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**Job Title:** **Year Coordinator**

**Responsible to**: AHT Behaviour and Safety

**Grade:** Grade G

**Hours:** 37 hours per week, term time only + 6 days

**Overall purpose**: To provide professional leadership of cohorts of students and tutors in order to secure a positive ethos of learning and achievement

**Principle**

**Responsibilities** To lead in the promotion, development and maintenance of effective and supportive mentoring relationships with pupils in support of other school teaching and learning professionals and external agencies.

**Key Stage Responsibilities**

* To work with all staff to promote a positive ethos and learning culture which reflects the vision of achieving, sustaining and sharing excellence;
* To develop a distinctive vision for each year group in partnership with the SLT link and form tutors;
* To establish and develop effective 1:1 mentoring and other supportive relationships with children and young people;
* To work closely with the AHT, SLT, Attendance Officer, form tutors and outside agencies in developing strategies to encourage full and regular pupil attendance;
* To support teachers with homework and respond promptly when non-compliance/non completion of homework is identified by subject teachers;
* To take joint responsibility for the overall standard of uniform with the form tutors and SLT;
* To promote and develop the effective use of the school rewards and house systems;
* To promote an effective exchange of relevant information concerning pupil’s behaviour between staff using the school behaviour procedures;
* To establish a working relationship with form tutors in order to promote positive behaviour and general wellbeing of pupils;
* To act as a point of referral for staff and pupils, and to liaise with parents/carers and external agencies to ensure that relevant information is distributed to appropriate staff and that it is acted upon;
* To organise and attend school-initiated Child Action meetings;
* To attend Child Protection conferences/reviews and to collect relevant information, prepare written reports prior to attendance and share finding with other relevant professionals – feedback to AHT;
* To act as safeguarding lead, have an understanding of thresholds and manage cases with reference to the Framework for Action and refer families to Children’s services who are deemed to be at threshold;
* To liaise with staff on a “need to know” basis concerning Child Protection issues, ensuring an ethos of confidentiality re Child Protection
* Attend police strategy meetings;
* To complete programmes of support, including Early Help forms and, discuss with parents, make relevant referrals and review when appropriate to ensure deadline are met;
* To prepare reports and attend relevant meetings and feedback to the relevant SLT;
* To be contacted when students are problematic in class, pick student up and either reintegrate back into lessons, ‘park’ or remove for mediation;
* To contact families/carers of students in need of extra support and make independent home visits by car when necessary;
* To take a lead and help set the agenda in regular year team meetings as required on direction from AHT Behaviour and Safety;
* To work closely with SLT and to liaise with departmental and pastoral colleagues to ensure that the needs of targeted vulnerable students are met;
* To organise parents’ evenings and other year specific events;
* To patrol the school during the day;
* To collaborate with the SLT link in the leadership and development of each year group to ensure an effective and coherent approach by all form tutors;
* To support the AHT Behaviour and Safety / SLT Year Link with specific tasks linked to the individual year groups;
* To use weekly attendance, punctuality and behaviour reports to improve standards by addressing the issues with form tutors and students;
* To allow views of the year team to be heard to ensure standards continue to improve by representing Year Coordinators at relevant meetings.

**Pupil Support**

* To develop a sound understanding of the school curriculum and pastoral care provision;
* To develop strategies to assist in the identification of early signs of disengagement and contribute to specific interventions to encourage re-engagement with the curriculum and school life and identify pupils who would benefit from the support of a Learning Mentor or other outside agencies;
* To promote and develop the self-esteem and confidence of pupils with regard to learning and academic achievement and where relevant to play a part in the counselling process;
* To support pupils who are educationally underachieving and develop strategies and systems to support educational development;
* To oversee the monitoring of the progress of individuals. To formulate and regularly review plans for students with challenging behaviour;
* To monitor the full range of support services within and outside the school and recommend the possible role with pupil groups and cases;
* To assist the relevant staff in the monitoring of identified individual pupils and to contribute to the Pastoral Review Meetings;
* To assist pupils in making the transition between Key Stages and Year Groups;
* Have knowledge, emotional intelligence, analytical skills and authority to work holistically;
* To devise and implement specific programmes of support for individual pupils or small groups of pupils via in-class support or by withdrawal;
* To undertake visits to pupils on work experience and extended work placement and/or vocational courses;
* To support in the re-integration of pupils following fixed term exclusion and other prolonged absences;
* To assist in the development and implementation of programmes designed to promote and develop pupil independence, social and interpersonal skills and ensure progress in these skills is monitored, recorded and evaluated;
* To investigate pupil losses, offences and vandalism in the key stage;
* To record pupil statements and take action to support pupils (e.g. bullying/physical contact etc.) and take the appropriate action e.g., take a detention;
* To provide and supervise extra-curricular activities as required.

**Support for the School**

* To promote the ethos of the school and promote the school within the community;
* To take part in examination invigilation as required;
* To undertake lunchtime duties;
* To be involved with community learning projects with partner schools;
* To complete all administrative tasks within the key stage as follows:
  + To ensure the distribution of rewards to pupils and inform relevant Senior Staff and Form Tutors of positive pupil achievements;
  + Filing pupil records as required;
  + Attending, taking and distributing minutes of meetings;
  + Co-ordinating the distribution of relevant work of absent/excluded pupils;
  + To prepare information for parental interviews by accessing data and relevant information from the school’s various ICT systems;
* To actively promote the respect of customs, practices and reasonable ambitions of other people that may differ from one’s own;
* To comply with any health and safety legislation and to be accountable for ensuring all school health and safety policies and associated guidance are applied and to take responsibility for one’s own health and safely;
* To operate within agreed legal, ethical and professional boundaries when working with young people. This includes confidentiality policies.

***Review Arrangements***

*The details contained in this job description reflect the content of the job at the date it was prepared. It should be remembered, however, that it is inevitable that over time the nature of the individual jobs will change, existing duties may no longer be required and other duties may be gained without changing the general nature of the duties or the level of responsibility entailed. Consequently, Sharples School will expect to revise the job description from time to time and will consult with the post holder at the appropriate time.*

Prepared/revised by: **Ms A Webster, Headteacher** Date: **July 2024**

Signature: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Postholder Date: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**PERSON SPECIFICATION**

Post title: **Year Co-ordinator**

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| **MINIMUM ESSENTIAL REQUIREMENTS** | | **METHOD OF ASSESSMENT** |
| **EDUCATION/QUALIFICATIONS/TRAINING** | | |
| 1. | Equivalent Level 3 qualification | Application form | |
| 2. | Training linked to working with youngsters within age range |
| 3. | Active CPD |
| **EXPERIENCE/SKILLS/COMPETENCIES** | | | |
| 4. | Worked with youngsters across ability, gender and age range | Application/Interview/Task | |
| 5. | Implementation tactics to overcome underachievement/stretch high achievers |
| 6. | Understands the potential of ICT and uses various packages to support work |
| 7. | Sustained record of successful outcomes |
| 8. | Demonstrates commitment to pastoral duties |
| 9. | Ability to monitor and evaluate performance |
| 10. | Participates in extra-curricular activities |
| 11. | Supporting youngsters to break down barriers to learning |
| 12. | High motivational skills and excellent team player |
| 13. | Shares ideas and resources with colleagues |
| 14. | Good organiser and administrator |
| 15. | Contributes to a stimulating working environment |
| 16. | Mentor students |
| 17. | Ability to innovate and think creatively |
| 18. | Reliable, high-level attendee/timekeeper |
| 19. | Works effectively with team to develop action |
| 20. | Patient in bringing others to understanding |
| 21. | Sensitive and approachable but sets high expectations of behaviour and work rate |
| 22. | Very good organisational skills |
| 23. | Good communicator - written and oral |
| **IMPACT & IMPRESSION** | | | |
| 24. | Presence; projects self well on first impression | Interview | |
| 25. | Speaks confidently |
| 26. | Behaves effectively and professionally under pressure |
| 27. | Appearance is smart, clean, maintained |
| 28. | Accessible/approachable |
| 29. | Flexible and resilient |
| **DESIRABLE REQUIRMENTS** | | | |
| **SKILLS/QUALIFICATIONS/TRAINING** | | | |
| 30. | First Aider/willing to undertake first aid within a team. | Application/Interview | |
| 31 | Ability to drive minibus. |
| 32 | DSL Qualification (or willingness to undertake training) |  | |
| **EXPERIENCE/SKILLS/COMPETENCIES** | | | |
| 33. | Willingness to take on further duties/responsibilities/extra-curricular activities | Application/Interview | |