborative and effective approach to pastoral and behaviour and initiatives.
- Act as an alternate DSL and under the guidance of the Deputy Head, undertake initial actions before referral to the Deputy Head.
- To attend parents evenings for year groups as required.
- To support, contribute to, and coordinate duty rotas as required by the Deputy Head.

- To monitor and intervene in student standards (personal presentation, attendance, punctuality and academic performance), ensuring whole-school targets are met.

Impact on educational progress. Strategic direction/Shaping the future

- Contribute to communicating and adhering to the vision for the school, so that it is clearly articulated, shared, understood and acted upon effectively by all demonstrating the vision and values of the school in everyday work and practice, motivating and working with others to create a shared culture and positive climate
- Support and contribute to the implementation of policies and practices relating to pastoral activities as required, which reflect the School's commitment to high achievement and are consistent with national and local strategies and policies
- Promote high expectations for attainment by ensuring the Key Stage pastoral activities and procedures are fit for purpose and provide a platform for all students to progress both academically and socially whilst also developing a culture of aspiration amongst all students.
- Support the Deputy Headteacher to monitor the progress made in achieving area plans and targets, and evaluate the effect on teaching and learning, attendance and behaviour data.
- Work with outside agencies and stakeholders to meet students' needs and inform future action.

Supporting and contributing to pastoral initiatives for the Key Stage:

- Work under the direction of the Deputy Head to raise the quality of pastoral care and improve Attendance, behaviour, personal presentation and punctuality by monitoring all relevant data for the Key Stage.
- Support the Deputy Head to provide regular feedback for colleagues in a way which recognises good practice and supports their progress against professional and performance management objectives resulting in a tangible impact on student's personal development.
- Keep abreast of the latest developments in the area and disseminate effectively to other members of staff and identify new initiatives from both education and other agencies and business sectors that can enhance the experience for all students whilst at the school.

- Plan, delegate and evaluate your own work load in accordance with the guidance given by the Deputy Head.
- Create, maintain and enhance effective relationships within your teams and across the whole school.
- To maintain, under the guidance of the Deputy Head effective systems for monitoring and improving standards of attendance, punctuality, behaviour and personal presentation for the Key Stage.

Securing Accountability

- Under the direction of the Deputy Head provide relevant data for Key stage to ensure the school's accountability to a wide range of groups
- Develop community relationships to provide greater opportunities for students and the school as a whole.
- Contribute, to a school ethos which enables everyone to work collaboratively, share knowledge and understanding, celebrate success and accept responsibility for outcomes.
- Maintain accurate records of all student/parental contact and actions taken.
- Support the Deputy Head to develop and present a coherent, understandable and accurate account of the school's performance in the Key Stage in relation to Student Services and Standards to a range of audiences including governors, parents and carers.
- Reflect on personal contribution to school achievements and take account of feedback from others.
- Support the Deputy Head to engage all staff in the creation, consistent implementation and improvement in Student Services, including attendance, behaviour and pastoral initiatives which encapsulates key school learning strategies.
- Support the Deputy Head to develop and implement systems for recording individual pupil's progress in the Key Stage in relation to Student Services and Standards.

Support for the School

- Work under the guidance of the Deputy Head, to build a professional learning community which enables others to achieve.

- As an employee support all staff in achieving high standards through effective continuing professional development.
- Be committed to your own professional development.
- Treat people fairly, equitably and with dignity and respect to create and maintain a positive school culture.
- Acknowledge the responsibilities and celebrate the achievements of individuals and teams.
- Develop and maintain a culture of high expectations for self and others.
- Regularly review own practice, set personal targets and take responsibility for own professional development.
- To maintain appropriate confidentiality at all times.

Other Opportunities

- Play an active role in academy life and make a positive contribution to the ethos of the academy.
- Actively participate in whole academy CPD.
- Perform additional duties and tasks required for the effective operation of the academy.

Variations

- As a member of the staff of the school the post holder must respect confidentiality and act at all times in the interests of the good name of the school and the health, well-being and good progress of its students. Staff must also display personal standards at work and in the local community that are fitting for a person associated with the education of young people.
- Undertake other duties; to commensurate to the post holder's abilities, position and grade, as requested by the line manager, of a similar nature to those listed above, even if not individually itemised.
- Support the needs of the academy, taking into account individual strengths and areas for development, by accepting adjustments to the exact remit following annual job description review.
- Understand that the duties specified above are therefore neither exclusive nor exhaustive and may change over time.

This job description will be reviewed a least once per year and may be subject to amendment or modification at any time after consultation with the postholder.

It is not a comprehensive statement of procedures and tasks, but sets out the general expectations of the school in relation to the postholder's responsibilities and duties.

	ESSENTIAL	DESIRABLE
Qualifications	5 GCSEs A*-C including English and Maths or equivalent NVQ Level 2	
Experience	- Experience of working with Young People and relevant qualifications to your career path. - Experience of giving feedback to students to bring about a positive outcome. - Proven ability to develop relationships with external stakeholders.	- Knowledge of school/education policies and procedures – e.g. SEND, CAF, CLA etc. - Proven ability to show innovation in the workplace. - Proven ability to influence others.
Knowledge and Technical Skills	- Good understanding of children / young people's development and learning processes. Understanding of individual children and young peoples' needs. - An understanding that children / young people have differing needs and knowledge of inclusive practice. - Demonstrable ICT skills and ability to use them as part of the learning process, or, the ability to develop ICT skills in a reasonable timeframe. - Good written and verbal communication skills: able to communicate effectively and build good relationships with all teachers, children, young people, families and carers. - Solution focussed with the ability to be creative in response to challenging situations. - Able to work independently without direct supervision. - Able to encourage students to learn and inspire a good work ethic. - Has high expectations and aspirations for all students. - Able to challenge student behaviour and challenge underperformance. - An understanding of current pastoral issues and trends	- To understand the whole school vision and have an awareness of actions and their effect. - To have been involved with extra-curricular activities which have enhanced a student's educational experience. - Evidence of de-escalation training.
Skills and Personal Attributes	- Excellent interpersonal and organisational skills. - To be able to work alone to manage and prioritise your own workload. - Able to work constructively as part of a team, understanding pastoral roles and responsibilities, and one's own position within the team. - Enthusiastic and flexible - Supportive, patient and non-judgemental	
Equal Opportunities	A demonstrable commitment to support and promoting safeguarding, student welfare, equality and diversity	
Safeguarding	A thorough understanding of up-to-date safeguarding requirements and best practice	

Other Requirements	• Enhanced DBS clearance • Committed to safeguarding young people and supporting their wellbeing • To be committed to the school's policies and ethos • To be committed to Continuing Professional Development • Emotional resilience in working with challenging behaviours and attitudes • An empathy for equality & diversity	
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Clarion Corvus Trust is committed to safeguarding and promoting the welfare of children. All applicants must be willing to undergo safeguarding screening appropriate to the post, including checks with Disclosure & Barring Service and at least 2 references which cover the last 3 years; for all our services we will request references from where you have worked with either Children or Vulnerable Adults. Please be advised that references may be requested prior to interview for roles within our Schools.

This post is exempt from the Rehabilitation of Offenders Act and you will be required to undergo an Enhanced DBS check or Enhanced DBS check with barred list. If you have information to declare it may be protected under the Exceptions Orders and you may not be required to declare it. You will be asked to make a criminal conviction declaration if you are shortlisted for the post. Guidance about whether a conviction or caution should be disclosed can be found on the Ministry of Justice website.