



JOB DESCRIPTION **YEAR TEAM LEADER TLR2B**

This job description may be amended at any time following discussion between Principal and member of staff, and will be reviewed annually.

Core Job Purpose

- To carry out the duties of a class teacher as set out in the School Teachers' Pay and Conditions document September 2012
- To work as a collaborative participant of the year team leaders middle management team, impacting on progress of all groups of learners
- As the Year Team Leader, share in and support the leadership of the school
- To help lead the school in the policies and practices of continuous school improvement and staff development in relation to your year group
- To constantly seek strategies which will bring about improvement in your year group
- To uphold and promote the vision and values of the school and academy trust

Key Areas of Responsibility

Strategic direction and development

- To help to formulate the aims and objectives of your year team and action plans for their implementation (these will link directly back to the School's Development Plan and School Policies)
- To keep up to date with current issues in teaching and learning and in school improvement in EYFS/KS1/KS2 and to share this with staff
- To work in partnership with the Principal, Senior Vice Principal and members of the Senior Leadership Team in the cycle of planning, implementation, review and evaluation of the School Development Plan
- To take the lead in your year team and in collaborative partnership with other year team leaders and SLT in the implementation of the school's curriculum intent, measuring for impact and ensuring consistency across the team
- To monitor and evaluate the impact of the policies, practices, targets and priorities in the year group, identifying developments needed and working with the Principal, Senior Vice Principal and Senior Leadership Team to achieve them

Teaching and Learning

- To be an excellent role model for all staff as a middle leader
- To lead a team of staff within one year group
- To have responsibility for teaching a class within the year group
- To teach pupils across the year group/phase if required



- To play a major role in the development of high quality teaching and learning in the year group including the monitoring of curriculum planning and delivery; giving feedback, advice and assisting and supporting colleagues to deliver high quality adaptive teaching in the classroom
- To lead the year team in the delivery of a creative and stimulating curriculum based on an enquiry led approach (Project Based Learning)
- To help to ensure that all the children in your year group are able to learn and achieve to the best of their ability
- To ensure that the requirements for adaptive teaching including arrangements for assessment for learning and moderation are met
- Monitor and Evaluate Quality First Teaching, Progress and Attainment Data to ensure that gaps in learning are highlighted; teaching and intervention is adapted to meet the needs of all pupils and assessment informs next step learning targets for all children across the year group
- To seek ways of sharing good practice with colleagues across the school and to ensure professional, collaborative, learning dialogue amongst school staff
- To ensure curricular policy development is focussed on continuous improvement.

Leadership and Management

- To share in and support the leadership of the school including bringing out the potential for leadership in others
- Be proactive as the Year Team Leader, meeting regularly with the Middle Leadership Team and Senior Leadership Team to discuss strategic actions of the school
- Be supportive in actively endorsing and implementing all agreed school policies.
- To work in partnership and fully support the Principal in the implementation of school policies and practices and in the development of the school
- To challenge and support others in developing professionally, both formally and informally
- To support the Principal in the performance management of staff in the year group
- To act as a mentor to staff where appropriate and to organise induction
- To ensure own continuing professional development including attending training opportunities and extended learning opportunities
- To organise the day to day running of the year group including the efficient management of school resources
- To line manage both teachers and teaching assistants/EYEs within the year team
- To organise and lead INSET and workshops for parents/guardians as appropriate
- To work with the Leadership Team to present an accurate and coherent account of the school's performance to a range of audiences, enabling them to play their part effectively
- To be able to stimulate children and colleagues by a positive, active and supportive attitude
- To organise opportunities for pupils in the year group eg inspirational hooks, trips and visits; development of inspirational and motivational learning environments and where appropriate to lead assemblies
- To liaise with colleagues in order to support the successful transition of all pupils from year group/phase.





Pastoral Care

- To help promote and safeguard the welfare of all children
- To promote self-discipline, high standards of behaviour for learning and positive attitudes to learning for all pupils
- To promote the school's approach as a "thinking school" using a range of tools to support learning and well-being

Communication and Community Links

- To fully support the life and work of the school
- To develop and maintain positive and effective professional relationships with colleagues, parents, the local community, Governors and TEFAT
- To provide information to the Governing Body and Trust to enable it to meet its responsibilities
- To ensure that parents and pupils are well informed about the year group's curriculum, attainment and progress and are able to understand and contribute to targets for improvement
- To regularly update the year group's pages on the school website, Twitter page and submit items for the trust's social media network
- Attend Trust and Local Authority Network Meetings and seek advice from other relevant training organisations

Other Responsibilities for Academic Year 22-23:

Signed: _____ Year Team Leader Date: _____

Signed: _____ Principal Date : _____



PERSON SPECIFICATION **YEAR TEAM LEADER TLR2B**

	ESSENTIAL	DESIRABLE
QUALIFICATIONS AND TRAINING		
Qualified Teacher Status.	X	
EXPERIENCE		
At least 4 years successful teaching experience in a Primary School.	X	
Middle Leadership experience and/or training (Eg NPQML)		X
PROFESSIONAL KNOWLEDGE AND UNDERSTANDING		
Understanding of outstanding practice in teaching and learning for cohort and phases (EYFS, KS1 or KS2)	X	
Thorough understanding and experience of teaching the progression of knowledge and skills in Mathematics and English	X	
Thorough understanding, knowledge and experience of the place of Speaking and Listening/Talk across the curriculum	X	
Thorough knowledge, understanding and experience of using the Talk for Writing approach		X
Thorough knowledge of the progression and expectation in Foundation subjects	X	
Thorough knowledge and understanding of difference approaches to the curriculum	X	
Understanding and experience of teaching an enquiry led curriculum		X
Understanding and experience of using adaptive teaching strategies to ensure access to learning for all pupils		X
Knowledge and Understanding of the place of “language” and vocabulary development across the curriculum	X	



Thorough knowledge of the place of thinking skills across the curriculum and their impact on pupil progress		X
Understanding of effective strategies for maintaining high standards of behaviour for learning within the classroom and in accordance with the school's policy	X	
A clear understanding of a range of assessments practices including marking, feedback and gaps in learning toolkits	X	
An understanding of the place of action research/practitioner led enquiry in whole school improvement and children's learning development		X
PROFESSIONAL SKILLS AND ABILITIES		
Evidence of excellent class teaching to provide a model of outstanding practice for others.	X	
Evidence of the ability to work as part of a team ensuring that all members, including Teaching Assistants, are deployed effectively.	X	
The ability to provide effective feedback to staff celebrating strengths and tackling areas for improvement	X	
The ability to plan and deliver high quality continuing professional development	X	
A proven track record of whole school development and participation in the leadership and management of the school.		X
A commitment to raising achievement through monitoring and evaluating and reporting effectively to the leadership team, governors and the trust.	X	
A strategic understanding of the analysis of a range of quantitative and qualitative data and its impact on learning and whole school improvement	X	
The ability to use the analysis of a range of data to plan effectively for all pupils and to address gaps in learning	X	
PERSONAL QUALITIES		
Excellent communication and interpersonal skills with both adults and children	X	



Flexibility, sensitivity and solution focused.	X	
Excellent record of personal attendance and punctuality.	X	
A self-starter with the resilience and ability to plan for and achieve designated targets	X	
Passionate to make a difference to all groups of learners	X	
Commitment to enquiry led and collaborative academic research	X	
EQUAL OPPORTUNITIES		
Knowledge of the significance of quality first teaching in the SEND code of practice.	X	
Knowledge and understanding of equality of opportunity issues and how they can be addressed in schools.	X	
Commitment to safeguarding and protecting the welfare of children.	X	
Understanding of how pupils with special needs may be supported and included within a primary classroom.	X	

Signed: _____ Year Team Leader Date: _____

Signed: _____ Principal Date : _____

