

Year Leader

Job Profile & Person Specification

Scale	TLR2B
Line Manager	Designated SLT member
Responsible for	Form tutors

Core purpose

Year Leaders are responsible for students' academic achievement, behaviour, personal development and well-being in a year group.

Specific responsibilities

1. Admissions and induction

- Manage the cohort's transition into a particular phase (e.g. Y7/secondary school, KS4, Y11)
- Co-ordinate in-year transfers and managed moves, induction of the students in question, liaising with administrative support and dissemination of relevant information to staff
- Ensure student records are accurate and appropriate

2. Curriculum leadership and development

- Monitor the academic progress of the year group at each data drop and support Subject Leaders in intervention strategies for underperforming students. Identify underperformance across the curriculum and work with students and parents to raise attainment. Know 'groups' of students within year group(s), e.g., SEND, Pupil Premium, English as an Additional Language, etc., and support their development.
- Support SEND staff in their work with students on the SEND register, e.g., by encouraging attendance at intervention sessions.
- Take the lead on developing the tutor programme, making amendments where necessary and creating new materials.
- Regular year group assemblies should align with the school's ethos.

3. Tutor Team Leadership

- Ensure tutors know, understand and deliver relevant school routines and systems, including attendance/punctuality procedures, tutor time, follow-up on behavioural issues outside lessons, home contact, and child protection.
- Monitor the tutor programme delivery, and take action, where necessary, to improve this programme's teaching quality.
- Monitor implementation of other tutor procedures, taking action where systems are not appropriately implemented.
- Make changes to tutor group membership, where required.

- e) Run pastoral meetings for the tutor team and communicate effectively beyond them.

4. Attendance, Behaviour and Welfare

- a) Monitor attendance/punctuality patterns for the cohort and tutor groups. Initiate and manage action where required, drawing, as appropriate, on tutors, administrative support and outside agencies.
- b) Liaise with pastoral staff to ensure students receive pastoral support as needed and that appropriate students are on Pastoral Support Plans. Support pastoral staff in relationships with external agencies, such as CAMHs, local authorities, or the police.
- c) Liaise with pastoral staff and senior safeguarding leads to ensure awareness of CP needs within the year group.
- d) Maintain an overview of individuals' and groups' behaviour across the curriculum and outside of lessons, working with relevant post-holders (e.g. SENCO, HODs) on remedial action (NB: The subject leader is the first line of referral for inappropriate behaviour in lessons).
- e) Managing students on report within year group(s).
- f) Support the SLT in dealing with incidents in school.
- g) Manage any modified curriculum arrangements for individual students, such as: 'time out' facilities; reduced timetables, modified curricula involving Alternative Education Providers

5. Home-School Partnership

- a) Liaison with parents/carers as part of casework
- b) Organising and leading parents' evenings for year group(s)

6. Other

- a) Dissemination of relevant student information to staff
- b) Any other duties relevant to the post as directed by the Headteacher.

General Responsibilities (all staff):

1. To assist in delivering the curriculum through the scheduled teaching programme and providing cover for absent teachers in emergencies.
2. To perform duties and attend meetings as reasonably required.
3. To assess and record students' achievements, prepare reports, and participate in parental consultations.
4. To participate in the School's performance management scheme.
5. To undergo in-service training to keep abreast of developments in school initiatives, curriculum, and subject areas.
6. To contribute to the school's pastoral system.
7. To observe and implement current school policies and good practices.
8. To carry out such particular duties as the Headteacher may reasonably direct from time to time by the Teachers' Pay and Conditions of Service Act 1987.

Person Specification

All are essential unless in italics, which indicates *desirable*.

1. Consistently effective teaching in line with the school's expectations.
2. Highly effective form tutor.
3. Understanding and effective implementation of Character Education principles.
4. Understanding and commitment to the school's ethos.
5. Understanding of school systems and expectations for form tutors.
6. Understanding of school systems for improving attendance and punctuality.
7. Understanding of child protection principles and procedures.
8. Effective written and oral communication for various purposes and audiences.
9. Effective organisational skills, and ability to meet deadlines.
10. Ability to have productive 'difficult conversations' with colleagues.
11. 'Credibility' with students, parents and colleagues.
12. Energy, resilience and the ability to motivate others.
13. Ability to analyse and work with data to enable student progress.
14. Evidence of effective leadership in schools or elsewhere.