

Job Profile

Job Title: Year Leader

Reports to: Headteacher

Location: Court Lane Junior Academy, Portsmouth, but required to work at any academy where business is conducted that is within reasonable distance of the school

Function of the post:

As Year Leader and member of the leadership team, you will be responsible for the standard of teaching and learning across the curriculum. Providing motivation and inspiration, you will lead and develop teachers to recognise and deliver exemplary teaching and learning, which both encourages and enables all pupils to develop and progress within their own abilities in a safe, stimulating and supportive environment.

Principal Accountabilities:

1. In collaboration with the Headteacher and Senior Leadership Team, take responsibility for the strategic direction and development of the year team, contributing to the development and achievement of the school's J2E plan; supporting and securing the commitment of staff, parents and the wider community to create greater levels of achievement in school;
2. Be the pivotal link between senior leaders and classroom colleagues, acting as both the conduit, as well as the interpreter of either discussions or dictates from senior leaders;
3. Ensure initiatives become embedded e.g. integral procedures to the structure and culture of the school to ensure lasting and deep-seated change;
4. Contribute to the development of an innovative, engaging and challenging curriculum which is well resourced and provides for meaning and purpose; implementing strategies that will effectively support the assessment, monitor and evaluation for continued improvement and to meet school priorities and target areas;
5. Moderate and standardise work for assessment purposes in line with School procedures;
6. In consultation, lead pupil progress meetings to enable informed decisions to be made to determine the most appropriate and effective way year staff will work in their year groups to support the learning and development of all children and removing barriers to learning. This will include focus groups, e.g. SEND, higher attaining, pupil premium children, EAL, children looked after and gender;
7. Teaching responsibilities will be designated by your line manager to ensure teaching and learning is strengthened where required and meets the needs of the school;
8. Work with other leaders to share best practice and innovative thinking which will enhance children's learning, personal, social and emotional development and

positive behaviour. This may include taking the lead to support ad hoc projects that impact whole academy improvement;

9. Actively contribute to effective leadership meetings, disseminating relevant communications to year meetings;
10. As directed by your line manager you will make a positive contribution to the school's self-evaluation procedures and whole school improvement planning cycle;
11. Act as an inspirational colleague, taking responsibility for the line management of staff, including performance management and staff development, in line with the School's and the Trust's policies and procedures;
12. In liaison with the SLT and other members of the Leadership Team, establish priorities for expenditures within the Key Stage, monitoring the effectiveness of spending and usage of resources;
13. In your year group, ensure systems and routines are properly defined and classrooms are creative, stimulating and well organised; planning and assessment allows for the effective progress of all pupils and parents and carers are well informed and engaged in the child's curriculum, targets, progress and attainment.

Within Court Lane, this looks like:

- Ensuring consistency across Year Group
- Weekly Leadership Team meetings with SLT (Monday afternoons) ensuring communication of messages between SLT and Teaching Staff
- Weekly planning meetings with Year Team (alternating Tuesdays and Thursdays after school)
- Maintain minutes of planning meetings, referencing updates against key actions
- Ensuring a fair distribution of workload amongst the team, as appropriate to career stage
- Termly Pupil Progress meetings
- Long term and medium term maps created (in conjunction with Subject Leader advice)
- Termly curriculum overviews for families
- Overview and understanding of cohort context, current attainment and progress from beginning of academic year
- Providing regular support and challenge for Year Team
- Appraisals for Year Team; actively leading the professional growth of colleagues
- Being an additional point of contact for families of children within that cohort
- Monitoring CPOMS for their Year Group for awareness of Pastoral/Safeguarding Needs
- Leading effective communications for the year group – shared messages, advising parent/teacher interactions, resolve concerns concerning team members or concerns that parents feel have not been resolved at the first point of contact (class teacher)

Other Duties:

You are required to undertake such other duties appropriate to the grade and content of the work as may reasonably be required of you. Therefore, the list of duties in this job profile should not be regarded as exclusive or exhaustive. Please note that, in consultation with you, the School or the University of Chichester Academy Trust reserves the right to update your job profile to reflect changes in, or to, your post.

**Equality and Inclusion:**

The Trust and its academies believe everyone has the right to be treated equally and that the diversity of individuals and groups should be embraced, valued, and respected. We are committed to eliminating any form of discrimination be it direct, indirect, harassment or victimisation, and to support this the Trust has a number of policies you should ensure you are familiar with and compliant to. Any breaches may lead to termination of employment.

Right to Work:

British and European Law states that a person cannot be employed to this post if they do not have permission to live and work in the UK. For further guidance and information contact www.unicathr@chi.ac.uk

Health & Safety:

To ensure an effective and safe environment that promotes the welfare of children and staff, you will take responsibility to be aware of the risks in the work environment and their potential impact on their own work and that of others. You should familiarise yourself with the Academy's Health and Safety policies.

Sustainability and Environment:

The Trust is committed to sustainable development and environmental initiatives. It accepts its environmental responsibilities and recognises the contributions it can make to the resolution of regional and local environmental issues. The Trust will seek to improve its environmental performance and will comply, as a minimum, with all relevant environmental legislation and staff are required to support these aims.

General Data Protection Regulations:

You will be responsible for ensuring that workplace responsibilities, within the School, are carried out in compliance with the requirements of the General Data Protection Regulations and the Employment Practices Data Protection Code 2002, especially concerning confidentiality, treatment of personal information and records management.

Safer Recruitment:

The Trust is committed to safeguarding and promoting the welfare of children and young people and expect all staff to share this commitment. We will ensure that all our recruitment and selection practices reflect this commitment.

New members of staff will be required to apply for Disclosure Service certification as part of the School's staff recruitment process. Further information about the Disclosure and Barring Service is available from the DBS website at www.homeoffice.gov.uk/dbs.

Principal Attributes and Person Specification:

Essential requirements are those, without which, the candidate would not be able to do the job. It is expected that the post holder will have the knowledge and qualifications indicated or equivalent qualifications and experience.

Desirable requirements are those which would be useful for the post holder to possess and will be considered when more than one applicant meets the essential requirements.

	Essential	Desirable	Evidenced through
Knowledge and Qualifications	<p>Qualified Teacher Status with evidence of CPD relevant and appropriate to the post</p> <p>Current knowledge of pedagogy and national and local initiatives and technologies that promotes engaging learning experiences for the Year</p> <p>Knowledge of curriculum appropriate to age range expectations, with excellent subject knowledge relevant to the post</p> <p>Understanding of current assessment arrangements for learning and its use to raise standards</p> <p>Knowledge and understanding of positive behaviour strategies and dealing with specific behavioural issues</p> <p>Current knowledge of safeguarding regulations and practice</p>	<p>Additional professional qualification or learning relevant to the post, e.g. Middle Leadership</p> <p>General understanding of an academy</p>	<p>Application</p> <p>Documentary evidence</p> <p>Interview/ Tasks</p>
Skills	<p>Excellent teaching skills that support pupil engagement and development, and instils motivation and inspiration in others to raise their standards and expectations of teaching and learning</p> <p>A skilful communicator with strong, interpersonal skills to lead a successful team, communicate effectively with a wide range of audiences and mediate if required</p> <p>Data analysis for the effective monitoring and assessment of pupil performance and goal setting, challenging and differentiating teaching and learning for pupils of varying abilities</p> <p>Good planning and organisational skills to effectively manage resources and prioritise to ensure a professional and effective delivery of provision in accordance with the Academy's and Trust requirements</p>	<p>Coaching and Mentoring skills</p>	

	Relevant project management skills that support the life cycle of a project to ensure successful and effective delivery of project aims.		
Experience	<p>Evidence of making effective and positive changes within a team and which directly impacted on improved teaching, learning, behaviour and classroom management which would be considered exemplary</p> <p>Demonstrable evidence of excellent classroom practice in the primary age range</p> <p>Experience of moderation/standardisation in relation to assessment</p> <p>Experience of leading staff, including performance management and supporting individuals to improve practice and which raised standards across the team</p>	<p>Experience of working with other external agencies or organisations</p> <p>Experience of managing and allocating a budget to effect change in a department</p> <p>Project management experience which resulted in measurable and positive impact</p>	
Personal attributes	<p>Commitment to excellence in learning and teaching with a willingness to share expertise and empower the self-development of others</p> <p>Enthusiastic and approachable with the presence to inspire confidence and trust, and although challenging will remain sensitive to the needs of others, forming constructive relationships</p> <p>Professional approach with an understanding of the importance and value of engaging with parents, carers and the wider community</p> <p>Strong working ethos with a high level of commitment to school improvement, its ethos and its values; is self-reflective and welcomes accountability to a wide range of groups and the whole school community</p> <p>Committed to enabling the academic, spiritual, moral, social, emotional and cultural development of pupils, recognising and valuing the richness and diversity of pupils needs and the school communities</p>		