

**Bridge Junior School
Year Group Leader**

Job title:	Year Group Lead Teacher & Subject Leader
Whole school area of accountability:	Teaching and learning responsibility for the Year group team, class-based teacher. Leading and managing a key priority area across the school.
Grade:	Standard national scale in line with the current <i>School Teachers' Pay and Conditions</i> document plus the appropriate TLR2a payment
School: Responsible to:	The headteacher, members of senior leadership team (SLT) and the governing body

Main purpose of the job:

- Take specific responsibility and accountability for the day to day management and organisation of your TLR responsibility area
 - Lead a year group, core subject/school priority across the whole school linked to school improvement priorities
 - Be an excellent classroom practitioner
 - Have an impact on educational progress beyond your assigned pupils
 - Line manage and appraise identified staff
 - Assist in the smooth running of the school at all times
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Duties and responsibilities

In addition to carrying out the duties of a class teacher as outlined in the current *School Teachers' Pay and Conditions Document*, the post holder receives a TLR2 for Year Group Leadership.

You will be responsible to the Headteacher to provide professional leadership in the year group, which you lead. You will be expected to promote and support the progress of all children to achieve the highest possible standards. You will have impact on educational progress beyond the assigned pupils you teach.

NB; the post holder will be required to change year group, e.g. to meet the needs of the school, develop experience and ability of middle leaders across all age ranges and to support professional development.

Leadership and management

- Support and implement the vision and ethos of the school, demonstrating professional behaviour and attitudes at all times.
- Leading by example, creating and maintaining a positive ethos and being a positive role model for other members of staff in all matters relating to class organisation and display, teaching and learning and professional conduct.
- Establishing and implementing policies and practices, which ensure high achievement and effective teaching and learning.
- Ensure policies are translated into practice by the team and that you bring to the attention of SLT, any which may need revisions or amendments.
- Monitoring and evaluation of policies and practices within the year group, including teaching and learning.
- Contribute to, implement and evaluate the success of School Development Plan relevant to your TLR area.

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- Ensure that the work of the team/whole school (as relevant) is inclusive and issues are addressed in curriculum and/or pastoral management.
- Together with SLT, lead on the school self-evaluation process for your TLR area including lesson observations, monitoring of school standards and bringing about improvement.
- As appropriate, contribute to the writing of self-evaluation and policy documents.
- Manage effectively the transition of pupils to and from your year group and within it.
- Promote and demonstrate innovative cross-curricular approaches to teaching and learning.
- Be a proactive and effective member of the senior/middle leadership team sharing information with the Headteacher in a timely manner.
- Be an effective role model for your team in terms of teaching, behaviour and classroom management.
- Tackle poor and inappropriate behaviour with the class teacher following the school's behaviour policy and procedures.

Teaching and learning responsibility

- Lead a core subject/year group/school priority across the whole school.
- Have overall responsibility and accountability for your TLR area ensuring curriculum continuity, consistency, balance, match and progression.
- Lead regular meetings relevant to your TLR area with appropriate colleagues.
- Develop, demonstrate and/or promote teaching and learning activities appropriate to full age and ability range.
- Share concerns about individual/group T&L practice with the Headteacher.
- Support individuals/groups through mentoring and/or coaching to improve T&L practice and outcomes.

Monitoring and assessment

- Together with the senior leadership team (SLT) of the school, contribute to, monitor and review the impact of teaching and pupil progress through the analysis of data, ensuring the use of information for planning and target setting across your TLR area.
- Monitor standards including recorded work as relevant to your TLR area across the school including reviewing long and medium-term planning.

Manage resources

- Be responsible for the organisation, planning and evaluation of the school programmes as relevant to your TLR area of responsibility.
- Manage, monitor and accurately account for any budget for your area.
- Evaluate, organise and monitor the effective use of resources to enhance learning for all pupils.

Staff development

- Act as a reviewer with the arrangements for the appraisal of all identified staff.
- Take a lead role in identifying group and/or individual training needs and provide support for colleagues within your area of responsibility promoting a whole school approach.
- Act as a role model, mentor or consultant to colleagues as appropriate and encourage collaboration, co-operation and teamwork.
- Ensure you keep up to date with current developments in your TLR area and disseminate information as appropriate.
- Taking part in Professional Development activities, which support and develop the role in leadership and management.

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Other

- Assist in the smooth running of the school at all times.
- Carrying out any other duties to ensure the smooth running of the school which might reasonably be requested by the Headteacher.
- Show honesty, integrity and open communication.
- Demonstrate tolerance, understanding and respect for everyone.

Note

This job description is not your contract of employment, or any part of it. It has been prepared only for the purpose of school organisation and may change as your contract changes or as the organisation of the school is changed. Nothing will be changed without consultation. This document must not be altered once it has been signed but will be reviewed annually.

Safeguarding Statement

At Bridge Junior School, we are committed to providing a caring, friendly and safe environment for all of our pupils so they can learn in a relaxed and secure atmosphere. We believe every pupil should be able to participate in all school activities in an enjoyable and safe environment and be protected from harm. This is the responsibility of every adult employed by or invited to deliver services at Bridge Junior.

We recognise our responsibility to safeguard and promote the welfare of all our pupils by protecting them from physical, sexual or emotional abuse, neglect and bullying.

We also exercise this responsibility by educating our children so that they grow in their understanding of their rights and responsibilities to themselves and others, in safety consciousness, and, in their maturity and abilities to keep themselves and others safe.

We perceive this to be part of our role in promoting British values.

I have received, read and agree to the job description as Year Group Leader.

Employee

Signed

Print

Date

Head Teacher

Signed

Print

Date

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YEAR GROUP LEADER: PERSON SPECIFICATION

Attributes	Essential	How tested	Desirable	How tested
Qualifications/Training				
Education	Qualified teacher status	AF	A degree or equivalent. Higher degree qualification, Recognised management qualification	AF
Professional Development	Evidence of participation in INSET, especially school leadership and management programme or similar.	AF	Participation in work with other schools/agencies. Experience of leading INSET activities for others.	AF
Experience				
Teaching	Evidence of good to outstanding classroom teaching experience Experience of working within the primary age range Experience of curriculum/subject leadership Experience of supporting and promoting strong outcomes for EAL pupils	AF	Evidence of leadership across the Primary age	AF AF AF
Management Responsibility	Experience at Subject Leadership level Experience of taking a role in the assessment of pupil progress and achievement	AF	Experience of mentoring colleagues Experience of monitoring and evaluating teaching.	AF
Resources	Experience of managing teaching resources	AF/1	Experience of managing and/or co-ordinating staff. Experience of: inducting staff; establishing and developing school systems;	AF AF/1

Attributes	Essential	How tested	Desirable	How tested
Knowledge and Understanding				
National Framework	Awareness of current developments in education and the implications of these. Understanding of purpose and impact of Performance Management and Appraisal systems	AF/1		AF/1
Teaching and Learning	Practical understanding of effective teaching, evaluation and assessment strategies, to meet the needs of all pupils. Understanding of actions to be taken to promote racial harmony, and prepare pupils to live in a culturally diverse society. Understanding of Spiritual Moral Social and Cultural development.	AF/I		AF/I
Standards	Awareness of strategies to raise pupil achievement and manage behaviour. Understanding of how to set targets. Involvement in school improvement work.	AF/I		AF/I

National Curriculum	Understand the planning of the National Curriculum and expectations of the new framework 2014, including assessment, recording and reporting Experience of planning the curriculum	AF/I		AF/I
Parents and Community	Understanding of the role, which can be played by parents and the community in raising standards.	AF/I	Experience of working directly with parents to raise standards and involvement with the local community.	
Governance	First-hand experience of work with Governors	AF/I	Some involvement with reporting to governors	AF/

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Attributes	Essential	How tested	Desirable	How tested
Skills				
Leadership	Ability to lead, provide clear vision and command respect. Incisive and clear strategic thinker. Able to motivate pupils and staff. Ability to set high standards and provide a focus for improvement.	I I	Personal impact and presence	I
Management	Played a leading role in implementing a School Development Plan or Action Plan	AF/I	Ability to manage change in a school, monitor and evaluate its impact.	AF/I
Relationships	Able to establish and develop good relationships, and liaise effectively, with all involved in the school. Commitment to the school's wider community, and Children's Services.	I		
Interpersonal and Communication Skills	Ability to communicate effectively in writing and orally. Competent in the use of ICT. Flexible and approachable. Resilient under pressure. Able to deal sensitively with people and resolve conflicts. Positive and energetic approach to work.	AF/I I I		I
Attitudes				
Education Philosophy	A commitment to raising achievement through partnership with parents, Education Services and wider collaboration opportunities A determination to progress school improvement and a desire to fulfil each child's potential.	I I	An understanding of the way schools can promote values and a moral code.	
Staff Development	Committed to the development of all staff, teaching and non-teaching.	I	Played leading role in establishing a staff development programme.	AF/I
Equal Opportunities	Commitment to equality of opportunity Commitment to race and gender equality and social inclusion	I	Experience of implementing strategies for social inclusion Understanding of the need to promote positive role models.	AF/I I
Circumstances				
Personal	Will not require holiday leave during term time. Must be legally entitled to work in the UK (Asylum and Immigration Act 1996) No contra-indications in personal background or criminal record indicating unsuitability to work with children/young people/vulnerable clients/finance (CRB check)	AF / I		
Physical/ sensory	Must be able to perform all duties and tasks with reasonable adjustment, where appropriate, in accordance with the Disability Discrimination Act 1995 Ability to cope with requirements of the post, which may include working with pupils who have emotional and/or behavioural difficulties associated with learning difficulties.	AF / I		

AF = Application Form I = Interview and other activities