



# Lincolnshire Gateway Academies Trust

## POST THRESHOLD TEACHING & LEARNING RESPONSIBILITY TEACHING JOB DESCRIPTION MIDDLE MANAGEMENT

**Name:**

**Post:** Head of Year

**MGA:** MG3

**Accountable to:** Assistant Principal – Behaviours Attitudes and Alternative Provision

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### **General**

*You are required to carry out the duties of a School Teacher as set out in the current School Teachers' Pay and Conditions Document and you are required to carry out such duties as the Principal may reasonably request.*

### **Part 1**

#### **MAT expectations/ethos**

1. To consistently uphold the Multi Academy Trust's mission statement
2. To work in a polite manner with all colleagues, stakeholders and partners
3. To promote the ethos of the MAT both internally and externally
4. To insist upon the highest possible standards of dress and behaviour from students
5. To work with students and ensure that their highest possible educational attainment is reached
6. To promote the outcomes of Every Child Matters
7. To seek constantly to improve the MAT's image and to assist in promoting our values and ethos



## **Part 2**

### **Overall Purpose**

You should assist the Assistant Principal, Curriculum Manager in improving standards of learning by securing high quality teaching and the effective use of resources.

### **Main Accountabilities**

#### **Key Accountabilities**

The key accountabilities of the role are outlined below. However, this is an overview of the role and is not exhaustive. Tollbar MAT reserves the right to assign other duties commensurate with the role as required.

#### **Learners**

To assist in the monitoring of learners' progress in the Curriculum Area.

To assist the Assistant Principal, Curriculum Manager in maintaining a disciplined working environment for all learners.

To assist the Assistant Principal, Curriculum Manager in providing a suitable curriculum for all learners and amending Schemes of Work as appropriate.

To assist the Assistant Principal, Curriculum Manager in ensuring assessment data is up to date and recorded and to complete reports for the Principal on learners' progress.

#### **Staff**

To assist the Assistant Principal, Curriculum Manager in monitoring the quality of all aspects of the work of staff within the Curriculum Area.

To assist in the induction of new staff and the mentoring and support of ECTs, GTPs and ITTs within the Curriculum Area.

To assist in the Curriculum Area's performance management programme and support staff in their professional development.

#### **Resources**

To assist the Assistant Principal, Curriculum Manager in maintaining high quality resources for the Curriculum Area.

#### **Management**

Contribute to the strategic leadership and management of the Curriculum Area to improve standards of teaching and learning.

Assist the Assistant Principal, Curriculum Manager to produce strategic plans and self review documentation



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Assist in the monitoring of the Curriculum Area's progress towards achieving targets for continual improvement.

## **Additional**

Any additional requests as directed by the Chief Executive, Principal or designated line manager.

## **Part 3**

In addition to the above TLR job description you must take into account your duties as a teacher on the Upper Pay Scale and these are listed below:

**Sections in bold are additional responsibilities for Upper Pay Spine teachers.**

**It is expected by the MAT that your professional performance is exemplary. Your general performance and contribution to the MAT as a teacher on the Upper Pay Spine is expected to be substantial and sustained. You will promote the highest expectations of students to reach their optimum levels of attainment. You will work effectively to contribute to the professional development of colleagues.**

## **PROFESSIONAL ATTRIBUTES**

You should:

### **Relationships with children and young people**

**Contribute significantly, where appropriate, to implementing workplace policies and practice and to promoting collective responsibility for their implementation**

and in addition:

Have high expectations of children and young people including a commitment to ensuring that they can achieve their full educational potential and to establishing fair, respectful, trusting, supportive and constructive relationships with them.

Hold positive values and attitudes and adopt high standards of behaviour in their professional role.

### **Frameworks**

Maintain an up-to-date knowledge and understanding of the professional duties of teachers and the statutory framework within which they work, and contribute to the development, implementation and evaluation of the policies and practice of their workplace, including those designed to promote equality of opportunity.

### **Communicating and working with others**

(a) Communicate effectively with children, young people and colleagues.



(b) Communicate effectively with parents and carers, conveying timely and relevant information about attainment, objectives, progress and well-being.

(c) Recognise that communication is a two-way process and encourage parents and carers to participate in discussions about the progress, development and well-being of children and young people

Recognise and respect the contributions that colleagues, parents and carers can make to the development and well-being of children and young people, and to raising their levels of attainment.

Have a commitment to collaboration and co-operative working, where appropriate.

## **Personal professional development**

Evaluate their performance and be committed to improving their practice through appropriate professional development.

Have a creative and constructively critical approach towards innovation; being prepared to adapt their practice where benefits and improvements are identified.

Act upon advice and feedback and be open to coaching and mentoring.

## **PROFESSIONAL KNOWLEDGE AND UNDERSTANDING**

You should:

### **Teaching and Learning**

**Have an extensive knowledge and understanding of how to use and adapt a range of teaching, learning and behaviour management strategies, including how to personalise learning to provide opportunities for all learners to achieve their potential.**

### **Assessment and Monitoring**

**Have an extensive knowledge and well-informed understanding of the assessment requirements and arrangements for the subjects/curriculum areas they teach, including those related to public examinations and qualifications. Have up-to-date knowledge and understanding of the different types of qualification and specification and their suitability for meeting learners' needs.**

and in addition:

Know a range of approaches to assessment, including the importance of formative assessment.



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Know how to use local and national statistical information to evaluate the effectiveness of their teaching, to monitor the progress of those they teach and to raise levels of attainment.

Know how to use reports and other sources of external information related to assessment in order to provide learners with accurate and constructive feedback on their strengths, weaknesses, attainment, progress and areas for development, including action plans for improvement.

## **Subjects and curriculum**

**Have a more developed knowledge and understanding of their subjects/curriculum areas and related pedagogy including how learning progresses within them**

And in addition:

Know and understand the relevant statutory and non-statutory curricula and frameworks, including those provided through the National Strategies, for their subjects/curriculum areas and other relevant initiatives across the age and ability range they teach.

## **Literacy, numeracy and ICT**

Know how to use skills in literacy, numeracy and ICT to support their teaching and wider professional activities

## **Achievement and diversity**

Understand how children and young people develop and how the progress, rate of development and well-being of learners are affected by a range of developmental, social, religious, ethnic, cultural and linguistic influences.

Know how to make effective personalised provision for those they teach, including those for whom English is an additional language or who have special educational needs or disabilities, and how to take practical account of diversity and promote equality and inclusion in their teaching.

Understand the roles of colleagues such as those having specific responsibilities for learners with special educational needs, disabilities and other individual learning needs, and the contributions they can make to the learning, development and well-being of children and young people.

Know when to draw on the expertise of colleagues, such as those with responsibility for the safeguarding of children and young people and special educational needs and disabilities, and to refer to sources of information, advice and support from external agencies.



## Health and well-being

**Have sufficient depth of knowledge and experience to be able to give advice on the development and well-being of children and young people**

and in addition:

Know the local arrangements concerning the safeguarding of children and young people.

Know how to identify potential child abuse or neglect and follow safeguarding procedures

Know how to identify and support children and young people whose progress, development or well-being is affected by changes or difficulties in their personal circumstances, and when to refer them to colleagues for specialist support.

## PROFESSIONAL SKILLS

You should:

### Planning

**Be flexible, creative and adept at designing learning sequences within lessons and across lessons that are effective and consistently well-matched to learning objectives and the needs of learners, and which integrate recent developments, including those relating to subject/curriculum knowledge.**

and in addition:

Plan for progression across the age and ability range they teach, designing effective learning sequences within lessons and across series of lessons informed by secure subject/curriculum knowledge.

Design opportunities for learners to develop their literacy, numeracy, ICT and thinking and learning skills appropriate within their phase and context.

Plan, set and assess homework, other out-of-class assignments and coursework for examinations, where appropriate, to sustain learners' progress and to extend and consolidate their learning.

### Teaching

**Have teaching skills that lead to learners achieving well relative to their prior attainment, making progress as good as, or better than, similar learners nationally.**

and in addition:



Teach challenging, well-organised lessons and sequences of lessons across the age and ability range they teach in which they:

- (a) use an appropriate range of teaching strategies and resources, including e-learning, which meet learners' needs and take practical account of diversity and promote equality and inclusion
- (b) build on the prior knowledge and attainment of those they teach in order that learners meet learning objectives and make sustained progress
- (c) develop concepts and processes which enable learners to apply new knowledge, understanding and skills
- (d) adapt their language to suit the learners they teach, introducing new ideas and concepts clearly, and using explanations, questions, discussions and plenaries effectively
- (e) manage the learning of individuals, groups and whole classes effectively, modifying their teaching appropriately to suit the stage of the lesson and the needs of the learners.

Teach engaging and motivating lessons informed by well-grounded expectations of learners and designed to raise levels of attainment.

## **Assessing, monitoring and giving feedback**

Make effective use of an appropriate range of observation, assessment, monitoring and recording strategies as a basis for setting challenging learning objectives and monitoring learners' progress and levels of attainment.

Provide learners, colleagues, parents and carers with timely, accurate and constructive feedback on learners' attainment, progress and areas for development.

Support and guide learners so that they can reflect on their learning, identify the progress they have made, set positive targets for improvement and become successful independent learners.

Use assessment as part of their teaching to diagnose learners' needs, set realistic and challenging targets for improvement and plan future teaching.

## **Reviewing, teaching and learning**

Review the effectiveness of their teaching and its impact on learners' progress, attainment and well-being, refining their approaches where necessary.

Review the impact of the feedback provided to learners and guide learners on how to improve their attainment.





## Learning environment

- (a) Establish a purposeful and safe learning environment which complies with current legal requirements, national policies and guidance on the safeguarding and well-being of children and young people so that learners feel secure and sufficiently confident to make an active contribution to learning and to the school.
- (b) Make use of the local arrangements concerning the safeguarding of children and young people.
- (c) Identify and use opportunities to personalise and extend learning through out-of-school contexts where possible making links between in-school learning and learning in out-of-school contexts.
- (d) Manage learners' behaviour constructively by establishing and maintaining a clear and positive framework for discipline, in line with the school's behaviour policy.
- (e) Use a range of behaviour management techniques and strategies, adapting them as necessary to promote the self-control and independence of learners.

Promote learners' self-control, independence and cooperation through developing their social, emotional and behavioural skills.

## Team working and collaboration

**Promote collaboration and work effectively as a team member and contribute to the professional development of colleagues through coaching and mentoring, demonstrating effective practice, and providing advice and feedback.**

and in addition:

Ensure that colleagues working with them are appropriately involved in supporting learning and understand the roles they are expected to fulfil.

## Part 4

### Specific Responsibilities

- To lead a year group within the academy.
- To be responsible for ensuring the highest levels of progress and academic achievement within the year group.
- Provide a strong, highly visible leadership presence for the year group and be accessible to staff to support with all year group related matters.
- With the Assistant Year Leader, ensure the highest standards of pupil's behaviour and attitudes.





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- Ensure all staff follow the behaviour policy consistently for the year group.
  - With the Academy attendance team, ensure the highest levels of pupil attendance for the year group.
  - Build extremely strong relationships with parents and carers to support the education for pupils in the year group.
  - Liaise with Alternative Provision staff to ensure the needs of all children are met.
  - Organise parents' evenings and engagement events for parents.
  - Plan an engaging programme of tutor time activities for year group tutors.
  - Ensure rigorous monitoring and quality assurance of tutor time and other year group activities to ensure they are of the highest, most meaningful quality.
  - Liaise with the safeguarding team to ensure a strong culture of safety for the year group.
  - Ensure pupils in the year group benefit from a rich array of extra-curricular and enrichment opportunities.
  - With other relevant leaders, ensure the personal development opportunities and personal, social and health education are strong.
  - Ensure all pupils are treated with dignity and respect and actively champion diversity and equality.
  - With the Assistant Year Leader, respond swiftly and effectively to any bullying incidents.
  - Ensure student voice is listened to and responded through year group student council meetings and other events.
  - Ensure the Academy's rewards policy is extensively used to recognise and acknowledge excellence within the year group.
  - Lead assemblies and communicate regularly with the year group.
  - Chair year team meetings and ensure all tutors have clarity of expectations.
  - Any additional requests as directed by the Chief Executive, Principal or designated line manager.
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- **Line manage:** Assistant Year Leader