



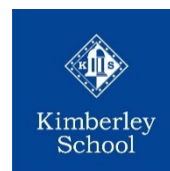
Kimberley
School



Year Performance Leader

Application Pack





Year Performance Leader TLR 2c (£7,901)

(January 2026 start or September 2025 if available)

The Kimberley School is an exciting, oversubscribed and vibrant school with a very successful, high-achieving, sixth form. The school enjoys superb facilities and as part of the East Midlands Education Trust, has a very bright future. We aim to ensure that students are able to achieve outstanding academic exam results and that they have access to a vast range of exciting opportunities outside of the classroom that help prepare them for a successful adult life.

We are seeking to appoint a Year Performance Leader from January 2026 (September 2025, if available). Included in the information pack is a full job description and person specification for the role. A typical school year group numbers 240 with a team of 8 tutors. Each Year group also has a non-teaching Student Support Assistant attached to the team to support the Year Performance Leader.

Year Performance Leaders have offices based in a purpose-built Student Support centre where they work alongside their Student Support Assistants. Working alongside the other Year Performance Leaders ensures a consistent approach to pastoral care and the opportunity to share ideas and advice with each other.

The Year Performance Leader Team are overseen by two experienced Senior Leaders; Kaylee Eatherington (Assistant Head Teacher for Behaviour) and Danny Knapczyk (Deputy Head Teacher Pastoral and DSL). If you would like to find out more about the role, then please contact Danny or Kaylee at the school.

If you have a dedication to pastoral care and developing the whole child, then we want to hear from you. As part of East Midlands Education Trust there will also be the opportunity for continued professional development to prepare you for future stages of your career. EMET employees also benefit from access to a comprehensive physical and mental wellbeing package.

All staff are recruited under our safer recruitment processes, in line with DfE requirements, which includes an [enhanced DBS check](#). We have a suite of safeguarding procedures, policies and guidance for all of our staff and volunteers to ensure we actively promote children and young people's welfare and safety.

We are also committed to equality of opportunity in employment and it is our policy to promote equal opportunities in employment, regardless of race, colour, nationality, ethnic or national origin, creed, disability, sex, age, marital status or sexual orientation. This applies to recruitment and selection practices, training, promotion and in the application of national and local agreements in respect of pay and conditions of service.

This application pack includes a job summary, job description and person specification. Applications must be made on an EMET application form which you can be accessed here [East Midlands Education Trust website](#). On the application form, please focus on a detailed 'supporting statement' taking into account the person specification and indicating why you would be the best person for us to recruit to this position.

If you have any questions please contact Wendy Bellamy, Leadership Support Team Leader, by email - hr@kimberleyschool.co.uk

Closing date for receipt of applications: 9am on Friday 20th June 2025

Andy Park
Head Teacher

Job description / person specification

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Information for Year Performance Leader

Job Summary	
Location:	The Kimberley School, Newdigate Street, Kimberley, Nottingham, NG16 2NJ, Telephone: 0115 938 7000 Fax: 0115 938 7001
Salary:	MPS/UPS + TLR 2c (£7901)
Job Summary:	We are seeking to appoint a Year Performance Leader who will support teachers by creating a positive ethos for learning in their year groups and ensuring that there is a strategic response to underperformance of groups or individual students so that all students make outstanding progress.

Job Description

Year Performance Leader

The Year Performance Leader supports teachers by creating a positive ethos for learning in their year groups and ensuring that there is a strategic response to underperformance of groups or individual students so that all students make outstanding progress

Specifically:

A: Create a positive ethos for learning

1. Develop a sense of identity and pride in the year group and the school in line with The Kimberley Way.
2. Develop a strong sense of identity and purpose amongst the team of tutors, students and their parents
3. Lead by example, motivating and inspiring staff and pupils within the Tutor Team.
4. Be the public face of the year group. Have, and communicate, the highest possible social and academic aspirations for every student
5. Foster an ethos where achievement and success are recognised to be of value
6. Use a language of possibility and positivity for the potential of all students
7. Take every public (including assemblies) opportunity to relentlessly promote your high aspirations and expectations; and to celebrate the individual and collective achievements of the year group
8. Facilitate the development of the personal skills (organisation, goal setting, self-assessment, revision...) that underpin academic success
9. Facilitating and encouraging participation in opportunities outside of the curriculum that develop the wider skills needed for a successful adult life

B. Leading the development of the tutor team, evaluating the work of the team and planning future improvement

1. Oversee the work of tutor team and the use of registration time and tutor period
2. Ensure pupils develop study skills in order to learn more effectively and work with increasing independence.
3. Promote a manageable but high level of involvement between form tutors and their tutees – being mindful of not distracting teachers from their core purpose of planning, teaching and assessing.
4. Lead year team briefings and year meetings.
5. Use Quality Assurance activities to identify and implement action to improve the work of the team.

C. Monitor the progress of all students to ensure that they remain on track to make outstanding progress. Identify, implement and evaluate additional support for individuals/groups as appropriate

- 1) Track the progress of vulnerable groups of students (e.g. boys, BAME, disadvantaged, SEN); implementing a strategic response when they are not on track to make outstanding progress
- 2) Design, implement and monitor appropriate additional support where individuals or groups of learners are underperforming across the curriculum.
- 3) Lead data & additional support meetings for the tutor team, coordinating and monitoring the response to each data release.
- 4) Attend Closing the Gap meetings in order to identify the additional support that vulnerable students need to make they sure they are on track to make outstanding progress

D. Lead on the programme of care, guidance and support for all pupils in the year group

- 1) Ensure smooth transition of pupils between year groups as appropriate.

- 2) Recognise individual student needs, seeking appropriate help and guidance to organise highly personalised support for all.
- 3) Liaise with the Student Support Team Leader or Learning Support Team Leader to refer pupils to external agencies where need arises.
- 4) Foster and develop strong links between parents and school, encouraging tutors to develop these effective links.
- 5) Ensure early contact is made with parents/ carers where concerns arise regarding student progress, performance or conduct.

E. Ensure that the links with Student Support Team, Learning Support Team and Learning Mentors are directed to address academic or social underachievement

- 1) Meet regularly with key personnel (Student Support and Learning Support Leaders) to ensure pupils at risk are identified and offered appropriate support.
- 2) Refer pupils and parents to Student Support or Learning Support as appropriate
- 3) Develop a skilful understanding of what needs to be dealt with by tutors and themselves and what should be dealt with by the Student Support and/or Learning Support Team

F. Ensure the Schools' behaviour management and reward policies are applied consistently to all students in the year group

- 1) Ensure tutors maintain the expected high standards of student appearance and conduct. This will require regular monitoring of uniform, punctuality and behaviour.
- 2) Establish and monitor processes for responding to students who fall below expected standards.
- 3) Monitor behaviour for learning across the year group using QA processes
- 4) Work closely with the Student Support Team and parents/carers to resolve incidents and concerns
- 5) Work alongside the AHT for Behaviour to ensure a consistency in response across all year groups
- 6) Oversee any response to incidents by tutors to ensure consistency.
- 7) Use sanctions in line with the behaviour management policy.
- 8) Lead re-admission meetings, alongside the Student Support Team, as appropriate.

In addition to specific responsibilities the post-holder will:

- 1) Work to achieve a house ethos across the year group and school.
- 2) Attend Year Performance Leader Forum meetings.
- 3) Organise and run events specific to the year group and help to organise groupings as appropriate for events.
- 4) Be alert to concerns about the safety and well-being of individual students, ensuring that concerns are dealt with in line with the EMET Safeguarding and Child Protection policy.
- 5) Provide support, challenge and guidance to the Key Stage Assistant Performance Leader/s to ensure that they fulfil their role in assisting the YPLs and working across the year group to ensure that all students make outstanding academic and social progress.
- 6) Engage in CPD opportunities that promote professional effectiveness in this role.

This job description is not necessarily a complete definition of the post. It will be reviewed at least once a year and it may be subject to modification or amendment at any time after consultation with the holder of the post.

Person Specification: Year Performance Leader

	Essential	Desirable
QUALIFICATIONS:		
Qualified Teacher Status	✓	
Evidence of commitment to further professional development	✓	
EXPERIENCE:		
➤ Pastoral experience in a tutor role	✓	
➤ Successful experience of a leadership role within a pastoral team		✓
➤ Intervention as a tutor that has impacted positively upon student performance. This might include: <ul style="list-style-type: none"> ○ Raising standards of achievement ○ Tracking pupil performance and developing intervention in response ○ Working with pastoral support staff ○ Working with parents and referral to outside agencies 	✓	
INTERVIEW AND / OR LETTER		
KNOWLEDGE, SKILLS AND ATTRIBUTES:		
Candidates should be able to show that they have:		
➤ a commitment to enabling all students to achieve their academic and social potential	✓	
➤ good knowledge and understanding of current curricular, teaching and learning issues relevant to the needs of the school	✓	
➤ good understanding of inclusion issues and strategies		✓
➤ clear awareness of whole school management issues	✓	
➤ self-confidence, loyalty, personal impact and presence	✓	
➤ the ability to relate well to students, parents, staff and governors	✓	
➤ good communication skills for a variety of audiences	✓	
➤ high levels of commitment, enthusiasm and motivation	✓	
➤ ability to build on current good practice whilst moving the year group forward with enthusiasm and vision	✓	
➤ able to motivate staff and inspire students	✓	
➤ high level of emotional intelligence	✓	
➤ able to establish priorities and work under pressure	✓	
➤ the ability to keep things in perspective	✓	
➤ the ability to lead a year team clearly, strategically and creatively	✓	
➤ the ability to work with, lead and guide the Student Support Assistant for that year group on all aspects of the pastoral care for that year	✓	