

Year Group Leader (YGL) JOB DESCRIPTION – January 2019 TLR 2:2

Job purpose

- To be accountable and responsible for high quality teaching and learning across the whole curriculum in a designated year group.
- To be responsible for the pastoral welfare of all pupils in the designated year group including behaviour, attendance and safeguarding (in liaison with other leaders and DSLs)
- To support the Assistant Headteacher (AHT) and/or Deputy Headteacher (DHT) in providing professional leadership – focusing mainly on the designated year group (but also the transition from the year below and to the year above) - in order to secure high quality teaching, effective use of resources and improved standards of learning and achievement for all pupils
- To be a member of the school's Leadership Team (middle leadership)
- To carry out the professional duties of a teacher, meeting the Teachers' Standards.
- To promote the principles, values and policies of Create Partnership Trust

Job description - for the designated year group

Leading staff

- Line manage all staff effectively to ensure that they fulfil the requirements of their job description.
- Lead all teachers and support staff to develop consistently good teaching, learning and assessment.
- Ensure that staff are deployed appropriately and effectively following school policy, including arrangements for PPA, cover and leadership time.
- Draw up timetables, routines and rotas in order to achieve optimum staff deployment and use of resources.
- Ensure effective communications and the smooth day-to-day running of the year group, so that good preparation is in place for educational visits, visitors or special events and all staff are clear about their roles and responsibilities, working as a team.
- Set an example of personal integrity and a highly professional attitude to work, assisting all staff to maintain positive attitudes, good working relationships and excellent team spirit.
- Take responsibility for the working environment to ensure that staff and pupils work in tidy, organised classrooms and that all assets and resources (e.g. teaching materials, the buildings and grounds) are protected.
- Represent staff views to the Leadership Team (middle leaders) and Leadership Group (senior leaders) and, equally, relay the views and directives of senior leaders in a positive and unified way.
- Lead, support and advise the staff in implementing policy, providing professional support where required.
- Contribute to the professional development of staff through the provision of support, coaching and mentoring, demonstrating effective practice and good advice.
- Provide high quality feedback to staff on their performance and set appropriate timescales for improvement.
- Provide particular support to newly qualified teachers to ensure they are making good provision for pupils.
- Take part in the appraisal process as reviewer and reviewee.
- Lead staff meetings and training sessions as necessary to ensure good practical outcomes.
- Assist the Leadership Group in dealing with the specific stages of any difficult staffing issues such as teamwork, competence or discipline in line with school policy, providing a coaching or mentoring role which sets clear expectations for staff.

- Be prepared to step up to cover some of the duties of the Assistant Headteacher in her/his short-term absence (eg pre-arranged meetings with parents or outside agencies, changes to timetables), sharing duties with other YGLs as appropriate.

Leading pupils

- Ensure that the welfare, attendance and safeguarding of pupils are given the highest priority.
- Ensure that all pupils achieve optimum standards and make at least good progress through the year.
- Ensure a harmonious working ethos, taking a full and active part in establishing and maintaining good order, discipline and positive attitudes amongst pupils.
- Ensure the consistent implementation of the school's behaviour policy and excellent communication with all stakeholders.
- Provide first stage behaviour management support for pupils, supporting and advising staff and parents as necessary.
- Lead assemblies as part of a rota and ensure that all pupils have the opportunity at least annually to take part in the delivery of a presentation assembly.
- Help to foster an enjoyment of learning in the pupils, drawing on their backgrounds and experiences where possible.
- Ensure that there are regular discussions with pupils about their learning and experiences in school.
- Support senior leaders in having an overview of pupils outside the classroom during lunchtimes and breaktimes and at the start and end of the school day.

Leading teaching, learning and assessment

- Undertake class teaching responsibilities as allocated and demonstrate evidence of meeting the Teachers' Standards.
- Demonstrate teaching and leadership skills which lead to pupils across the year group making good and outstanding progress in relation to their starting points and prior attainment, so that they do as well as or better than similar pupils nationally.
- Present as a role model for high standards of teaching and learning in order to be observed by staff or to take part in team-teaching.
- Have a full overview of the curriculum to ensure it provides enough opportunity for pupils to demonstrate they can achieve age-related expectations and above.
- Encourage active, practical and creative approaches to learning, identifying cross-curricular links where practicable.
- Monitor and evaluate the quality of teaching and learning in order to promote higher standards of achievement using school-based systems (e.g. formal observations, scrutiny of pupils' books, data analysis) in addition to own regular, informal leadership walks.
- Ensure a full and detailed knowledge of assessment systems and practice, applied across all subjects in the designated year group, as well as the year groups above and below.
- Using school systems, collate and analyse pupils' assessment data, gathering information in relation to individuals and groups, to ensure that no pupils are disadvantaged in their learning.
- Ensure good preparation for Pupil Progress Meetings at least termly with senior leaders and articulate the strengths and weaknesses of the year group.
- Produce timely action plans to identify short-term interventions which will address any shortcomings or concerns about pupils' progress.

Engaging parents

- Promote parental involvement and engagement in pupils' learning through various functions, invitations to assemblies and classroom workshops.
- Identify individualised strategies to work more closely with parents of particularly vulnerable pupils; eg for reasons of attendance, academic progress or emotional and behavioural difficulties.
- Ensure excellent communication and partnership with parents via curriculum newsletters, personal contacts and visibility and contributions to the school website.

- Ensure that all parents of pupils are fully informed about targets, achievement and progress.
- Ensure that there are regular opportunities for parents to give feedback

Personal commitment as a leader

- Produce a termly or annual action plan for the year group, linked to the School Improvement Plan, and update termly following Pupil Progress Meetings.
- Implement school policies and contribute to their further development.
- Be well-organised, work to deadlines and submit key documents promptly, acting as a role model for staff.
- Demonstrate the ability to critically reflect and self-evaluate.
- Demonstrate high level leadership skills including the ability to delegate, prioritise and hold others to account.
- Demonstrate high level interpersonal and communication skills including the ability to motivate and to provide challenge.
- Support the school in preparing for external review, ensuring that the designated year group demonstrates good and effective practice and impact in all areas.
- Present as an excellent role model for personal punctuality and attendance, ensuring as a minimum personal working hours which reflect the majority of teachers.
- Ensure that the year group classrooms and shared spaces are left organised and tidy at the end of each week.
- Make a commitment to thorough preparation ready for the start of each half-term.
- Demonstrate as a role model, high levels of personal presentation and communication to all stakeholders.
- Take responsibility for own professional development.
- Demonstrate a contribution to the work of the Trust through partnership working with colleagues in other Trust schools
- Undertake such duties at the discretion of the Headteacher as may reasonably be required by the changing needs of the school.

Working time

Full time or part-time tbc

Required to work 190 pupil days and 5 training days each year – pro rata

Responsible to:

Headteacher, Deputy Headteacher and Assistant Headteacher

Responsible for

All staff working in the designated year group

Teaching commitment

Class-based teaching with weekly PPA time

Identified leadership time focused on specific tasks

Continuing professional development

One-year induction, training and development package to be led by the Trust

Day-to-day leadership experience through meetings, discussions and in-house coaching and mentoring

Opportunities to work with colleagues undertaking similar roles in other Trust schools

Support in undertaking NPQ qualifications

External support and challenge from the School Performance Partner

Trust support and challenge from the Senior Leaders for School Improvement

YGLs with particular subject expertise will be supported to work across more than one year group if they have the personal capacity.