

## Year Leaders – Roles and Responsibilities

### **Purpose:**

To lead an assigned year group to achieve the highest standards of learning and achievement, acting as a role model for others in terms of professionalism, quality of teaching, maintaining high expectations and upholding the ethos of the school.

Within the year team leaders must ensure:

- High quality pedagogy, developed through effective CPD and JPD.
- A challenging and engaging curriculum.
- Accurate and rigorous use of assessment to improve pupil outcomes.
- Additional support or interventions are provided which meets pupils' needs and accelerate progress.
- They promote the wellbeing of staff and pupils within the year group.
- Equality of provision for all pupils.
- They fully support the implementation of school systems, procedures and initiatives to help to embed them across school.
- Establish clear lines of communication between the members of your team and be proactive in speaking to colleagues to resolve issues as they arise. Use your initiative to take steps to improve things both for your team and for the school in general.

	<b>Year Leaders will...</b>
<b>Leadership</b>	<ul style="list-style-type: none"> <li>- Be professional at all times.</li> <li>- Be a positive influence on the team and uphold the ethos of the school.</li> <li>- Work with other leaders.</li> <li>- Report to SMT and the Governors.</li> </ul>
<b>Planning</b>	<ul style="list-style-type: none"> <li>- Ensure the team plans collaboratively to ensure collective understanding and consistency.</li> <li>- Ensure age appropriate content / sufficient challenge / support within planning.</li> <li>- Ensure TAs are aware of planning and their role in all lessons is clear.</li> </ul>
<b>Teaching</b>	<ul style="list-style-type: none"> <li>- Model excellent practice.</li> <li>- Observe the quality and consistency of provision through regular informal drop-ins.</li> <li>- Support colleagues to improve their pedagogy through professional dialogue, critical feedback, joint professional development, reflection on PDMs and coaching.</li> <li>- Monitor the delivery of whole school teaching focuses e.g.               <ul style="list-style-type: none"> <li>• How well are we teaching Loopy Maths? Are the less able well supported?</li> <li>• Can we see a reduction in spelling errors where suffixes are added?</li> <li>• Do our models for writing contain appropriate, age appropriate NC content?</li> <li>• Are children becoming more skilled at reading using the techniques taught and modelled during daily reading lessons?</li> </ul> </li> </ul>
<b>Pupil Work</b>	<ul style="list-style-type: none"> <li>- Lead book-looks, with a specific focus, to ensure consistency.</li> <li>- Compare and analyse the work of children with similar start points.</li> <li>- Look for commonalities / gaps in learning / individual needs then lead the team in discussions and agree how to address identified issues.</li> <li>- Analyse the work of different groups within the cohort and compare e.g. PP, non PP, SEND, boys, girls, summer born, PP &amp; SEND, 'through-children'.</li> <li>- Recognise and celebrate success or impressive progress. Analyse the factors behind it and apply to other groups or individuals if appropriate.</li> <li>- Carry out specific enquiries of pupils' work based on concerns or areas of investigation raised by the analysis of year group attainment and progress data.</li> <li>- Take necessary actions to address any issues identified through work scrutiny.</li> </ul>

<b>Assessment</b>	<ul style="list-style-type: none"> <li>- Ensure all statutory and school assessments are carried out at the appropriate time and in line with agreed guidelines.</li> <li>- Maintain, update and analyse year group assessment records.</li> <li>- Review assessment results and where necessary take action, e.g. plan lessons on an area that pupils fared badly with.</li> </ul>
<b>Pupil Progress</b>	<ul style="list-style-type: none"> <li>- Monitor the progress of all pupils within the year group.</li> <li>- Monitor the progress of the most vulnerable groups, PP &amp; SEND. Address underperformance.</li> <li>- Where possible compare to national benchmarks.</li> <li>- Ensure early identification of children who have slipped back from their start points, identify need and put provision in place to allow them to catch up.</li> <li>- Look at provision for children working below age related expectations to ensure they are making sufficient progress to enable them to hit ARE.</li> <li>- Lead team to ensure children are making progress from their start points e.g. in Y2 chn who did not get reading ELG at R, did they get phonics screen in 1? Are they on track to hit Are at the end of Yr2? What intervention has been put in place/ Is it working/ Alternative provision? Etc.</li> <li>- Set challenging targets with the year team for the cohort, revisit these regularly amending provision as required to achieve them.</li> </ul>
<b>Interventions</b>	<ul style="list-style-type: none"> <li>- Any 'intervention' must add value. Monitor and assess impact of interventions through a combination of clear baseline and exit assessments and children's independent work; discontinue any interventions which do not show this impact.</li> <li>- Where TAs are taking 'mop-up' interventions in the afternoons based on children's learning in core lessons during the mornings, pupil work in their books should demonstrate the effectiveness of this additional support. Monitor and evaluate the effectiveness of these sessions, review provision.</li> <li>- Monitor the progress and attainment of children eligible for Pupil Premium, ensure all teachers have identified their primary barrier to learning and put provision in place to overcome them.</li> <li>- Similarly for children on the SEND register, monitor progress, identify barriers and put provision in place to overcome them.</li> <li>- Children who are SEND and eligible for the Pupil Premium are double funded. They must receive support for their primary need, carefully monitor and evaluate the impact. Make adjustments to provision to ensure they are closing the gap and making accelerated progress.</li> <li>- Ensure intervention records are accurately completed by class teachers and TAs and that intervention records show clearly what has been delivered, the pupil's work, the impact of the intervention and next steps for the child.</li> </ul>
<b>Coaching</b>	<ul style="list-style-type: none"> <li>- Develop professional, supportive relationships with colleagues in the year team.</li> <li>- Encourage professional dialogue and make sure PPA sessions enable colleagues to air concerns or share ideas with the team.</li> <li>- Provide positive feedback as often as possible where colleagues have demonstrated good practice or enabled pupils to make good progress.</li> <li>- Guide colleagues to reflect on areas that require improvement, give explicit advice where it is needed to enable them to make the necessary improvements.</li> <li>- Signpost year team members to other colleagues who have strengths in areas that they may be lacking in and encourage peer observations/drop-ins as appropriate.</li> </ul>
<b>Behaviour</b>	<ul style="list-style-type: none"> <li>- Support adults in the year team with behaviour management and be the first point of call for any behaviour issues that occur within your year group.</li> <li>- Ensure all staff are dealing with behaviour equitably, in-line with agreed school procedures. Similarly, encourage consistency of rewards to ensure all children are treated fairly.</li> <li>- Liaise with parents who have concerns about behaviour and report back to them regarding any incidents.</li> <li>- Work with the Behaviour Coordinator to improve behaviour within your year group.</li> </ul>

<b>Performance Management</b>	<ul style="list-style-type: none"> <li>- Performance manage teams of staff, within your year group, including teachers and TAs, (unless otherwise specified by the head teacher).</li> <li>- Adhere to the guidance given during Year Leader Performance management training at all times.</li> <li>- Ensure you are fully aware of School Development Plan, with detailed knowledge of those areas that refer specifically to your cohort of children.</li> <li>- Hold review meetings where: <ul style="list-style-type: none"> <li>* an assessment can be made against the Teachers' Standards that the reviewee is continuing to meet the standards.</li> <li>* an overall assessment of performance is carried out, with the reviewee given the opportunity to share their views and evidence against targets.</li> <li>* a written recommendation on pay progression (as appropriate) is made.</li> </ul> </li> <li>Hold new cycle meetings where: <ul style="list-style-type: none"> <li>* Appropriate and challenging teaching and learning targets for performance management of teachers and teaching assistants, are agreed and set.</li> </ul> </li> <li>- Regular professional dialogue is undertaken with ongoing support and/or training provided as necessary for team members.</li> </ul>
<b>Environment</b>	<ul style="list-style-type: none"> <li>- Ensure year group environment and classrooms are safe, tidy and well maintained.</li> <li>- Monitor the independence of the children e.g. are they accessing working walls, scaffolds and resources to support their learning? Do they know where to go for help or advice in the classroom?</li> <li>- Ensure worked models are appropriate.</li> <li>- Make sure pupils, teachers and TAs have the resources they need to be successful.</li> <li>- Ensure teachers have 'classroom essentials' (<i>App 4 T&amp;L Policy</i>), especially teachers new to the team.</li> </ul>
<b>Management</b>	<ul style="list-style-type: none"> <li>- Ensure 'housekeeping' is completed in accordance with school expectations, e.g. curriculum leaflets, assessments completed within agreed deadlines, trips planned, information from meetings disseminated, etc.</li> <li>- Be the first point of contact for behaviour concerns of children in the year team. - Deal with parental concerns where the class teacher has already been spoken to and the concern remains.</li> </ul>