

Diocese of Northampton
St. Joseph's Catholic Primary School



*In the Light of Jesus
we Learn to Shine*

POST TITLE: Year Leader

SALARY GRADE: Main scale or Upper Pay Spine with TLR2b

RESPONSIBLE TO: The Head teacher, Deputy Head, Assistant Head

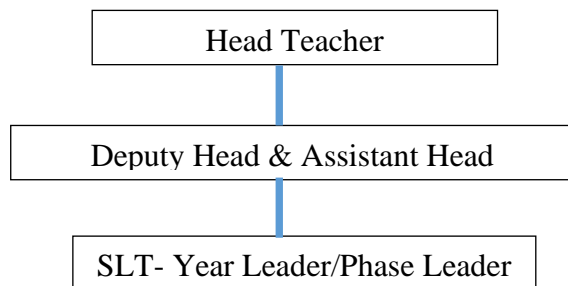
DUTIES: This post is to support the work of the School Leadership Team. The postholder has a whole school teaching and learning responsibility for a year group and as a subject leader. Within that area the Year Leader will:

- Impact on educational progress beyond their assigned pupils.
- Lead, develop and enhance the teaching practice of others.
- Be accountable for leading, managing and developing whole school policy and practice as Year Leader.
- Be accountable for leading, managing and developing whole school policy and practice to support School Plan priorities.

The postholder is expected to be responsible for the education and welfare of a designated group of children in accordance with School Teachers Pay and Conditions document, professional standards for teachers and the schools teaching and learning policy. To implement the Mission Statement and contribute to the ethos and development of the school through personal example, having due regard for its status as a Roman Catholic school, where all actions and relationships should be founded on Gospel values, the National Curriculum and the policies of the St. Thomas Catholic Academies Trust. Additionally, the postholder should also share in the corporate responsibility for the well being and discipline of all pupils. The post holder has a teaching commitment in a primary setting.

The postholder will actively participate in whole school self evaluation and assessment practice and contribute to the School Plan, SEF/CSED, supporting the Catholic ethos, aims and vision of the school.

ORGANISATIONAL CHART:



Principal Responsibilities:

The Year Leader will undertake all duties required of a qualified teacher identified in the School Teachers' Pay and Conditions Document and school Role Profile and will undertake class teaching in a designated year group.

1. Inform and lead whole school planning. Ensure that planning in a designated Year Team supports the aims and objectives of the school and meets the needs of all pupils with regard to their spiritual, social, moral and cultural development.
2. Develop, monitor and assess schemes of work, policy, assessment and teaching strategies, consulting with colleagues across the school, identifying strategies to the Year Team, working as part of the Leadership Team and the Local Academy Committee, and disseminating new developments/initiatives across the school.
3. Actively participate and lead in the setting and evaluation of school and pupil results and use performance data to inform whole school and individual pupil targets, leading Year Team staff in a regular review of progress against targets, implementing change as necessary, ensuring high levels of attainment which meet the needs and potential of **all** pupils.
4. Contribute to the school self evaluation process, identifying areas for development in the Year Team and specialism, liaising with other members of SLT, subject leaders/advisors and network groups as required and incorporating the outcomes in planning and leading this work in practice.
5. Monitor the teaching and learning of others, contributing to the school's performance management/appraisal* process and coaching, mentoring and training across the school.
6. Ensure the effective deployment of support staff/trainee students and resources (ICT and consumables) within the Year Team and specific area(s) of responsibility, informed by curriculum mapping and provision across the school.
7. Ensure personal professional development in line with the Performance Management/Appraisal* process, being up-to-date in Diocesan, national and local developments. Contribute to school networks and clusters and working with the Leadership Team keep Year Team(s) and the Local Academy Committee informed, disseminating new developments/initiatives across the school.
8. Play a full part in the life of the school community, supporting the Catholic ethos of the school. Involving and preparing pupils in the pattern of worship in the school and encouraging staff, parents and carers to do likewise.
9. Lead the school's pastoral system, within the year group, class and with individual pupils; setting high expectations for pupils' behaviour: establishing and maintaining a good standard of discipline through positive and productive relationships.
10. Comply with school policies and procedures in areas such as assessment, feedback and marking, behaviour management, communication with parents, teaching English as an additional language, cover, induction, planning, staff meetings and parental events.
11. Prepare an annual written report for each child, setting children sensible and challenging targets for improvement as well as recording whether a child is working in line with, above or below national expectations.

12. Attend parents' evenings to discuss the pupils' progress, record and share targets/additional information on school parent consultation proforma.
13. Keep accurate attendance registers.
14. Maintain a tidy classroom and Year Group in which resources are organised to promote independence, the layout of classrooms and the learning environment supports an inclusive interactive teaching approach. Displays are of a high quality and support the learning.
15. Ensure your **Year Group/Age Phase** reflects our inclusive ethos and offers equal opportunities for **all** pupils.

DIMENSIONS:

Supervisory Management: appropriate to Year Leader role - Lead, manage and monitor Teaching, Learning and Assessment practice in designated Year Team in line with School Plan, SEF/RE priorities and the Performance Management/Appraisal* process.

Financial Resources: Designated budget for Year Group

Other:

DBS: Because of the nature of this job, it will be necessary for the Enhanced Barring & Disclosure check to be undertaken. Therefore, it is essential in making your application you disclose whether you have any pending charges, convictions, bind-overs or cautions and, if so, for which offences. This post will be exempt from the provisions of Section 4 (2) of the Rehabilitation of Offenders 1974 (Exemptions) (Amendments) Order 1986.

Therefore, applicants are not entitled to withhold information about convictions which for other purposes are "spent" under the provision of the Act, and, in the event of the employment being taken up; any failure to disclose such convictions will result in dismissal or disciplinary action by the school. The fact that a pending charge, conviction, bid-over or caution has been recorded against you will not necessarily debar you from consideration for this appointment.

Disclosures are handled in accordance with the DBS Code of Practice which can be assessed from the Children and Learning Department, HR Division, or on www.disclosure.gov.uk.

Person Specification

This acts as selection criteria and gives an outline of the types of person and the characteristics required to do the job. Essential (E):- without which candidate would be rejected. Desirable (D):- useful for choosing between two good candidates

Please make sure, when completing your application form, you give <u>clear examples</u> of how you meet the essential and desirable criteria.				
Attributes	Essential	How Measured	Desirable	How Measured
	Demonstrable impact on school improvement.	1,2	Working with children with English as an Additional Language	1,2
	Demonstrable experience of using appraisal and performance data to inform target setting, planning and policy.	1,2	Line management of others e.g. TA staff and students.	1,2
Skills / Abilities	Able to communicate with a variety of stakeholders (e.g. governors, colleagues, parents, the community, external agencies)	1,2	Whole school self evaluation evidence	1,2
	Able to lead, coach and mentor others.	1,2	Ability to lead on a whole school project or initiative in designated subject area.	1,2
	Able to use ICT to support both the curriculum and work organisation	1,2	Confident in the use of ICT to support both the curriculum and work organisation	
	Able to work as part of, and contribute to a whole-school, multi-discipline team.	1,2	Ability to contribute to a Year/Curriculum Team	
	Able to monitor and evaluate teaching, learning and school policy.	1,2	Experience of monitoring and evaluating teaching and learning and school policy	1,2
	Able to identify the necessary resources which ensure high quality teaching and learning.	1,2,5		
	Able to deliver consistently high quality lessons, evaluate the impact of these and develop future planning accordingly.	5	Experience of use of designated budget for subject responsibility	
Equality Issues	Demonstrable commitment to inclusive teaching & learning.	2,5		
	Awareness of the effects of discrimination on pupils, parents, colleagues and policy	1,2		

Specialist Knowledge	Relevant and up to date subject KS knowledge	1,2,5	Knowledge and understanding of cross-phase curriculum for the purpose of transition and sharing of information.	
Education and Training	Qualified Teacher Status Evidence of ongoing CPD	4 1.2	Awareness of the current professional standards for teachers	
Other Requirements				

**(1=Application Form 2= Interview 3=Test 4 = Proof of qualification
5 = Practical Exercise)**

We will consider any reasonable adjustments under the terms of the Disability Discrimination Act (1995), to enable an applicant with a disability (as defined under the Act) to meet the requirements of the post.

The postholder will ensure that school policies are reflected in all aspects of his / her work, in particular those relating to:

ECM Outcomes

Equal Opportunities

Health & Safety

Safeguarding Children

Data Protection Act (1984 & 1998)

Code of Conduct