



**TAME RIVER
EDUCATIONAL
TRUST**

Year Manager (Non-Teaching) – Droylsden Academy

Candidate Information Pack

Great schools in which to learn, teach and belong.

Welcome to Tame River Educational Trust

Dear Candidate

Thank you for your interest in the post of Year Manager with Tame River Educational Trust.

Tame River Educational Trust was established in 2022, with Tameside and Clarendon Sixth Form College as our sponsor. We grew from our desire to make a significant difference to the school days and life-chances of all our young people, including and especially young people who have fewer socio-economic or prior educational advantages.

Our mission is to establish great schools in which to learn, teach and belong. Schools which promote learning, develop character, value diversity and build cultural capital. By the age of 16 we aim for every student to progress to suitably challenging post-16 studies and apprenticeships.

Each of our schools is committed to academic rigour, a spirit of enquiry, talent and character development and providing our students with a significant educational dividend.

The Trust is currently comprised of three academies: Droylsden Academy, Hyde High School and Mossley Hollins High School.

As a Trust we do so much more, and we are growing! We are an ambitious Trust in which to study and work. All our members of staff, both teaching and support staff, are dedicated, committed professionals.

We recognise that our staff are our greatest asset and our Talent and HR strategy places people at the heart of our work.

If, after reading everything about us, this sounds like a Trust you would like to work for, we would very much welcome an application from you.



Phil Wilson
Chief Executive Officer

An Introduction to our Trust Schools



Droylsden Academy

Headteacher

Mr E Mayell

Droylsden Academy is an 11-16 Co-Educational Academy in Tameside, Greater Manchester. The Academy is currently rated 'Good' by Ofsted and serves over 900 students. The school is heavily over-subscribed and has an impressive modern building. Our staff are driven by the belief that every child should go to a great school and we believe that every child can become a great learner through politeness, hard work and honesty.

We believe that success should be measured by both academic progress and by one's contribution to our community and wider society.

Mossley Hollins High School

Headteacher

Mrs A Din

Mossley Hollins High School is an 11-16 Co-Educational Academy in Tameside, Greater Manchester. The school is currently rated 'Good' by Ofsted and serves over 900 students. The school is heavily over-subscribed and has an impressive modern building. We are a happy, academically ambitious and inclusive school and we are passionate about learning. At the heart of everything we do are our deeply held values of manners, hard work and honesty.

We believe that success should be measured both by academic progress and achievement, and also by one's personal and social development and one's contribution to our community and to society.

Hyde High School

Headteacher

Ms G Arnold

Hyde High School is an 11-16 Co-Educational Academy in Tameside, Greater Manchester. The school serves over 1200 students, is heavily over-subscribed and has an impressive modern building. We provide an engaging and inspiring educational experience that instils in our students a lifelong love of learning and respect for themselves, our community and our environment. A place where warmth, high expectations and strong values are prevalent in everything we do. A learning environment where every student can thrive and belong. Our work is under-pinned by a clear set of values **Ready, Respectful and Safe**.

We are rooted in our community, and we celebrate the diversity and uniqueness of everyone. We know that a successful school depends on a strong partnership between school and home and this shared approach is key to the individual success and happiness of every student.

Application Procedure

For a confidential discussion on current vacancies please contact the HR Team at hr@droylsdenacademy.com.

To apply for the role please complete the application form – available to download from our website and return it to hr@droylsdenacademy.com.

In compliance with Safer Recruitment Guidelines, CVs will not be accepted.

Advertised: 23 March 2026 Closing date for Applications: 17 April 2026 at noon.

Interview Date: Will be held as soon as possible after the closing date, following shortlisting.

Shortlisted candidates will be contacted with details of the interview process. If you have not heard from us within 5 days of the closing date, please assume your application has been unsuccessful, on this occasion.

Safer Recruitment

The Tame River Educational Trust is an equal opportunities employer and welcomes applications from all sectors of the community. We are committed to protecting our students and staff and therefore have a rigorous recruitment process which includes assessing candidates' suitability to work with children. All staff will be required to hold an enhanced DBS Disclosure, with Children's Barred List Check.

Equal Opportunities

The Tame River Educational Trust believes that all individuals are of equal value and we are committed to equal opportunities for all. All people who work and study in our schools have the right to be respected and valued within a safe and secure environment and not to be discriminated against on the grounds of age, class, sex, race, disability, sexual orientation, religion or belief.

Tame River Educational Trust and all its schools are committed to safeguarding and promoting the welfare of children and young people and expect all staff and volunteers to share this commitment.

Job description	
<p>The Tame River Educational Trust and its schools are committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment.</p>	
Job Title:	Year Manager (Non-Teaching)
Reporting to:	Head of Lower/Upper School/Assistant Headteacher/Deputy Headteacher (Standards in Pastoral Care)
Hours & Salary	The normal working hours will be 36 hours a week, term-time only, and such additional hours as are necessary for the proper performance of the duties required of this role. The salary for this position will be paid on Grade F points 17 – 22 (currently £31,022 - £33,699 per annum, full time equivalent), the actual salary to reflect the term time only nature of the contract will be £26,682 - £28,985 per annum.
Role Overview	<p>The post-holder will work with the Heads of Lower/Upper School as part of the Pastoral Team to manage and develop his/her year group (and individual/groups of students within it) academically and pastorally, taking responsibility, with Form Tutors in your team, for the attitudes to learning, behaviour, discipline, uniform, student development, welfare, contribution to school and support attendance of each student in your year group.</p> <p>This job description is written at a specific time and is subject to change as the demands of the Trust and school and the role develops. The role requires flexibility and adaptability, and all employees need to be aware that they may be asked to perform tasks and be given responsibilities not detailed in this job description.</p>
Child Protection and Safeguarding:	The successful candidate must be willing to undergo child protection screening appropriate to the post, including checks with past employers and the Disclosure and Barring Service. It is the post holder's responsibility for promoting and safeguarding the welfare of children. You will comply with Child Protection and Safeguarding Policies, and the requirement to report to the Designated Safeguarding Lead any concerns relating to the safety or welfare of children.
Main duties and responsibilities:	<p>As a Year Manager you are expected to:</p> <ol style="list-style-type: none"> 1. Work with the Heads of Lower/Upper School, to uphold the highest of standards of your year group. 2. Work with the Heads of Lower/Upper School to ensure the progress, attainment, personal development, welfare, contribution to the school, behaviour (and attendance and punctuality) of the least advantaged (SEND, Pupil Premium and CLA) and most able are a primary focus.

3. Manage, develop, challenge and support all staff allocated to the teams.
4. Engage parents, carers and outside agencies as key partners.
5. Be part of the On-Call Team.
6. Take school-based responsibility for working with CSC Early Help and student welfare so that learning is a priority.
7. Support the leadership of specific special events for the year group (for example Transition, Parents Evening, Open Evening, New Intake Evening, Induction Days and events).
8. Liaise with the Heads of Lower/Upper School, Assistant Headteacher, Deputy Headteacher (Standards in Pastoral Care, Discipline, Community and Transition) over Behaviour in their Year Group and over CEIAG (Careers Education, Information & Guidance) and AP (Alternative Provision).

Summary of Responsibilities and Personal Duties:

A STRATEGIC DIRECTION & DEVELOPMENT OF PASTORAL PRACTICES WITHIN SCHOOL

1. Support the Heads of Lower/Upper School in the development and implementation of policy and practice within the Year Teams.
2. Help the Heads of Lower/Upper School to establish within the Year Teams a clear, shared understanding of the contribution they can make to the development of the school and of the students within your charge.
3. Share management responsibility for the school's improvement at whole-school level.
4. Take management responsibility working to the Heads of Lower/Upper School, Assistant Headteacher, Deputy Headteacher (Standards in Pastoral Care, Discipline, Community and Transition) and other Heads of Lower/Upper School for the highest of standards of learning, progress, attendance, punctuality and conduct for your year group, with a particular focus on the school's priorities in relation to the least advantaged (PP, including CLA), most able and SEND.

B QUALITY OF TEACHING, LEARNING & ASSESSMENT

1. As a middle manager, be proficient in the use of the Droylsden Academy Way for the quality of your work and receive training as required.
2. With your Heads of Lower/Upper School manage the Quality Assurance of Form Time, Homework and Pastoral Care in your year group.
3. Follow the Droylsden Staff Code of Conduct.
4. With the Heads of Lower/Upper School, manage excellent detention protocols, attendance and observance to support teaching and learning in the school.

Curriculum

1. Ensure Form Time and Assembly-time are used highly effectively by your Form Tutors, by checking forms on a daily basis.

2. Support the Heads of Lower/Upper School in her/his leadership of the curriculum for Form Time covering key aspects of PSICHE, literacy and numeracy promoting SMSC (Social, Moral, Spiritual & Cultural Development) and British Values, providing opportunities for students to understand and respond to British identity and tolerance through the Tutorial Programme, Year Group Activities, Assemblies, Charity Work, Positions of Responsibility and the Extended Academy and Community Programmes.
3. Monitor student groupings in and across Curriculum Areas to ensure best-placement.
4. Liaise with the Curriculum Leader Learning Support, the Assistant Curriculum Leader Learning Support and SEN link teacher over EHCPs and other SEND/CLA issues within your Year Groups.
5. Contribute to the planning and monitoring of high quality Alternative Provision and Offsite provision, securing their safety and their work towards appropriate qualifications.
6. Work with the Heads of Lower/Upper School to co-ordinate, monitor and evaluate additional intervention work for targeted students and identified groups.
7. Ensure excellent support and continuity of learning provision for any students in your year group making use of the On Board Centre (OBC)
8. Ensure excellent conduct of any of your students whilst in Navigation.

Pastoral Data, Reporting & Target-Setting

1. Oversee any PH Level, detention, PRIDE, attendance and punctuality data response for your year groups with the Heads of Lower/Upper School.
2. Work with the Deputy Headteacher, Assistant Headteacher, Staff and Student Services Manager, Heads of Lower/Upper School, Safeguarding and Attendance Leader and Attendance and Behaviour Officers to support them in meeting the year groups targets for all and for Pupil Premium students (on attendance overall and Persistent Absence).
3. Support the Heads of Lower/Upper School in any required reports for your year group.
4. Take a role in any Mentoring for pupils within your year group.
5. Advise, guide and monitor students/groups within your year groups regarding their attitude to learning, behaviour, (attendance and/or punctuality).
6. Ensure the successes academically and pastorally of Pupil Premium Children and the Most Able are recognised, celebrated and incentivised.

Behaviour, Conduct, Politeness, Uniform, Attendance & Punctuality

1. Make effective use of the School's Behaviour Policy (including Behaviour for Learning and the Droylsden Academy Way), the PH Levels and PRIDE, modelling and insisting on our values of politeness, hard work and honesty.
2. Ensure that students' behaviour is exemplary and that all students feel safe and free from different forms of harassment and bullying, for all students and those within your year group (supporting other Year Managers and Heads of Lower/Upper School when necessary).

3. Work with the OBC Manager to support and contribute to the successful strategies employed to re-engage and support students in the On Board Centre.
4. Work with the Navigation Manager to support and contribute to the successful sanctions and corrective action of Navigation, off site placements or suspension.
5. Oversee the accurate and timely completion of files and paperwork for all fixed term and permanent exclusions.
6. Support in reintegration meetings, compiling all necessary documentation.
7. Attend external agency meetings and present accurate and precise school records.
8. Work with the Heads of Lower/Upper School to create a culture of respect, reflection and discipline in all year-based detentions.
9. Praise and reward (formally, according to the calendar) excellent examples of student behaviour, politeness and attendance.
10. Support your team of Form Tutors, Teachers, Heads of Lower/Upper School and the senior team to ensure the highest possible standards of uniform and of behaviour, attendance, punctuality, hard work, honesty and politeness from your year group.
11. Support your team of Form Tutors, Heads of Lower/Upper School and the Safeguarding and Attendance Leader and Attendance and Behaviour Officers on any support required relating to attendance and punctuality.
12. Take a lead role in positive discipline and secure excellent attitudes to learning for all in your year group, in line with our values, PH Levels, PRIDE and Droylsden Basics.
13. Assist teachers, Curriculum Leaders and SLT in ensuring speedy, effective and consistent responses to situations of poor behaviour.
14. Work proactively with parents, carers and outside agencies to ensure strong progress, attendance, punctuality and behaviour of specific children, taking a lead role in reward and sanction procedures and ceremonies.

C LEADERSHIP & MANAGEMENT OF STUDENTS & STAFF

1. Work with the Heads of Lower/Upper School, Assistant Headteacher and with the Deputy Headteacher: Standards in Pastoral Care, Community and Transition, and manage teams of Form Tutors.
2. Manage student voice and leadership in your year group, working with the Heads of Lower/Upper School and teachers, to ensure the highest levels of contribution to academy and community life and growing confidence in public speaking (in assemblies and meetings).
3. Assist in the professional development of your teams of Form Tutors in pastoral areas.
4. Develop a team approach with your Tutors.
5. Manage the students in your year group.
6. Manage year assemblies working with the Heads of Lower/Upper School and oversee the efficient running of assemblies, including the management of late arrivals.

7. Make effective and efficient use of the school's Learning Support Area, On Board Centre and Navigation to improve conduct, politeness and learning.

D EFFICIENT AND EFFECTIVE DEPLOYMENT OF STAFF & RESOURCES

1. Support your Form Teams in making best use of this time.
2. Ensure tidy and accessible office space.
3. Ensure all paperwork and communication are of the highest professional standards.

E ACCOUNTABILITY

1. To the Deputy Headteacher.
2. To the Assistant Headteacher.
3. To the Heads of Lower/Upper School.
4. To Parents, Carers and Students.
5. Support the quality and organisation of Parent/Carer Evenings and events.
6. Work closely with parents and carers to develop positive attitudes to learning, attendance and behaviour from their children.
7. Liaise with external agencies.
8. Manage issues related to Educational Visits and Child Protection and Safeguarding in and for your year group.
9. Intervene and respond appropriately to ensure students uphold the values of the Academy and represent your year group with distinction.
10. Promote individual and year group successes.
11. Implement all school policies in relation to your role.

As a member of staff, you are expected:

1. To safeguard all students, promoting their safety, health, and welfare in accordance with school policy, both on the school premises and on school activities elsewhere.
2. To follow and uphold all school policies and be an excellent ambassador for the Trust and Droylsden Academy.
3. To have a responsible and diplomatic approach to matters of a confidential nature.
4. To ensure awareness of what is happening in and around the school; checking and responding, where necessary, to school emails regularly and at least once every school day.
5. To develop yourself through engaging with CPD, including ICT training, in order to maximise effective use of all school systems.
6. To undertake any other duties that might be reasonably requested, by the Headteacher, the Heads of Lower/Upper School or any member of the Leadership Team. Any request will correspond with the general character of the post and are commensurate with the level of responsibility.



Health and Safety:	<p>The post holder must, at all times, work within the requirement of the Health and Safety at Work Act 1974, current Health and Safety legislation and the School's and LEA's policies and procedures. The postholder is responsible for their own Health and Safety, as well as that of their colleagues.</p> <p>All Trust schools are non-smoking sites.</p>
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General:	<p>This job description may be reviewed at the end of each academic year or earlier if necessary. In addition, it may be amended at any time in consultation with the post holder. The post holder will be expected to participate in the Academy's appraisal programme and to participate in appropriate staff training and development activities.</p>
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Person Specification			
	Essential	Desirable	Method of assessment
Qualifications	<ul style="list-style-type: none">• Sound educational background including GCSE's in English and Mathematics (A* to C) or equivalent	<ul style="list-style-type: none">• Level 3 or equivalent qualification or evidence of appropriate training with regard to working with young people• Other training/qualifications relevant to post• A relevant First Aid qualification• Possess a current, clean driving licence and own vehicle (with valid Business Insurance)	<ul style="list-style-type: none">• Production of the applicant's original certificates
Experience		<ul style="list-style-type: none">• Experience of working successfully with young people in a Secondary School Environment, Youth work setting or Local Authority• Experience of using Bromcom	<ul style="list-style-type: none">• Contents of the application form• Interview• Professional references
Skills and Knowledge	<ul style="list-style-type: none">• Excellent communication skills with a range of stakeholders including students, parents, work colleagues and external agencies• Competent in using IT, including Microsoft Office packages, internet and email• Personal organisational skills, e.g. time management, administration, prioritising, ability to work under pressure on own initiative and to work flexibly to deal with competing demands		<ul style="list-style-type: none">• Contents of the application form• Interview• Professional references



	<p>within a busy environment</p> <ul style="list-style-type: none">• Ability to work with all age ranges, and all levels of people within the structure of the school, students, parents and external agencies• Ability to work with and without supervision• Ability to work closely with others as part of a team, support colleagues including the ability to share tasks with others when appropriate• Ability to maintain efficient office procedures, including filing and record keeping• Ability to keep written and oral information confidential• Knowledge of Safeguarding and Child Protection and a commitment to the importance of Health and Safety and Child Protection• Understanding and knowledge of current issues in education		
Personal competencies and qualities	<ul style="list-style-type: none">• Willingness to contribute to the extra-curricular work of the Academy• Flexibility and adaptability• Willingness to undertake personal development• Commitment to Droylsden Academy's values and ethos, and willingness to do appropriate training as required• Willingness to demonstrate commitment to the demands of the post through regular and punctual attendance		<ul style="list-style-type: none">• Contents of the application form• Interview• Professional references



	<ul style="list-style-type: none">• Energy, resilience, vision and enthusiasm and ability to perform well under pressure• Commitment to inclusive education• Passion for helping children and young people learn• Trustworthiness and integrity• Ability to form and maintain appropriate relationships and personal boundaries with children and young people• Ability to engender confidence in young people• A warm, friendly, and patient manner• Ability to build positive relationships with all students that allow them to achieve to their highest potential• Discipline and time management skills• A belief in the value of others• A willingness to learn new skills and approaches and to share experiences with others• A sense of humour		
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