**JOB DESCRIPTION**

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| **TITLE:** | Year Team Achievement Manager |
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| **SCHOOL:** | Beech Hill Primary School |
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| **RESPONSIBLE TO:** | Assistant Headteacher |
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|  |  |
| **GRADE:** | TLR2a |

**PURPOSE OF POST:**

This post is part of the leadership team. In addition to those professional responsibilities which are common to all class teachers in the school as set out in 2015 School’s Teachers Pay and Conditions document, the post holder’s key accountability will be for raising standards of achievement, across the curriculum, including teaching, learning and attainment for the year group. Year Team Achievement Managers may be required to rotate their roles to ensure breadth of professional development.

The post holder will actively participate in whole school self-evaluation and development and make a significant contribution to the strategic development and direction of the school.

The school is committed to safeguarding and promoting the welfare of children and expects all staff to share this commitment.

**ORGANISATION CHART:**

**DEPUTY HEADTEACHER**

**HEADTEACHER**

CTs NS

YR1

CTs YR

YR1

CTs Y1

YR1

CTs Y2

YR1

YTAM

NS

YTAM

Y2

YTAM

Y1

YTAM

YR

Assistant Headteacher

(NS/FS & KS1)

CTs Y3

YR1

CTs Y4

YR1

CTs Y5

YR1

CTs Y6

YR1

YTAM

Y3

YTAM

Y6

YTAM

Y5

YTAM

Y4

Assistant Headteacher

(KS2)

**PRINCIPAL RESPONSIBILITIES:**

The teacher will undertake all duties required of a qualified teacher identified in the School Teachers’ Pay and Conditions Document and will undertake class teaching in a designated year group. Teaching and Learning Responsibilities will be:

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| 1. | Making a direct impact on educational progress beyond their assigned pupils by:   * Ensuring that appropriate planning, assessment, analysis and evaluation takes place for the year group, across the whole curriculum and that results and other performance data are used to inform whole school, year group, class, set and individual targets * Leading and coaching staff in regular and rigorous reviews of progress against targets. Identifying and implementing change as necessary, ensuring high levels of progress and attainment which meets the needs and potential of all individuals and identified groups * Contribute to school self-evaluation * Liaise with external support agencies (where necessary) * Liaise with other Year Team Achievement Managers to ensure curriculum continuity and progression * Liaise with other colleagues responsible for subjects in order to inform whole school planning ensuring that planning supports the aims and objectives of the school and meets the needs of all individuals and identified groups * Ensure the effective deployment of staff and resources within each year group, informed by pupil progress data and in liaison with the SLT * Managing their team in the nurturing and wellbeing of pupils’ needs * Feeding standards, progress and impact to the SLT on a regular basis. |
| 2. | Leading, developing and enhancing the teaching practice of others in the year team by:   * Conducting regular learning walks and feeding back actions/outcomes * When requested, monitoring the quality of teaching and learning and feeding back to teachers/key support staff in conjunction with the SLT * Monitoring the quality of teaching and learning and sharing judgements with teachers and key support staff as appropriate * Fulfilling the mentor role for newly qualified teachers assigned to the year group * Identifying key professional development needs as per the Teaching Standards Document and share with the SLT * Where required providing high quality coaching and mentoring * Maintain a positive ethos and working relationships between colleagues. |
| 3. | Being accountable for leading, managing and developing whole school policy and practice in the identified year team and throughout the school by:   * Contributing to the development, monitoring and assessment of policy, curriculum planning, assessment and teaching strategies by consulting with appropriate colleagues and reporting strategies to the Senior Leadership team and the Governing Body, and disseminating developments across the school * Contributing to the school self-evaluation process, identifying areas for development for inclusion within the School Improvement Plan * Playing a full part in the life of the school community, supporting the ethos of the school and encouraging staff, parents and pupils to do likewise. Leading on the management of the year group routine and pastoral care to help promote spiritual, moral social and cultural development and good behaviour through effective management and leadership. * Where the post holder has responsibility for leading a specific school improvement project, initiated through the School Improvement Plan or from local or national initiatives, there will be line management responsibility either through the Deputy Headteacher or the appropriate Assistant Headteacher. The same will apply where the post holder has a responsibility for a curricular area. |
| 4. | * Ensuring personal professional development, being up-to-date in national and local developments, contributing to school networks and clusters and keeping others informed. |
| 5. | * Contribute to the school’s performance management process as directed by the SLT. |

**DIMENSIONS:**

**Supervisory Management**

The post holder will be professionally accountable for the work of the following colleagues:

* Year team class teachers
* HLTAs
* Teaching Assistants

The post holder will be responsible for:

* The induction of new staff in the year team
* Managing effective transitions and practise within the year team

**DBS**

Because of the nature of this job, it will be necessary for an Enhanced criminal record Disclosure to be undertaken. Therefore, it is essential in making your application you disclose whether you have any pending charges, convictions, bind-overs or cautions and, if so, for which offences. This post will be exempt from the provisions of Section 4 (2) of the Rehabilitation of Offenders 1974 (Exemptions) (Amendments) Order 1986. Therefore, applicants are not entitled to withhold information about convictions which for other purposes are ‘spent’ under the provision of the Act, and, in the event of the employment being taken up, any failure to disclose such convictions will result in dismissal or disciplinary action by the school. The fact that a pending charge, conviction, bind-over or caution has been recorded against you will not necessarily debar you from consideration for this appointment.

Disclosures are handled in accordance with the DBS Code of Practice which can be accessed from the Children and Learning Department, HR Division, or on [www.disclosure.gov.uk](http://www.disclosure.gov.uk).

**Person Specification**

This acts as selection criteria and gives an outline of the types of person and the characteristics required to do the job.

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Essential (E):- without which candidate would be rejected

Desirable (D):- useful for choosing between two good candidates.

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| **Please make sure, when completing your application form, you give clear examples**  **of how you meet the essential and desirable criteria** | | | | |
| **Attributes** | **Essential** | **How Measured** | **Desirable** | **How Measured** |
| **Experience** | Demonstrable impact on school improvement.  Demonstrable experience of using performance management and performance data to inform target setting, planning and policy | 1,2  1,2,5 | Working with children with English as an Additional Language.  Line management of others | 1,2  1,2 |
| **Skills/Abilities** | Able to communicate with a variety of stakeholders (e.g. governors, colleagues, parents, the community, external agencies)  Able to use data to inform pupil progress and determine appropriate intervention  Able to lead, coach, train and mentor others, persuading and influencing those resistant to the management of change  Able to use IT to support both the curriculum and work organisation  Able to work as part of, and contribute to, a whole-school, multi-disciplinary team  Able to monitor and evaluate teaching, learning and school policy  Able to identify the necessary resources which ensure high quality teaching and learning  Able to assess the needs of individuals to inform the targeting of intervention  Able to deliver consistently high quality lessons, evaluate the impact of these and develop future planning accordingly | 1,2  1,2  1,2  1,2  1,2  1,2,5  1,2  5  1,2 | Whole school self-evaluation  Ability to lead on a whole school project or initiative | 1,2  1,2 |
| **Equality Issues** | Demonstrable commitment to inclusive teaching and learning  Awareness of the effects of discrimination on pupils, parents, colleagues and policy | 2,5  1,2 |  |  |
| **Specialist Knowledge** | Strong understanding of the National Curriculum | 1,2,5 |  |  |
| **Education and Training** | Qualified Teacher Status  Evidence of ongoing CPD | 4  1.2 |  |  |
| **Other Requirements** | Applicants for these public-facing posts will need to demonstrate the ability to converse, and provide effective help or advice, fluently in spoken English | 1,2 |  |  |

**(1 = Application Form 2 = Interview 3 = Test 4 = Proof of Qualification**

**5 = Practical Exercise)**

We will consider any reasonable adjustments under the terms of the Disability Discrimination Act (1995), to enable an applicant with a disability (as defined under the Act) to meet the requirements of the post.

The post holder will ensure that school policies are reflected in all aspects of his/her work, in particular those relating to:

1. Equal Opportunities
2. Health and Safety
3. Data Protection Act (1984 & 1998)
4. Code of Conduct