**Job Description**

**Post Title: Year Manager**

**Location: Derby Moor Spencer Academy**

**Salary/Pay Range:** **NJC21 – NJC25**

**Hours of work:**  **37 hours per week, 52 weeks per year**

**Reporting to: Principal via Assistant Principal**

**Working Hours**

In addition to the hours the Year Manager is required to work (available for work within schools as above) a Year manager may be asked to carry out some tasks during the school holiday times, but not during their statutory annual leave. The line manager will monitor this to ensure that the amount of work undertaken is reasonable and appropriate.

The post holder will be expected to make up 37 hours per week for 52 weeks by completing professional duties outside of the school day including attending meetings as below:

* All whole school staff meetings
* Faculty Team Meetings
* Year Team Meetings
* CPD and additional training as required
* Parent Evenings
* Open Evenings
* One full week during the Summer Holidays, as directed by the Principal to meet the business needs of the Academy.
* Staff are expected to attend school on the day of the August release to students of examination results for GCSE.

**Purpose of Role**

* To be responsible for the welfare and behaviour of students, promoting positive student attitudes and behaviour in and around school and mutual respect for members of the school community.
* To provide support and intervention to promote student attainment, achievement, attendance and well-being.
* To work as part of a team to promote and support whole school policies including raising attainment, behaviour, rewards, attendance and punctuality.
* To promote positive relations and ensure excellent communication across the school community and with external agencies.
* To participate in efficient, effective and proactive organisational and administrative support for a designated Year group.
* To work with the inclusion team of the school.

**Main Duties and Responsibilities**

**Part One: Year Group Management**

**House Ethos and Direction**

* To monitor attainment & achievement and support interventions such as “catch-up” and targeted interventions to raise standards and outcomes.
* To monitor attendance and punctuality and take positive steps to improve attendance for an identified year group, including weekly meetings with EWO.
* To monitor school uniform, the use of student planners and homework recorded across the year group.
* To maintain an overview of students on report for an identified year group.
* To support and monitor the school Rewards Policy.
* To deliver Year assemblies.
* To carry out student interviews and questionnaires, under the guidance of the SLT, as part of the Whole School Self Evaluation process.

**Support and Intervention**

* To be available to meet with students, parents/carers or staff from 8:30am to 4:30pm Monday to Thursday and 8:30am to 4:00pm on a Friday including school breaks and lunchtimes.
* To devise and implement ways of ensuring that the year group operates cohesively.
* To provide on call cover, as part of a team, during lesson time and registration.
* To support the tracking of student’s attainment and achievement and offer intervention support to maximise student outcomes.
* To meet students following referrals related to behaviour, bullying, student concerns or other incidents and to carry out appropriate follow up actions.
* To be available to support form tutors within the identified year group.
* To support and monitor procedures for/with students on report in line with school policy.
* To act as a key worker to identified students and to maintain and monitor an up to date key worker list.
* To identify, in consultation with line manager, students who need referring to the inclusion hub or turn around centre and be involved in appropriate follow up.
* To carry out, analyse and review informational trawls for identified students.
* To refer students for additional support in consultation with the line manager.
* To make organisational arrangements for the admission and induction of new students.

**Communication**

* To ensure good communication with parents/careers, members of school staff and outside agencies.
* To prepare for and attend multi agency meetings as appropriate.
* To attend Parents Evenings, Review Days and special events as relevant to the year group.

**Administration**

* To organise the administration of pastoral procedures for an identified year group.
* To ensure student files and SIMS records remain up to date for an identified year group.
* To organise work for absent students where appropriate.
* To support the organisation of all year group events including Consultation Days and Parents’ Evening.
* To promote and support Educational Trips and Visits.
* To support the organisation and distribution of progress data and student reports.
* To be involved in the preparation of student references.
* To prepare reports for Disciplinary Meetings as appropriate.
* To working together with other Year Managers to organise and support key events with a particular year group as appropriate, including transition, Option Choices, Work Experience and Review Days.

**Inclusion and redirection education**

* To work with the Inclusion Hub manager for the school to improve and develop existing Inclusion and redirection procedures, systems and resources.
* To contribute to a comprehensive and up to date information and resource bank for all learning provision offered under inclusion and re-direction.
* To contribute to effective programmes for inclusion for students, liaising and leading across the curriculum as appropriate.
* To work with the Inclusion and Behaviour Team to plan and deliver inclusion and redirection work.
* To keep abreast of local and national education, training and employment issues, and changes to Inclusion provision.
* To develop links with Faculty Areas and organise and deliver inclusion training and briefing sessions for staff.

**Part Two: Personal and Professional Conduct**

A Year Manager is expected to demonstrate consistently high standards of personal and professional conduct. The following statements define the behaviour and attitudes which set the required standard for conduct throughout their career.

* Year Managers uphold public trust in the profession and maintain high standards of ethics and behaviour, within and outside school, by:
* treating students with dignity, building relationships rooted in mutual respect, and at all times observing proper boundaries appropriate to a Year Manager’s professional position.
* having regard for the need to safeguard students’ well-being, in accordance with statutory provisions.
* showing tolerance of and respect for the rights of others.
* not undermining fundamental British values, including democracy, the rule of law, individual liberty and mutual respect, and tolerance of those with different faiths and beliefs.
* ensuring that personal beliefs are not expressed in ways which exploit students’ vulnerability or might lead them to break the law.
* Year Managers must have proper and professional regard for the ethos, policies and practices of the school in which they work, and maintain high standards in their own attendance and punctuality.

**Part Three: Pastoral Guidance**

It is the duty of Year Managers to promote the general progress and wellbeing of individual students and of any group of students assigned to him/her.

* To provide guidance and advice to students on educational and social matters and on their further education and future careers, including information about sources of more expert advice on specific questions; making relevant records and reports.
* To make records and reports on the personal and social needs of students.
* To communicate and consult with the parents of students.
* To communicate and co-operate with persons or bodies outside the school.
* To participate in meetings arranged for any of the purposes described above.
* To lead and attend assemblies, to register the attendance of students and to supervise students.

**Appraisal**

Participate in the Academy Appraisal process and undertake professional development as required.

**Policies**

Be aware of and comply with all Academy policies including in particular Health and Safety and Safeguarding.

**Safeguarding**

Ensure that you act according to the principles of best practice, and in accordance with the requirements of the Keeping Children Safe in Education guidance, as issued by the Department for Education.

**General:**

* All non-teaching staff will work on Teacher Training Days.
* Holiday leave will be in line with the policy for non-teaching staff i.e. for this role Annual Leave cannot be taken during term time.
* Work in a professional manner and with integrity and maintain confidentiality of records and information.
* Maintain up to date knowledge in line with national changes and legislation as appropriate to the role.
* Adhere to all internal and external deadlines.
* Contribute to the overall aims and ethos of the Spencer Academies Trust and establish constructive relationships with nominated Academies and other agencies as appropriate to the role.
* All job descriptions are subject to change as the needs of the academy changes.
* These above-mentioned duties are neither exclusive nor exhaustive, the post- holder maybe required to carry out other duties as required by the Trust.

**Additional Information**

**The Spencer Academies Trust is committed to safeguarding and promoting the welfare of all our students and expects all employees and volunteers to share this commitment. All posts are subject to enhanced DBS checks and completion of Level 2 safeguarding training.**

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| Name of Postholder: |
| Signature: |
| Date: |

**Person Specification – Year Manager**

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|  | **Essential** | **Desirable** |
| **Qualifications and experience**  |
| Experience in pastoral care within a secondary school setting |  | / |
| Strong understanding of safeguarding and child protection procedures | / |  |
| Understanding of mental health issues affecting young people | / |  |
| Developing and implementing pastoral programs | / |  |
| **Knowledge and skills** |
| Effective use of IT packages including SIMS and CPOMS |  | / |
| Full working knowledge of relevant policies / codes of practice / legislation | / |  |
| Ability to relate well to children and adults | / |  |
| Ability to plan, organise and prioritise | / |  |
| Excellent communication skills, both written and verbal | / |  |
| Ability to manage challenging behaviour effectively | / |  |
| Ability to plan and deliver assemblies and pastoral sessions | / |  |
| **Personal qualities** |
| Excellent interpersonal skills with the ability to maintain strict confidentiality | / |  |
| Ability to handle sensitive issues with discretion and empathy | / |  |
| Initiative and ability to prioritise own work and that of others to meet deadlines | / |  |
| Efficient and meticulous in organisation | / |  |
| Ability to work collaboratively as part of a team | / |  |
| Strong problem-solving skills | / |  |
| Able to follow direction and work in collaboration with the leadership team | / |  |
| Able to work flexibly, adopt a hands-on approach and respond to unplanned situations | / |  |
| Commitment to the highest standards of child protection and safeguarding | / |  |
| Recognition of the importance of personal responsibility for health and safety | / |  |
| Commitment to the Trust’s ethos, aims and whole community. | / |  |