

## JOB DESCRIPTION



<b>POST:</b>	Year Manager
<b>RESPONSIBLE TO:</b>	TBC
<b>LEVEL:</b>	Grade 5
<b>CORE PURPOSE:</b>	To be responsible for a year group ensuring the highest standards of student attendance, punctuality, standards of uniform and day-to-day pastoral issues
<b>JOB DESCRIPTION:</b>	The job description will be reviewed regularly to reflect, or anticipate changes to, the job commensurate with the salary and areas of responsibility.

### **Working within the Student Learning Directorate the post holder will:**

- Support the implementation the Academy's vision and values
- Ensure that the Academy policies are promoted and adhered to
- Contribute in the Academy to developing a learning culture with high expectations in a safe and secure learning environment
- Foster effective relationships with parents/carers and students in the Academy

### **SPECIFIC RESPONSIBILITIES**

- Be the first port of contact for parents/carers
- Lead assemblies for the year group
- Play a central role in the daily running of the academy campus being highly visible
- Daily monitoring of student attendance and punctuality and initiation of first day absence procedures
- Collation of attendance data and liaising with Attendance Officer
- Daily monitoring and management of student behaviour including carry out thorough investigations of behaviour incidents and issue appropriate sanctions ensuring effective communication with students, parents/carers and staff
- Be responsible for completing the paperwork on exclusions and inclusion
- Assist in the compilation of data relating to all exclusions required for the PLASC returns and Governing body
- Provide daily care, guidance and support to students in the year group
- Respond to all incidents of bullying, including racist and homophobic bullying, ensuring they are effectively dealt with and recorded in the bullying log
- Work in partnerships with external agencies to provide the best possible support to students in the year group
- Represent the academy at child protection conferences and other multi-agency meetings
- To lead on transition from and to the next stage for students in the year group
- On rare occasions, supervise whole classes during the absence of teachers, ensuring students are on task, good order is maintained and that the content of the lesson provided by the Learning Director is delivered.

### **Developing Self and Working with Others**

- Take part in an annual staff performance review with line manager
- To create and maintain good working relationships among all members of the Academy community
- To work collaboratively with the SLT, Achievement Leader, other members of the Student Welfare Team, teachers and curriculum support workers and staff from external agencies
- To set an example to students in work ethic, conduct, dress code, punctuality and attendance

### **VARIATION IN THE ROLE**

Given the dynamic nature of the role and structure of Consett Academy, it must be accepted that as the Academy's work develops and changes, there will be a need for adjustments to the role and responsibilities of the post. The duties specified above are therefore not to be regarded as either exclusive or exhaustive. They may change from time to time commensurate with the grading level of the post and following consultation with the post holder.

### **EQUALITY AND DIVERSITY**

The Academy is committed to equality and diversity for all members of society. The Academy will take action to discharge this responsibility, but many of the actions will rely on individual staff to embrace their responsibilities with commitment, ensuring a positive and collaborative approach to Equality and Diversity. This will require staff to support the Academy's initiatives on Equality and Diversity designed to enhance practices and the experiences of staff, students and visitors, with an all-inclusive approach that celebrates differences. Failure to embrace these commitments may lead to formal action.

## Year Manager - Person Specification

- Elements required to undertake the job are provided under specific headings. Each element is essential or desirable as indicated by an E or D in the "E/D" column.
- How the evidence will be tested is indicated under the remaining columns.

### CODE

E/D: Essential or Desirable AF: Application form I: Interview/Presentation

<b>A:</b>	<b>TRAINING AND QUALIFICATIONS</b>	<b>E/D</b>	<b>AF</b>	<b>I</b>
1.	A minimum of 4 GCSE (Grades A-C with English and Maths) or equivalent	E	✓	
2.	Degree (or equivalent)	D	✓	
3.	Evidence of recent professional development	E	✓	
4.	Current First Aid Certificate	D	✓	✓
<b>B:</b>	<b>EXPERIENCE OF WORKING WITH YOUNG PEOPLE</b>	<b>E/D</b>	<b>AF</b>	<b>I</b>
1.	Experience of successfully mentoring students in secondary education setting	D	✓	✓
2.	At least 2 years recent experience of working with young people	E	✓	✓
3.	Experience of supporting vulnerable students	D		✓
4.	Evidence of responsibility for allocation and monitoring of financial resources	D		✓
5.	Evidence of making a positive impact on students and their families	E		✓
6.	Experience of leading student assemblies	D		✓
7.	Experience of running 'after school' clubs and activities	D		✓
8.	Experience of working with external agencies to support students and their families	E		✓
9.	Evidence of working to promote community engagement	D		✓
<b>C:</b>	<b>PROFESSIONAL KNOWLEDGE AND UNDERSTANDING</b>	<b>E/D</b>	<b>AF</b>	<b>I</b>
1.	Knowledge of the use of data to establish benchmarks and set targets for improvement	D		✓
2.	Knowledge of strategies to promote Year Group ethos and inclusion	E		✓
3.	Knowledge and understanding of statutory legislation regarding student attendance & exclusion	D		✓
4.	Knowledge of SIMS data bases	D		✓
<b>D:</b>	<b>PERSONAL SKILLS &amp; ATTRIBUTES</b>	<b>E/D</b>	<b>AF</b>	<b>I</b>
1.	A commitment to equality and diversity	E		✓
2.	Demonstrate commitment to the young people in the Academy	E		✓
3.	Excellent oral and written communication skills	E		✓
4.	Ability to 'lead from the front' and be a good role model for staff & students	E		✓
5.	Good ICT skills	D		✓
6.	High expectations and able to communicate those effectively to students	E		✓
7.	Able to meet deadlines and work under pressure	E		✓
8.	Able to prioritise, plan and organise	E		✓
9.	Communicate well with all stakeholders including parents / carers	E		✓
10.	High standards of integrity, honesty and punctuality	E		✓
11.	A range of leadership skills to develop productive relationships and high performing team work	E		✓
12.	An ability to challenge and motivate others to create a forward thinking organisation committed to academy improvement	D		✓
13.	Stamina, resilience, reliability and integrity	E		✓
14.	An understanding of the value of a successful work life balance	E		✓

Name of Postholder (Print)	
Signature of Postholder	Date