

Year Group Leader

James Elliman Academy

Job Description

Reporting to	Deputy Principal or Vice Principal; Principal
Grade	MPS – UPS

Job Purpose

The education and welfare of a designated class of pupils, in accordance with the requirement of Conditions of Employment of School Teachers, having due regard to the requirements of the:

- National Standards for Qualified Teachers;
- National curriculum;
- Schools aims, objectives, key priorities, core values and schemes of work;
- Policies of the Governing body.

To share in the corporate responsibility for the wellbeing and discipline of all pupils.

Key Accountabilities

The following list is not intended to be exhaustive but indicates the range of duties and the level of responsibility involved.

Main Duties and Responsibilities

- To organise, manage and develop a resource based teaching/learning environment that provides opportunities for independent learning and the development of autonomy for all pupils in the group.
- To foster the growth of the whole child, spiritually, intellectually, socially, emotionally and physically.
- To set high standards of achievement and demonstrate excellent results and outcomes.
- To ensure that accurate, regular assessment (in accordance with school policy) is carried out and that assessments inform future planning.
- To be aware of the individual needs of the pupils and to match activities and situations to meet these needs.
- To work as a member of the staff team in ensuring the delivery of whole-school policies and keep abreast of current developments and good practice in Primary Education.
- To support the ethos of the school and to contribute to the general well being of all the members of the community: pupils, parents, colleagues, governors and all other involved.
- As a leader in our community, to set appropriate standards of dress, language and behaviour.
- Nursery leader to administer home visits.
- To respond to such reasonable requires as are made by the Principal of the school.

Professional Knowledge

- Secure knowledge of the curriculum (National/EYFS) and effective assessment practices.
- Challenges pupil thinking, learning attitudes, understanding and independence.
- Plans effectively according to school's policy.
- Uses appropriate methods and strategies.

- Manages pupils' behaviour effectively – according to school policy and procedure.
- Uses assessment according to the school's policy and procedure to inform teaching.

Professional Ability

- Sound understanding of children and how they learn.
- Reflects and researches own practice to support professional and personal development.
- Is a learner and therefore keeps up to date.

Interpersonal Skills

- Is flexible and adaptable;
- Has good time management;
- Is a good listener;
- Has the ability to empathise;
- Can work well in a team;
- Is well organised and can organise others;
- Is creative, enthusiastic, dynamic, sensitive and motivates;
- Has the ability to take risks in order to challenge pupils;
- Develops and maintains good professional relationships with colleagues, parents and external agents;
- Maintains confidentiality.

We expect the following qualities of teaching from our teachers:

They should:

- Be able to play a positive role in the decision-making process in the school e.g. Discussions of aims, philosophy, curriculum maps, policy statements, schemes of work.
- Have a secure knowledge and understanding of the subjects they teach.
- Set high expectations so as to challenge pupils and deepen their knowledge and understanding
- Plan effectively to meet the needs of all pupils.
- Employ methods and organisational strategies which match curricular objectives and the needs of all pupils.
- Use time and resources effectively.
- They should manage pupils well and achieve high standards of behaviour.
- Assess pupils' work thoroughly and constructively, and use assessments to inform learning and teaching.
- Communicate effectively.

Leadership responsibilities

To have leadership responsibility - in accordance with the National Standards for Subject Leaders and whole school policies and to lead aspects of the Academy Development Plan

- To lead a year group or nursery in raising standards and improving aspects of learning and teaching.
- To ensure that the statutory frameworks are fully implemented and that all welfare requirements are met.
- To lead the implementation of school policies and plans.
- To attend year group leadership meetings and disseminate outcomes to year group colleagues.
- To model policy into practice.
- To work within agreed terms of reference for Year Group Leaders.

- To attend courses and keep informed of current developments and to disseminate to staff.
- To play a full part in the implementation of the Academy Development Plan.
- To support staff in achieving targets from the Academy Development Plan.
- To report on progress to the line manager.
- To act as a role model for other staff.
- To lead planning and demonstrate exemplary practice.
- To contribute to evaluations of whole-school ethos and quality of relationships.
- To lead year group colleagues as required by the ADP and school priorities.
- To performance manage support staff or act as a mentor for students as required.

This job description may be amended at any time after discussion with you.

General

- Maintain confidentiality in and outside the workplace;
- Support the implementation of academy policies;
- Promote the inclusion and acceptance of all pupils;
- Be aware of and understand safeguarding protocol and procedures and the importance of taking appropriate action;
- Attend and participate in meetings and training opportunities;
- Carry out any other reasonable tasks/duties as required by The Trust in accordance with the needs of The Trust.

This job description may be reviewed at the end of the academic year or earlier if necessary. In addition it may be amended at any time after consultation.

Confidentiality

During the course of your employment you may see, hear or have access to, information on matters of a confidential nature relating to the work of The Park Federation Academy Trust or to the health and personal affairs of pupils and staff. Under no circumstances should such information be divulged or passed on to any unauthorised person or organisation.

Data Protection

During the course of your employment you will have access to data and personal information that must be processed in accordance with the terms and conditions of the Data Protection Act 2018.

Safeguarding

In accordance with the commitment of The Park Federation Academy Trust to follow and adhere to the Department for Education guidance entitled "Keeping Children Safe in Education", it is the individual's responsibility to promote and safeguard the welfare of children and young people in the Academy. A satisfactory DBS check is required for this post.

Person Specification

Criteria	Essential	Desirable
Experience & Qualifications	<ul style="list-style-type: none"> • Qualified teacher status • A degree or equivalent • Teaching is consistently good or outstanding • Raised the achievement of a significant group of pupils across the ability range • Successfully promoted high standards of behaviour and a positive ethos within a school • Developing and delivering staff development programmes 	<ul style="list-style-type: none"> • Evidence of significant professional development that is relevant to a position of senior management • At least three years' successful teaching in the primary school age range • Responsibility for whole-school leadership or equivalent, providing strategic and practical oversight
Skills & Knowledge	<ul style="list-style-type: none"> • Understanding of effective teaching and learning • Secured effective teaching and learning • A commitment to effective teaching and learning and raising achievement for children through a broad, balanced and stimulating curriculum • Personal flexibility; preparedness to adapt and find creative solutions • Ability to lead others and create positive, inclusive team spirit • High standard of communication skills, oral and written, for a range of audiences • Personal 'presence'; warmth, sense of humour, maturity, approachability • Commitment to upholding and promoting the ethos and values of the school • Commitment always to act with integrity, honesty, loyalty and fairness to safeguard the assets, financial integrity and reputation of the school • A commitment to providing equal opportunities in both the curriculum and pastoral care • Valued the needs of individual children and the diversity of their cultural backgrounds, providing equal opportunities in access to learning 	<ul style="list-style-type: none"> • Shared significantly in accountability to parents, pupils or staff for the effectiveness and efficiency of an aspect of the school
Personal Qualities	<ul style="list-style-type: none"> • Warmth and enthusiasm • An ambitious approach to promoting children's learning • A desire to learn and participate in appropriate training 	

	<ul style="list-style-type: none"> • Ability to listen • Good communication skills • Positive attitude to equal opportunities • Good organisational skills • Initiative and flexibility 	
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