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| Trinity Academy GrammarJob Description | |  |
| Job Title: | Deputy Year Leader |  |
| Job Scale: | Scale 5 (Point 12 - 17) |  |

**BASIC JOB PURPOSE**

* To provide operational support to an assigned year group(s) to raise the aspirations/self-esteem of students.
* To contribute towards the leadership and management of the pastoral system.
* To implement and develop enrichment and reward activities which contribute to students’ attainment and development (attendance, behaviour and academia).
* To implement and develop programmes of support for identified students, working in collaboration with other pastoral and SEN staff.
* To support the development of programmes which focus on students’ attitudinal and academic development, as identified through relevant evaluation and improvement planning.
* To implement and develop academy BFL and attendance strategies.
* To use academic data from internal and external sources to inform support packages for students.
* To liaise with all relevant staff to support students progress and overall development.

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| **Reporting to:** Identified Year Leader(s) |  |
| **Responsible for:** n/a |  |

**MAIN RESPONSIBILITIES**

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| **1** | To support the day to day management of a year group by providing pastoral support to students, as directed by the Year Leader, ensuring that all learners are guided, as appropriate and that their progress is regularly monitored and reviewed. |
| **2** | To contribute towards the process and systems of self review, student reviews and working with other staff and agencies who support students (including Local Authority and Government Agencies, Health and Children’s Services, Voluntary Groups and Parent and Carer Organisations) to ensure effective communication concerning the maintenance of students’ wellbeing. |
| **3** | To record and maintain accurate student records, in line with Data Protection legislation and academy policy and procedures. |
| **4** | To support process and procedures that monitor attendance and welfare. Where required liaise with other staff to undertake home visits, contacting parents and attending other key meetings. |
| **5** | To support year leaders and SEN staff in monitoring the overall experience of students in the year, to ensure equal opportunity for all, attendance and other key indicators are in line with academy targets. |
| **6** | To act as a role model and actively demonstrate understanding of academy policy and procedures to students, staff and parents. |
| **7** | To support the improvements of the pastoral system through contributing to the monitoring and evaluating the quality of form tutoring sessions, and student engagement, through data analysis, learning walks, surveys and other evaluation methods. |
| **8** | Develop an understanding of student tracking systems that are used across the academy to contribute using data systems so learners are informed and advised appropriately throughout their learning, particularly transition points. |
| **9** | To support the administrative organisation of Child Protection referral processes at the academy. |
| **10** | To support and contribute to improvements in behaviour and attendance across the academy, in line with the academy improvement plans. |
| **11** | To contribute to the organisation and preparation of individual or small group learning activities and support programmes across the whole academy, working alongside and in conjunction with professional teaching staff. |
| **12** | To deputise for year leaders in chairing team meetings, leading assemblies and positively promoting and providing guidance on academy policy and procedures to tutors. Support from SLG link will be provided. |
| Other Specific Duties: | |
| * All staff are expected to demonstrate consistently high standards of personal and professional conduct and maintain high standards of ethics and behaviour, within and outside school. * Treat all students with dignity, observe proper boundaries and understand that every adult in the academy has a responsibility to safeguard children and young people. * To continue personal professional development as required * Attend staff and other meetings and participate in staff training and development events as required * To actively engage in the performance review process * All support staff may be used to perform appropriate duties as and when required by the academy, commensurate with the salary grade of that post if it is higher than the employee’s current salary * To work in the best interests of the academy Trust, students, parents and staff * To adhere to the academy’s policies and procedures with particular reference to Child Protection, Equal Opportunities, Teaching and Learning and Health and Safety * Provide relevant and appropriate pastoral support * To work flexibly, including some evening work, and to travel, as required, to meet the needs of the role * To work at locations across the academy Trust, as required.   Whilst every effort has been made to explain the main duties and responsibilities of the post, each individual task undertaken may not be identified. Employees will be expected to comply with any reasonable request from a manager to undertake work of a similar level that is not specified in this job description.  This job description is current at the date shown, but, in consultation with you, may be changed by the Principal to reflect or anticipate changes in the job commensurate with the grade and job title. | |
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| **PERSON SPECIFICATION** | | |
| **Job Title: Deputy Year Manager** | | |
| **KEY CRITERIA** | **ESSENTIAL** | **DESIRABLE** |
| **Qualifications and experience** | * 5 or more GCSEs at grade C or above, including English and Maths (or equivalent) * experience of working in a busy organisation and dealing with confidential matters * experience of successfully working with young people (of a relevant age) and securing positive outcomes * working with young people and inner city communities * experience of working in an educational environment * experience of using a range of IT packages | * leadership of a community project/area of school development * experience of working with young people with SEN * deal sensitively with people and resolve conflicts |
| **Knowledge and understanding** | * understanding of equal opportunities issues and the need to treat all students and staff with an equal standard of care * basic knowledge of reward strategies and understanding how these could be applied * a good knowledge of BfL strategies when dealing with challenging students * innovative approaches to working with students, parents and multi-agency partners * understanding of the importance of community/partner/parent agency links | * understanding of Safeguarding and Child Protection issues * knowledge of the needs of SEN students in academic surroundings |
| **Skills and abilities** | * prioritise workload of self and others, balancing different priorities * think creatively and imaginatively to anticipate, identify and solve problems * demonstrate good judgment * achieve challenging professional goals * ability to work in a team * ability to communicate effectively, both orally and in written form with a range of audiences * evidence of planning and organisational skills | * willingness to develop own understanding and capability through advice and training * think clearly in emergency situations * negotiate and consult fairly and effectively * ability to interpret and analyse data |
| **Personal qualities** | * an excellent record of attendance and punctuality * commitment to learning * resilience, patience and perspective * set high standards and act as a positive role model for students and staff * seek advice and support when necessary | * reliability, integrity and stamina * respect confidentiality |