



TRINITY CATHOLIC COLLEGE

Job Title: Year Manager Grade I

Name:

Responsible to: Headteacher through Deputy Headteacher

OVERALL RESPONSIBILITY

- Assist in the delivery of the five Every Child Matters outcomes as identified in *Every Child Matters: Change for Children (DfES, 2004b)*.
- Contribute to the needs of the child as identified in the Children Act (2004) by participating in the initial assessment of any pupils who have additional needs and sharing outcomes with other professionals supporting the child.
- Contribute to the development of policy, practice and procedures to fulfil the aims proposed in *New Relationship with Schools (DfES 2005a)*.
- To work as a mentor with individual pupils to provide "solution focussed" activities to overcome barriers to learning, both inside and outside school, and thereby assist them in achieving their full potential.
- Assist in the overall raising of pupil standards and achievements, through raising pupils' esteem, expectations and aspirations.

DUTIES

Supporting Pupils

1. Identify individual need against the criteria of Every Child Matters agenda ensuring by supporting pupils (and their families) to be healthy through attendance at breakfast clubs, providing support for mental health issues and other personal issues likely to cause stress and anxiety.
2. Encourage pupils to stay safe and be confident their voice will be listened to if disclosing information of significant harm, including bullying, drugs and child protection issues.
3. Support pupils to enjoy and achieve by encouraging engagement with school, working on attendance issues with EWS and with families and carers to reduce levels of absence.
4. Encourage pupils to make a positive contribution to school and community and gain confidence through participation in activities.
5. Support pupils to prepare for 16+ routes to either further education or employment by providing a programme of study support for public examinations and assisting pupils and professionals to plan for progression.
6. Develop and maintain positive attitudes in pupils towards the mentoring programme - such as trust and confidence.

7. Identify, commend and celebrate areas of success for individual staff or pupils e.g. privately or in assemblies as appropriate.
8. Observe pupils in the classroom and monitor their attention span, attitude to subject specific areas, behaviour at times during the day, etc.
9. Develop one-to-one mentoring relationships, giving emotional support and acting as coach, trainer, developer and motivator.
10. To work with pupils, individually or in groups, in and out of the classroom.
11. Work with pupils, one-to-one, to encourage them to maximise their potential through a range of strategies and support programmes, e.g. use strategies which:
 - Develop organisational skills and memory
 - Develop independent and collaborative working
 - Identify different learning styles
 - Improve the pupil's behaviour
12. Draw up an action plan for each pupil, set regular targets and actions and monitor the outcomes - thereby evaluating progress towards a more positive approach to learning.
13. Attend review meetings when appropriate.
14. Maintain accurate and up to date records of action plans and evidence of pupil progress.
15. Constantly challenge pupils to remain motivated and focussed.
16. Contribute to the extended schools programme which provides enrichment activities, both within and outside of school.
17. Work with individual pupils, identifying the current barriers to learning and monitor progress towards set targets.
18. Support pupils to evaluate their progress and provide access to learning skills for personal development.
19. Act as a role model to pupils and be available to them in unstructured school sessions

Liaison - Staff

1. Work with the School Assessment Co-ordinator, SENCO and other staff in the early identification of pupils who may benefit from a learning mentor, e.g. those that are:
 - underachieving
 - at risk of exclusion
 - poor attenders
 - disaffected
 - experiencing learning difficulties
 - lacking in self-esteem and confidence

This will require monitoring of base data such as SATs, NFER, CATs, YELLIS, etc. Assessment on entry to the School is crucial to this strategy.

2. Work with teaching staff to identify a range of strategies to assist pupils who should benefit from mentor support, e.g. those pupils who, due to lack of attendance.
3. Liaise with teaching staff to monitor pupil workload, work rate and access to learning.

4. Regularly inform staff of developments, improvements in performance and successful strategies.
5. Inform staff in good time, as regards any proposed pupil absences from their lessons due to the mentoring programme.
6. Provide support to teachers and other individuals working with pupils.
7. Work with the SENCO to identify a range of strategies to assist pupils with their learning and contribute towards the production and implementation of individual education plans.
8. Work with Lead Learners to plan strategies designed to resolve subject specific needs of individual pupils.

Liaison - Community and Agencies

1. Make regular contact with parents, encouraging them to support their child in overcoming their learning difficulty by advising them about strategies to improve learning.
2. Liaise with multi-professional agencies, parents and carers to engage others to be involved in pupils' learning and to give on-going positive support.
3. Work with these agencies to enable pupils to have access to the wide variety of opportunities and services available to them outside of school provision.
4. Liaise with feeder school staff to enhance the identification and provision made for those pupils who may need additional support on transfer and transition.
5. Establish links with feeder schools in order to gain information on teacher assessment levels and SATs.
6. Further develop links with the local community by involving parents, employers and other supportive individuals in the mentoring programme.

Health and Safety

1. Undergo Basic First Aid training and update courses.
2. Be aware of the responsibility for personal Health, Safety and Welfare and that of others who may be affected by your actions or inactions.
3. Co-operate with the employer on all issues to do with Health, Safety & Welfare.

Continuing Professional Development

1. Keep up-to-date and informed on changes to legislation and roles and responsibilities, for those contributing to the delivery of the Every Child Matters agenda and New Relationship with Schools.
2. In conjunction with the line manager, take responsibility for personal professional development, keeping up-to-date with research and developments in mentoring which may lead to improvements in teaching and learning.
3. Undertake any necessary professional development as identified in the School Improvement Plan and multi-agency requirements, taking full advantage of any relevant training and development available - particularly ECM agenda, mentoring skills and pupil management.
4. Maintain a professional portfolio of evidence to support the Performance Management process - evaluating and improving own practice.

ADDITIONAL DUTIES FOR THIS POST

The following tasks will be negotiated and agreed at the time of appointment and at annual review. These additional tasks are seen as an important part of the School's continuing professional development programme.

This job description will be reviewed annually and may be subject to amendment or modification at any time after consultation with the post holder. It is not a comprehensive statement of procedures and tasks, but sets out the main expectations of the School in relation to the post holder's professional responsibilities and duties.

Elements of this job description and changes to it may be negotiated at the request of either the Headteacher or the incumbent of the post.

The above duties and responsibilities cannot totally encompass or define all tasks which may be required of the employee. The outlined duties and responsibilities may, therefore vary from time to time without materially changing either the character or level of responsibility; these factors are reflected in the post.