Heathfield Schools' Partnership

JOB DESCRIPTION YEAR GROUP LEADER

This job description is to be performed in accordance with the school teachers' pay and conditions document and in conjunction with the school's CLASS TEACHER description below.

YGL Responsibilities:

- To actively promote the school's ethos and vision through the demonstration of consistently high standards and leadership behaviours.
- To lead, manage and work collaboratively with staff, pupils and other adults to ensure that there is consistently high quality teaching and learning across all classes in the year group.
- To be accountable for standards in all subjects across the year group, collate and analyse data (in literacy and maths) and produce progress reports for the Federated Senior Strategy Team and governors.
- To promote the school's key message of pupil progress and ensure that on-going individual and year group evaluation is sharply focused on ensuring that pupils make good progress.
- To monitor the work of the year group through observations, "pop ins", moderation and work sampling.
- To act as the Reviewer in the Performance Management process for class teachers in the year group.
- To share responsibility for the day to day running of the school with the school's senior leaders.
- To be aware of current educational developments and to assess their implications for the school.
- To take an active role in the development of the curriculum and lead a subject area as agreed with the Senior Strategy Team.

Class Teacher Responsibilities:

1. **Set high expectations which inspire, motivate and challenge pupils**
    - maintain high expectations in all aspects of work and challenge and stretch pupils of all backgrounds and needs.
    - establish a safe, stimulating and well-organised learning environment which demonstrates care and respect.
    - ensure pupils' books and teachers' marking is consistent with the school's expectations.
2. **Promote good progress and outcomes by pupils**

- be accountable for pupils' attainment, progress and outcomes, as measured in termly progress data.
- know pupils' capabilities and their prior knowledge to plan teaching that builds on these.
- make pupils aware of their progress and the next steps in their learning.

3. **Demonstrate good subject and curriculum knowledge**

    - have a secure knowledge of the different areas of the primary curriculum, be able to foster and maintain pupils' interest and address misunderstandings.

4. **Plan and teach well-structured lessons and adapt teaching to respond to the strengths and needs of all pupils**

    - plan sequences of lessons that are clear and easily accessible to other teachers in the year group.
    - consistently meet the school's expectations of a good lesson
    - have a clear understanding of the needs of all pupils, including those with special educational needs; those of high ability; those with English as an additional language; those with disabilities; and be able to use and evaluate distinctive teaching approaches to engage and support them.

5. **Make accurate and productive use of assessment**
    - make use of formative and summative assessment to secure pupils' progress
    - use on-going assessment for learning within a lesson to maximise learning

6. **Manage behaviour effectively to ensure a good and safe learning environment**

    - have clear rules and routines for behaviour in classrooms, and take responsibility for promoting good and courteous behaviour both in classrooms and around the school, in accordance with the school's behaviour policy

7. **Fulfil wider professional responsibilities**

    - make a consistently positive contribution to the wider life and ethos of the school
    - deploy support staff effectively
    - take responsibility for improving teaching through appropriate professional development, responding to advice and feedback from colleagues
    - communicate effectively with parents with regard to pupils' achievements and well-being.

8. **Leadership behaviours**

    - consistently demonstrate a positive and optimistic approach.
    - complete tasks set within the given time frame.
    - model a problem solving approach to quickly resolve difficulties.
    - maintain good relationships with all members of the school community, based on mutual respect.