 George Mitchell School

Learning Leader (Head of Year)

Job Title: Learning Leader (Head of Year)

Reporting to: Assistant Headteacher Pastoral

Grade: UPS/MPS + TLR2c

Contract: Permanent

Applications from teachers of Geography or Science desirable.

**Job Purpose:**

* To be part of the George Mitchell Staff team in delivering an inclusive education that promotes excellence of opportunities and outcomes for students
* To be a role model for George Mitchell students
* To enhance the experiences of students, parents and staff at George Mitchell School

**Strategic Leadership**

* To support the Senior Leadership Group in the management of the school site throughout the day
* As part of a unified pastoral ream, support other Learning Leaders by having a high profile around the school site
* To support the raising of standards of student attainment and achievement across the curriculum and to monitor and support student progress as necessary
* To be a positive and inspirational role model to the year group
* To promote a positive and purposeful ethos in which successful learning may take place
* To ensure the provision of an appropriate tutorial programme to embrace citizenship, personal and social development and reading for literacy
* To deliver assemblies as appropriate
* To develop the year group according to the particular needs and priorities of the age group

**Operational Role**

* To be accountable for leading, managing, supporting and developing form tutors
* To hold regular year meetings, ensuring a strategic as well as a management focus
* To ensure that all members of the year team are familiar with its aims and objectives
* To ensure effective communication/consultation as appropriate with parents vis-à-vis all factors likely to have impact on the academic performance of the student: attendance, punctuality, behaviour, pastoral issues
* To liaise with outside agencies, including Education Psychologist and EWO, as necessary
* To organise Parents Evenings
* To be accountable for the attendance, punctuality, uniform and general, out-of-lesson behaviour of students within the year group
* To represent the year team’s views and interests at Learning Leadership Group Meetings

**Quality and Standards**

* To support the development of student tracking in the school as a school-improvement/raising attainment strategy
* To analyse the year group’s attainment data in relation to baseline data
* To identify potential underachievers in the year group, assist in the mentoring of these students, set targets, track progress with meeting these targets, liaise as necessary with subject teachers and parents
* To observe identified students in lessons; to give feed-back and make recommendations to students, staff and parents as appropriate, ensuring sharing of good practice
* To keep up to date with national, local and school developments in the area of student data analysis and interpretation

**Staffing, Resources and Accommodation**

* To be responsible for the day-to-day management of form tutors and act as a positive role model
* To induct new form tutors as appropriate
* To ensure that staff development needs are identified and that appropriate programmes are designed to meet such needs
* To continue own professional development
* To make appropriate arrangements for the content of form tutor time when form tutors are absent
* To promote teamwork and to motivate staff to ensure effective working relations and high standards in all areas of school life

**General duties as a class teacher**

Under the reasonable direction of the Headteacher, carry out the professional duties of a school teacher as set out in the Teacher’s Standards:

* Actively promote equality of opportunity within an inclusive, diverse, multicultural classroom
* Maintain an attractive, dynamic and emotionally safe environment
* Work to inspire in all children and young people a desire for success and a passion for learning
* Deliver fully differentiated lessons to meet the needs of all groups of learners
* Use a range of teaching styles appropriate to a wide range of learning style preferences
* Use data and information about students to support planning and differentiation to meet the needs of students
* Manage behaviour with restraint, consistency and fairness to ensure a safe, ordered atmosphere for all
* Effect regular and efficient assessment, using data to set, pursue and track challenging learner targets, and to inform teaching
* Use written feedback as a tool to move students on, following and implementing school policy
* Contribute to the creation, evaluation and development of schemes of work
* Show a willingness to be involved in the extra-curricular life of the school
* Foster and maintain an efficient and productive relationship between home and school

Date of issue: June 2023