

Job Description

Teachers and Support Staff

Role:	Assistant Year Team Leader
School:	Beckfoot Oakbank
Salary/Grade:	Band 7 SCP 11-17
Reporting to:	Year Team Leader

Core Purpose of the Post:

The Assistant Year Team Leader (AYTL) is a leader who supports one Year Team Leader (YTL) and has a relentless focus on the culture and climate across one specific year group. The AYTL supports the YTL to raise standards of behaviour, attitude to learn, ambition and aspiration across the year group they support. The Assistant Year team leader supports the YTL who is accountable for improving behaviour within the year team. The AYTL will work in conjunction with the YTL and with other teams within the school and along with the YTL is a key link in school for the families of those children within the year groups supported.

This role involves engaging with students in regulated activity relevant to children.

May from time to time be required to undertake other duties commensurate with the grade and level of responsibility defined in this job description.

Main Duties and responsibilities:

- To support the Year Team Leader with the leadership of one-year group
- To support the pastoral care of the students in conjunction with the Well Being team and the attendance team.
- Provide feedback and relevant evidence in weekly line management with Year Team Leader.
- Identification of own CPD needs through appraisal. A commitment to the development of future leaders.
- Help to build a culture of constant evaluation, improvement and high aspirations within the year group.
- Collaborate with the other Assistant Year Team Leaders to ensure best practice is shared.
- Demonstrate high emotional intelligence
- One of the forward facing people dedicated to the students and families within the year group.
- To work closely in partnership with teachers, Subject leaders and Faculty leaders to identify and remove barriers for learning, reporting back directly to the Year Team Leader, well-being or attendance teams if need be.
- To be well informed when attending meetings with parents and when invited to ACE team meetings.
- Lead on the Step 2 interventions and breaking the cycle of repeat offending.
- Remain static with the age groups in order to develop year specific knowledge and contacts.

Accountability measures (KPI's)

Along with the Year Team Leader, support with the following;

- Reduction in repeat offenders.
- Quality assurance over time shows that an increasing proportion of student behaviour is consistently conducive to learning in the classroom
- Reduction in PP gaps and SEND gaps and Boys gaps for behaviour incidents.
- Reduction of fixed term exclusions per year group and vulnerability group.
- Reduction of repeat offending e.g. repeat fixed term exclusions and repeat patterns of poor behaviour.
- Reduction of behaviour points in lessons, on corridors and at social time.
- No punctuality issues to lessons or school.
- All behaviour issues dealt with immediately and system consistently followed.
- To contribute to the half termly targets for the Behaviour Team will be met (or closely working towards).
- Parent attendance to events increases to at least 90%.
- Increase in rewards – half termly, praising the 'right kids and families'

Supervision and range of decision making:

Responsible to the Year Team Leader but seeks guidance from appropriate source.

To make decisions, using initiative where appropriate within established working practices and procedures.

The postholder will be expected to use good common sense and initiative in all matters relating to:

- the conduct and behaviour of individual and small groups of students
- the correct use and care of materials by individual and small groups of students
- the safety, mobility (if required) and hygiene and well-being of the students.

Communications and working with others:

- Implement school behaviour policy consistently
- Ensure that the Student Absolutes are adhered to, followed and challenged.
- To support the YTLs to ensure a safe and fair environment for learning within the school and year group where students can succeed and make progress.
- Work with the YTL to identify behaviour hotspots within the day/week across the year group.
- Ensure high visibility during the school day to support and challenge behaviour and attitudes towards learning.
- To track, monitor and review behaviour through daily data analysis,
- To support the YTL in ensuring that students arrive at lessons on time.
- When required, deliver effective atrium, supervision and detention duties as part of the wider Behaviour team.
- To focus on corridor and social time behaviours of the year group.
- To support the YTLs by following up actions to behaviour following the behaviour step system.
- To know the families of the students in the year groups and encourage active participation in their child's school experience.
- To attend weekly year group assemblies and encourage a positive climate
- To support the YTLs with the whole school rewards strategy is adhered to and promoted and celebrated with the year groups along with any bespoke year groups reward experience.
- Work with the YTL to increase family engagement to events.
- Specific responsibility for the Step 2 interventions and breaking the cycle.

Resources:

- Maintain the confidential nature of information relating to the school, its students, parents and carers. Has shared responsibility for the department's resources and assets.

Professional development:

- To participate in training opportunities and professional development as required
- Ensure the Year group has opportunities to broadening their horizons
- Encourage student leadership within the year group.
- Embrace the whole school drive to develop confident communicators

Other Considerations:

- To be aware of and comply with policies and procedures relating to child protection; being vigilant for signs that children may be being abused and to report any such suspicions to the school's nominated Child Protection Co-ordinator or the Headteacher.
- To act in accordance with the Data Protection Act and maintain confidentiality at all times e.g. access to staff/student/parent and carers files.
- Accept and commit to the principles underlying the Schools Equal Rights policies and practices.
- Be able to perform all duties and tasks with reasonable adjustment, where appropriate, in accordance with the Equality Act.
- Must be legally entitled to work in the UK.

Safeguarding: No contra-indications in personal background or criminal record indicating unsuitability to work with children/young people/vulnerable clients/finance (An enhanced DBS check is required).

Intermediate Fluency Duty required: In line with the Immigration Act 2016; the Government has created a duty to ensure that all Public Authority staff working in customer facing roles can speak fluent English to an appropriate standard. For this role the post holder is required to meet the Intermediate Threshold Level. The post holder should demonstrate: They can express themselves fluently and spontaneously with minimal effort and, only the requirement to explain difficult concepts may hinder a natural smooth flow of language.

Notes: This is illustrative of the general nature and level of responsibility of the work to be undertaken, commensurate with the grade and is not a comprehensive list of all the duties and responsibilities of the post. Successful postholders should not refuse to undertake work, which is not specified on this form and the job description may be amended at any time in consultation with the postholder.
Beckfoot Trust is an Equal Opportunities Employer and requires its employees to comply with all current equality policies both in terms of equal opportunity for employment.
The Trust is committed to making any necessary reasonable adjustments to the job role and the working environment that would enable access to employment opportunities for disabled job applicants or continued employment for any employee who develops a disabling condition

Date:	April 2022
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Person Specification

Teachers and Support Staff

Role:	Assistant Year Team Leader	
	Essential Requirements	How Identified
Qualifications	<p>At least a grade C GCSE in Maths and English.</p> <p>Recognised relevant qualification or equivalent experience at level III.(NVQ, GNVQ, GCE Advanced Level).</p> <p>Use of school IT software packages to NVQ Level 2 standard.</p>	Application
Experience	<p>Knowledge or experience of working with young people.</p> <p>Competency in communication skills to enable inter-agency liaison and co-ordination of the workload of team members.</p> <p>Experience of using different intervention methods / strategies to ensure students are successful in school.</p> <p>Able to demonstrate competency in liaising with parents/carers.</p> <p>Recent work in a school or other organisation dealing with students/young people.</p> <p>Experience of tracking, monitoring and reviewing work undertaken with students to clearly show impact.</p> <p>Experience of working with school outcome data – attendance / attainment / behaviour to support mentoring work with students.</p>	Application References Interview
Training	<p>Willingness to undertake further training.</p> <p>Recent mentoring training.</p> <p>Training in a mentoring specialism. Willingness to gain a mini bus driving license.</p>	Application Interview
Knowledge, Skills and Ability	<p>Knowledge of the development of young people and their needs. Some knowledge of Higher and Further Education provision and other external opportunities for students in the age range.</p> <p>Have up to date knowledge of current learning strategies implemented across secondary schools to ensure the mentoring of students has a positive impact.</p>	Application Interview
Personal Circumstances	<p>Must be legally entitled to work in the UK (Asylum & Immigration Act 1996)</p> <p>Must have the ability to be flexible and work to the requirements of a busy school</p> <p>Interest in the school's wider role in the community</p>	Application Interview
Disposition and Attitude	<p>A passion for education and a deep-felt desire to make a difference for young people.</p> <p>To like young people and be liked by them</p> <p>To possess educational vision underpinned by values</p> <p>To operate in line with the seven principles of public life of selflessness, integrity, objectivity, accountability, openness, honesty and leadership.</p> <p>Humility: a recognition that the more you know, the less you know! Not being afraid to say 'I don't know'.</p>	Application Interview References

	<p>Be emotionally intelligent: know when to direct, when to challenge and when not to; be able to inspire, present a positive perspective at all times; be able to listen and show awareness of other's sensitivities; to have personal pride and lead by example.</p> <p>Be happy to get your hands dirty. Don't ask people to do things you wouldn't do yourself.</p> <p>Understand the importance of work/ life balance.</p> <p>Enthusiastic, flexible, team player. Enjoy hard work and take constructive criticism.</p> <p>Desire for significant professional development.</p>	
Physical	<p>Resilient</p> <p>Excellent attendance and punctuality</p>	References Interview
Equality	<p>A commitment to, and evidence of, promoting diversity and equal opportunities within the Trust, the curriculum and employment practice.</p>	Application Interview

