**Haydon Bridge High School**

JOB DESCRIPTION

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Post Title: Year Leader | | |  | | Office Use |
| Grade: Band 6 | | | Service/Workplace: Haydon Bridge High School | | JE ref: S1516 |
| Responsible to: Assistant Head Teacher | | | Date: | Manager Level: |
| **Job Purpose**: To assist the Assistant Headteacher with long term pastoral support including the management of behaviour, welfare, attendance and academic achievement. Under the instruction/guidance of senior staff you will work alongside the Senior Leadership Team and Pastoral Team to develop systems that will enable the school to continue to improve pastoral support. Provide the analysis of data to inform and implement interventions, mentoring, counselling to ensure the learning ethos is supported through high quality pastoral care. To provide leadership with analyse of data to inform and implement appropriate interventions ensuring students connect their actions and outcomes with their learning ethos.  To liaise with and support staff/external agencies including working with parents and students.  Haydon Bridge High School has a school roll of 450 students approx. including Sixth Form | | | | | |
| Resources | Staff | To liaise with Assistant Headteacher and other relevant staff | | | |
| Finance | | None | | | |
| Physical | | School and classroom resources including equipment. | | | |
| Clients | | Internal (Teachers, Groups of children/Whole Class Interventions). External (Parents/Carers, external Professionals) | | | |
| Duties and key result areas:  Key Tasks:   1. To play a major part in promoting the reputation of the school in providing a professional, competent and approachable service to students, parents/carers and other stakeholders. 2. To be characteristically capable of dealing with students and parents/carers in a calm, courteous and sensitive manner. 3. To liaise with the Senior Leadership Team, Heads of Faculty, SENCo, subject teachers, Form Tutors, students, parents, other teaching and support staff, admin support, EWO, Local Education Authority representatives, external agencies. 4. To liaise with the Pastoral Team, Heads of Faculty, tutors and other staff on all referrals and concerns raised about individual students and where relevant, students on further support or intervention. 5. To coordinate home/school links over a range of issues e.g. attitudes to learning, attendance, behaviour and individual progress. 6. To access student voice via year group or key stage assemblies, focus groups, interviews and questionnaires, analysing student feedback to promote the learning experience and inform best practice. 7. To investigate issues or requests presented by parents/carers and staff and report to Assistant Headteacher. 8. Taking a lead in the resolution or progression towards resolution of student issues without always referring to more senior staff. 9. To take a lead role in the development and maintenance of student records and information systems ensuring information is up to date and available to appropriate users at all times. 10. To ensure the maintenance of accurate and up to date information on SIMS and safeguarding system. 11. Ensuring all administrative processes are completed on time and effectively. 12. To liaise with parents/carers, teaching staff, inclusion staff, admin staff, EWO, School Nurse and external staff, on all matters relating to welfare, attendance and behaviour. 13. Responsible for monitoring and evaluating of academic progress of the Key Stages including SEN students and provide the Assistant Headteacher with data and reports as required. 14. Responsible for organising events relevant to the Key Stage as directed e.g. Parents evenings, Awards, Prom, Options, Anti-Bullying Week etc 15. Ensure the analysis and systematic recording of student progress and achievement to provide reports and evidence of the range and level of progress/attainment for students in the Key Stage 16. To analyse and evaluate data and work with the Leadership Team to develop appropriate interventions for groups and individuals. 17. Use data to develop strategies to support quality improvement with the Key Stages. 18. Implement and monitor interventions of underachieving students and vulnerable groups, specifically Pupil Premium and SEND. 19. To deal with allocated incidents referred by staff, investigating, summarising, issuing sanctions and liaising with parents regarding internal and external exclusions. 20. To support student progress in school by managing behaviour and implementing all aspects of the school’s disciplinary policy, creating a safe and disciplined working environment. 21. To keep up to date on national developments in behaviour and discipline, attendance and safeguarding. 22. Liaise with person responsible for Child protection/Safeguarding and Looked After Children. 23. To lead on an organisational element of school life, (e.g. transitions), ensuring that the processes are implemented well, having due regard for effective management of resources and staff. 24. To take responsibility for your own professional development and seek opportunities to improve your own practice including 25. To follow up all safeguarding incidents to conclusion, liaising with outside agencies where necessary. This may include escalating concerns where a satisfactory outcome has not been achieved. 26. To attend safeguarding meetings, including case conferences and produce accurate reports for these meetings. 27. To act as a positive role model for colleagues in terms of professional and personal practice. 28. To contribute to all Pastoral-related Policies. 29. Take minutes at pastoral meetings, multi-agency meetings, exclusion hearings and reintegration meetings**.** 30. Assist with the management of students outside the classroom, e.g. arrival/break/lunch/departure times, during examinations and outside the school, school trips as directed by the class teacher or member of the school’s management. 31. To play a full part in the life of the school, to support its mission and ethos and to encourage and ensure staff and students follow this example. 32. Administration arising from dealing with students who are ill or involved in an accident on the premises eg completion of accident forms and HSE notification forms. 33. To support the delivery of the curriculum through cover supervision   **Support for the School**    1. Comply with all school policies and contribute to the development of policy relating to:  ∙        Health and Safety  ∙        Equal Opportunities  • Confidentiality and data protection.    Work in such as to promote the ethos and vision of the school.  Participate in training and development, and activities that contribute to the management of performance.  Attend and participate in regular meetings  Take the initiative, as appropriate, in developing multi agency contacts to support the learning and development of children.  To undertake other duties and responsibilities as required commensurate with the grade of the post.  **Child Protection**  a. Deal with any allegations and disclosures that are made liaising with the Designated Person for Child Protection within school, and following procedures and guidelines.  b. Attend Police Protocol meetings as required.  The duties and responsibilities highlighted in this job description are indicative and may vary over time. Post holders are expected to undertake other duties and responsibilities relevant to the nature, level and extent of the post and the grade has been established on this basis. | | | | | |
| Work Arrangements | | | | | |
| Physical requirements:  Transport requirements:  Working patterns:  Working conditions: | | None  None  Normal work patterns.  Normally indoors, can involve minimal exposure to verbal abuse and aggression and dealing with accidents and first aid. | | | |

**PERSON SPECIFICATION**

|  |  |  |  |
| --- | --- | --- | --- |
| Post Title: Year Leader |  | Ref: S1516 | |
| Essential | Desirable | | Assess  by |
| Knowledge and Qualifications | | | |
| * Excellent numeracy and literacy skills( at least NVQ 2 Qualification) * To have knowledge and awareness of issues of concern to young people and others. * An excellent understanding of safeguarding procedures, including dealing with allegations and disclosures. | * Degree Level * Experience of or equivalent Level 4 qualification in a relevant discipline e.g. teaching, counselling, youth work, careers, social services or other relevant work | | (a), (i) (t) |
| Experience | | | |
| * Experience of Child Protection issues. * Experience of communicating with distressed/anxious/worried pupils or parents. * Experience of general clerical/administrative work. * Experience of working with young people in an educational setting. * Knowledge and ability to work effectively and network with a wide range of supporting services in both public and private sector. | * Administrative and clerical experience gained in a school or educational establishment * Experience of an IT based administration system e.g. SIMS | | (a), (i) |
| Skills and competencies | | | |
| * Very high level of interpersonal skills, particularly – negotiation skills; caring skills and listening skills. * Ability to work effectively with, and command the confidence of teaching staff and senior leadership within the school. * Ability to understand a student’s educational and pastoral needs. * Ability to work flexibly in a team situation whilst being able to prioritise, show initiative and work independently, ensuring key routines tasks are achieved within deadlines. * Excellent organisational and communication skills with a willingness to respond positively to changing circumstances. * Advanced ICT and keyboard skills * To possess good communication, social and organisational skills, and be able to take responsibility for own work schedule. * Knowledge of relevant policies/codes of practice and awareness of relevant legislation * Ability to relate to students and adults. * Ability to work as a member of a team * Good organisation and record keeping. * Understanding of multi-disciplinary and multi-agency working. * High levels of interpersonal and communication skills to ensure the cooperation of others. Information would need to be obtained through negotiation, persuasion and motivation. |  | | (a), (i) |
| Physical, mental and emotional demands | | | |
| * Regular periods of concentrated mental and sensory attention and pressures from deadlines, interruptions or conflict. * The job involves contacts with, or work for, people, which through their circumstances or behaviour regularly place emotional demands on the jobholder. * Continuous significant emotional demands with pupils, parents, staff, social services. * Able to deal with emotional, physical and medical concerns and situations * Significant emotional demands around student welfare, child protection, safeguarding and disadvantaged students. Resolving conflict between students and being an advocate when resolving relationships between parents/carers and students. |  | | (i) |
| Other | | | |
| * Willingness to participate in training and development. * A commitment to and interest in the wellbeing, support and achievement of students. * A belief in teamwork and co-operation with adults and students. * Flexibility, imagination and resilience, reliability and integrity. * A positive attitude to school. |  | | (a), (i) |

Key to assessment methods; (a) application form, (i) interview, (r) references, (t) ability tests (q) personality questionnaire (g) assessed group work, (p) presentation, (o) others e.g. case studies/visits