

# JOB DESCRIPTION –

## Year 7 Lead with Pastoral and Deputy Designated Safeguarding Lead (DDSL) Responsibilities



### General responsibilities and duties:

The Year 7 Lead will take on the overall responsibility for the cohort of students in Yr 7 (including overseeing the Year 6 Phase Transfer process). They will be expected to monitor the academic as well as pastoral progress and safeguarding of students, utilising tracking systems, assessment processes and appropriate internal and external referral mechanisms.

### Key Roles:

#### Leadership and management

- Lead and line manage a team of form tutors, chairing Year 7 Tutor Team meetings and contributing to the wider School Improvement Priorities (SIP).
- Plan and coordinate Year 7 assemblies with tutors and outside speakers.
- Organise and support Year 7 tutors with effective use of tutor time during registration and the tutorial period. Monitor and quality assure these tutor sessions.
- Lead year events/activities including full involvement at parents' consultation and information evenings for Year 7
- Monitor and evaluate student attendance, developing intervention and support with those students and parents/carers where there is a cause for concern. Following and facilitating wider-school procedures on attendance monitoring that align with the Local Authority systems – including tracking, monitoring and submitting required paperwork for attendance processes. This is supporting the work of the School Attendance Champion.
- Liaise with the DCC attendance team on matters of attendance and support Inclusion meetings where necessary.
- Liaise with the Special Education Needs Co-ordinator (SENCO) and wider SEND Team on matters relating to students with special needs and disabilities
- Monitor and maintain discipline throughout the year group. Establish and maintain a culture of high expectations for all students.
- Create a year group identity through charity events and year group participation in school activities
- Contribute to the School Evaluation process
- Make recommendations to SLT regarding fixed term suspensions.
- Attend and lead reintegration meetings following fixed term suspension.
- Manage induction and settling in of new students into year group.
- Establish year group awards for high attendance, levels of commitment and effort/attitude
- Lead and manage the monitoring and evaluation of planners including a review of design of planners for each new academic year, consulting with SLT if changes are necessary.
- Monitor the standards of school uniform, including jewellery and make-up thus supporting tutors, taking appropriate action where necessary to ensure consistency and high standards.
- Lead and manage the Year 6 to Year 7 phase transfer process, as students move from their primary schools. Utilise the support from wider colleagues (including SEND/Safeguarding) to ensure students are strongly prepared to start in September. This will involve conducting visits and meetings with Primary Schools, visiting students in their Primary setting, reviewing prior attendance and attainment data and preparing for their arrival. It could also involve meeting individual students or parents and contributing to the whole-school phase transfer process.

- Organise and run Year 7 Phase Transfer Events – including the Summer Term Step Up Day, The Year 7 Parents Information Evening and any adapted/staggered start of term for Year 7 students
- Contribute to enrichment opportunities, including trips and Activities Week

### **Assessment and student progress**

- Monitor and evaluate student progress across the curriculum using whole-school data drops and assessments – using academic, ATL and attendance data
- Coordinate effective academic mentoring through tutors, reviewing progress against agreed student targets set.
- Set targets for improved attainment in class and in personal development.
- Liaise with subject teachers to develop intervention strategies for students not making expected progress, communicating and meeting with parents/carers.
- Initiate progress updates for students causing concern, liaising with tutors and parents/carers
- Support with groups of students that may require access to behaviour interventions, including support of the school's therapeutic approach
- Supporting the school's 'on call' system to collect students who require further support and take appropriate next steps that align with the School's Climate for Learning Policy. This will involve supporting and listening to the young person, liaising with home and supporting with appropriate and proportionate consequences
- Supporting the schools 'Inclusion' systems, including periodic monitoring and leading of our Inclusion Room and POD Provision
- Manage safeguarding cases, including attendance at meetings, referring to relevant and appropriate external agencies and offering pastoral support to individuals. Working closely with the Designated Safeguarding Lead (DSL) to ensure safeguarding is at the heart of we do
- Be the School's 'Young Carer Champion' working closely with the Young Carer SLT link and external organisations (including My Time) to identify students that are young carers, facilitate supportive provision and share key information with staff and other stakeholders, including parents and carers.

# PERSON SPECIFICATION

## Inter-personal attributes

- Able to build relationships quickly, with humility and empathy, whilst showing respect to others - students, parents and colleagues - to get the best out of them
- Positive, optimistic, caring, kind and approachable
- Willing to be immersed in the life of a busy and successful school
- Contribute to the school's culture and ethos

## Communication and Interaction

- Communicate clearly and accurately both orally and in writing
- Able to listen and respond appropriately
- Flexible to adapt your style in different situations
- Strong and confident ICT skills for teaching and management, including our MIS system, Safeguarding Systems and Microsoft Platforms
- Contribute as a great team player

## Planning and Organising

- Manage daily responsibilities and priorities
- Work efficiently and effectively to meet deadlines and deliver successfully
- Design, produce and share high quality learning schemes and resources

## Knowledge

- Strong academic qualifications and/or relevant high-level expertise
- A real interest in educational issues, approaches and alternatives from around the world
- Strongly support the ethos and culture of the school

## Leadership Skills

- Have an exciting vision for your Year Group which can be shared and constantly enhanced
- Proactive and confident, yet humble and considered
- You can inspire and motivate others
- Make informed decisions on a daily basis
- Ensure high professional standards including student progress of all groups of students

## Problem Solving

- Enjoy facing new challenges
- Find, propose and lead solutions
- Use resources, intellect, creativity and innovation to be successful

## Resilience

- Hungry for a challenge
- Have patience and endless energy to persevere through the challenging moments
- Tenacious and versatile
- Maintain a positive mind-set

## Self-evaluation

- You are aware of strengths and weaknesses
- Strong desire to learn from others so that you can be even better
- Able to share and support others

We are interested in all these attributes for colleagues joining the SAST family but appreciate that some will be areas that you have a desire to develop and grow with our support once you are here. A sense of realism and humour are really important.