**Job Description: Year leader**

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| **Post Details** |  |
| **School:** | Christchurch Junior School |
| **Grade:** | Teachers Main Scale or UPS with TLR 2.2 |
| **Weeks per year:** | Full time |
| **Duration:** | Permanent |
| **Responsible to:** | Headteacher |

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| **Main Purpose** |
| To lead the team of teachers and teaching assistants within one year group; to oversee the achievement and progress of all pupils in that year group, in their learning and in their social and pastoral development; to take the leading responsibility for standards of teaching and learning, and pupil progress across the year group.  To carry out the professional duties of a teacher as defined in the most recent School Teachers’ Pay and Conditions Document (STPCD). The post holder will be expected to undertake duties in line with the STPCD under the reasonable direction of the Head Teacher and to implement the agreed policies of the school. |

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| **Main Duties and Responsibilities** |
| **Leadership and Management**   * lead and manage the curriculum in the year group in line with the guidance of subject leaders and the curriculum leaders. * supervise the pastoral work/form duties of teachers and teaching assistants in the year team. * hold regular meetings with the team of teachers to seek to ensure pupils’ social and academic potentials are realised. * oversee the presentation of the year area (e.g. display boards). * attend leadership team meetings to discuss school policies and make decisions. * ensure that the school’s Special Educational Needs policy is effectively implemented and liaise with the Assessment Leader, SENDCo and Core Subject Leaders to manage any relevant intervention programmes. * manage arrangements for year group/class educational visits, including risk assessments and parental information to be communicated. * support the headteacher in the deployment of staff in the year group. * assist with induction of new staff joining year team. * prepare and hold year group assemblies and “Good Assemblies”. * advise supply teachers covering for absent colleagues. * organise any rotas required for the efficient running of the year group. * oversee pupil behaviour and attendance by:   + promoting positive behaviour and acting as a point of referral in more serious matters of pupil discipline within the year group and, where appropriate, deciding which issues need to be referred to the Deputy Headteacher or Headteacher;   + keeping records of pupil behaviour using our MIS (Arbor);   + making contact with parents to discuss pupil behaviour;   + liaising with colleagues (e.g. the school’s Pastoral Care Worker, Welfare Officer) and outside agencies as necessary in respect of pastoral duties.   + provide pupil guidance and support and take steps to prevent bullying and support victims of bullying in line with current school policy and practice.   **Liaison and cooperation**  The teacher will work in liaison, contact and co-operation with:   * other members of staff * parents, governors and the local community * members of the LA support and advisory services   The teacher will work within the framework of:   * national legislation, including Education Acts, the Professional Standards For Teachers, the Schoolteachers Pay and Conditions Act 1987 (and recent documents). * school policies and guidelines on the curriculum and school organisation ,in particular those relating to safeguarding, health and safety, professional conduct, and equality.     **Teaching & learning –** to:  • plan and prepare units of work and lessons for any assigned classes and groups within the context of the school’s plans, curriculum and units of work.  • prepare materials and resources to support effective teaching and learning.  • assess, record and report on the development of progress and attainment of assigned pupils in line with the school’s assessment and marking policies.  • liaise with TAs and other support adults to enhance learning opportunities.  • guide TAs in presenting and maintaining displays to support pupils’ learning.  • set and mark home learning for pupils where appropriate.  • make appropriate provision for the differing needs of all pupils in the classes they are assigned to teach. This includes children with barriers to their learning and devising strategies to address their needs in consultation with the SENDCo/Inclusion Leader.  • communicate and consult with the parents of children that you are assigned to teach, through reports, parents’ consultations and incidental enquiries.  • participate in arrangements for preparing pupils for assessments.  **Whole school organisation, strategy and development –** to:  • contribute to the development, implementation and evaluation of the school’s policies, practices and procedures in such a way as to support the school’s values and vision.  • work with others on curriculum and/or pupil development to secure co-ordinated outcomes.  • lead, take part in and escort the class to assemblies (subject to the right of teachers to decline to participate in the act of collective worship on the grounds of their religious convictions).  • supervise and so far as practicable teach any pupils where the person timetabled to take the class is not available to do (in circumstances that are not foreseeable).  **Health, Safety and Discipline –** to:  • promote the safety and well-being of pupils.  • take on a pastoral responsibility for the welfare of all assigned pupils.  • maintain good order and discipline among pupils, both when they are on school premises and when they are engaged in authorised school activities elsewhere.  • support school policies on pupil behaviour and attendance including personal appearance and uniform.  • maintain class registers, ensuring absences and lateness are accounted for and taking appropriate action where they are not.  **Management of staff and resources –** to**:**  • direct and supervise support staff assigned to them and, where appropriate, other teachers.  • contribute to the recruitment, selection, appointment and professional development of other teachers and support staff.  • deploy resources delegated to them.  **Professional development** – to:  • participate in arrangements for the appraisal and review of their own performance and, where appropriate, that of other teachers and support staff.  • participate in arrangements for their own further training and professional development and, where appropriate, that of other teachers and support staff including induction.  **Communication** – to:  • communicate with pupils, parents and carers.  • develop and maintaining good relationships with parents and working to promote a positive image of our school in the community;  • respond to requests for information about assigned children.  • attend staff meetings and other team meetings as identified in the school’s termly calendar.  • maintain records for all assigned children and to contribute to references or reports to parents, other schools and outside agencies, in consultation with colleagues. (This includes contributions to person-centred reviews of EHCPs).  **Working with colleagues and other professionals** – to:  • collaborate and work with colleagues and other relevant professionals within and beyond the school, including across the Twynham Learning schools.  **Leading and managing staff** – to:  • take responsibility for the leadership and management of a curriculum area across the school, maintaining an overview of teaching, standards and ongoing improvement in the specified subject. See separate guidelines for subject leadership. (NB This responsibility does not apply to teachers in their NQT year. |

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| **Twynham Learning Attributes for all Staff** | |
| * Ambition for excellence * Professionalism * Humility * Championing change | * Inclusiveness * Positivity * Community-mindedness * Being collaborative |

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| **Personal Attributes** |
| * Qualified Teacher Status * Experience of classroom teaching across KS2 * Experience of leading and co-ordinating an initiative within school * Recent experience of pupils with differing educational needs * Experience of leading professional development for teaching colleagues * Ability to enthuse and inspire colleagues to improve teaching and learning * Flexibility * Willingness and ability to innovate * Warmth and approachability * Ability to lead a team * Readiness to hold colleagues to account * Self-motivation and ability to use own time effectively * Excellent communicator * Commitment to Inclusion and removing barriers to learning * Ability to model excellent classroom practice * Ability to monitor standards of teaching and learning across a year group * Understanding of the principles of high quality school self-evaluation, including the analysis of performance data * Thorough knowledge of recent initiatives in assessment (e.g. end of KS2 assessment arrangements) * Ability to support and advise colleagues in developing their practice as classroom teachers |

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| **Other Duties** |
| * Promoting and safeguarding the welfare of children and young people in accordance with the school’s Safeguarding and Child Protection policies. * Represent Twynham Learning/ Two Rivers Institute as and when required. * May be expected to undertake leadership activities, as required, including short term secondment.   All Twynham Learning staff may periodically be expected to carry out tasks and duties within their area of competence that are not listed herein, as directed, to meet the needs of the Trust. The particular duties and responsibilities may vary from time to time. |

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| **Notes** |
| * This job description may be amended at any time in consultation with the post-holder. |

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| **Key to Acronyms Used/Glossary of Terms** | |
| * CEO: Chief Executive Officer * CPD: Continued Professional Development * DfE: Department for Education * EAL: English as an additional language * ICT: Information Communication Technology * LA: Local Authority | * MAT: Multi-Academy Trust * SEND: Special Educational Needs and Disabilities * TL: Twynham Learning |