



# Beechwood Primary School

## JOB DESCRIPTION

**TITLE:** Year Leader

**SCHOOL:** Beechwood Primary School

**RESPONSIBLE TO:** Assistant Head

**GRADE:** TLR2c

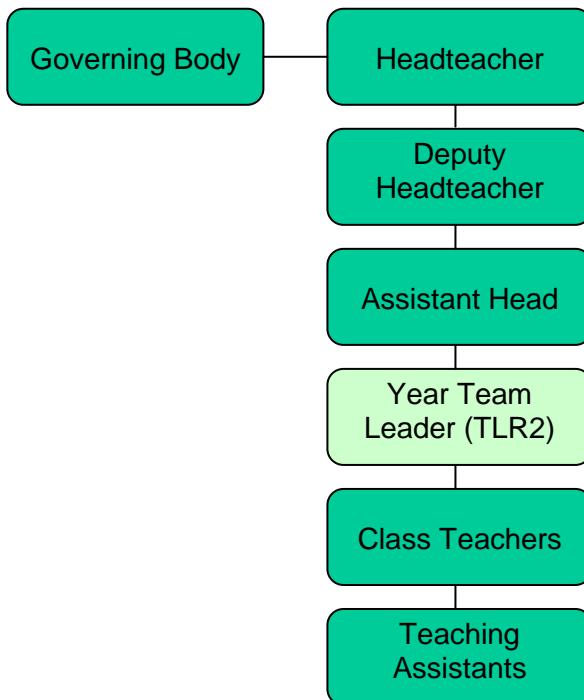
**PURPOSE OF POST:** This post is part of the leadership team. The post holder has a whole school teaching and learning responsibility in the area of year leader. Within the year group the teacher will:-

- 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 in the year group which they lead.

The post holder will actively participate in whole school self evaluation and development against the five outcomes of Every Child Matters:

- Be healthy
- Stay safe
- Enjoy and achieve
- Make a positive contribution
- Achieve economic well-being

## ORGANISATION CHART:



## PRINCIPAL RESPONSIBILITIES:

The teacher will undertake all duties required of a qualified teacher identified in the School Teachers' Pay and Conditions Document and will undertake class teaching in a designated year group and curriculum area. Teaching and Learning Responsibilities will be:

1. Inform whole school planning and ensure that year team planning supports the aims and objectives of the school and meets the needs of all pupils.
2. Develop, monitor and assess policy, curriculum planning, assessment and teaching strategies, consulting with colleagues, identifying strategies to the Leadership Team and the Governing Body, and disseminating developments across the school.
3. Actively participate in the setting and evaluation of school and pupil results and use performance data to inform whole school and individual pupil targets, leading 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 group, liaising with subject managers as required and incorporating the outcomes in planning.
5. Monitor the teaching and learning of others, contributing to the school's performance management process and coaching, mentoring and training colleagues across the school.
6. Ensure the effective deployment of support staff and resources (ICT and consumables) within year teams, informed by curriculum mapping.
7. Play a full part in the life of the school community, supporting the ethos of the school, and encouraging staff, parents and pupils to do likewise.  
Lead on the management of year group routine.
8. Ensure personal professional development, being up-to-date in national and local developments, contributing to school networks and clusters and keeping others informed.

**DIMENSIONS:**

**Supervisory Management:** Class Teachers and Teaching Assistants in the Year Group

**Financial Resources:**

**Other:**

**DBS**

**Because of the nature of this job, it will be necessary for the appropriate level of criminal record disclosure 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 Authority. The fact that a pending charge, conviction, bind-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 accessed via [www.disclosure.gov.uk](http://www.disclosure.gov.uk)**

Please note if you are shortlisted for this role, an online name search will be undertaken, as per Keeping Children Safe in Education. The purpose of the search is to help identify any incidents or issues that have happened, and are publicly available online, which school might want to explore with you at interview. Further information on how online searches will be undertaken can be found in our schools Recruitment and Selection Policy.

*'The School is committed to safeguarding and promoting the welfare of children and expects all staff to share this commitment. Applicants must be willing to undergo child protection screening appropriate to the post, including checks with past employers and the Disclosure and Barring Service.'*

*'CVs will not be accepted for any posts based in schools'.*

## Person Specification – Team/Year Leader

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.

<b>Please make sure, when completing your application form, you give <u>clear examples</u> of how you meet the essential and desirable criteria.</b>				
<b>Attributes</b>	<b>Essential</b>	<b>How Measured</b>	<b>Desirable</b>	<b>How Measured</b>
<b>Experience</b>	<p>Demonstrable impact on school improvement.</p> <p>Demonstrable experience of using performance management and performance data to inform target setting, planning and policy.</p>	1,2 1,2	<p>Working with children with English as an Additional Language.</p> <p>Minimum 3 years teaching experience.</p> <p>Line management of others.</p>	1,2 1,2 1,2
<b>Skills/Abilities</b>	<p>Able to communicate with a variety of stakeholders (e.g. governors, colleagues, parents, the community, external agencies).</p> <p>Able to lead, coach and mentor others, persuading and influencing those resistant to the management of change.</p> <p>Able to use IT to support both the curriculum and work organisation.</p> <p>Able to work as part of, and contribute to, a whole-school, multi-disciplinary team.</p> <p>Able to monitor and evaluate teaching, learning and school policy.</p> <p>Able to identify the necessary resources which ensure high quality teaching and learning.</p> <p>Able to assess the needs of individuals to inform the targeting of individual needs.</p> <p>Able to deliver consistently high quality lessons, evaluate the impact of these and develop future planning accordingly.</p> <p>Able to converse with ease</p>	1,2 1,2 1,2 1,2 1,2 1,2,5 1,2 5	<p>Whole school self evaluation.</p> <p>Ability to lead on a whole school project or initiative.</p>	1,2 1,2

	with members of the public and provide effective help or advice in accurate and fluent spoken English	1, 2, 5		
<b>Equality Issues</b>	Demonstrable commitment to inclusive teaching and learning.  Awareness of the effects of discrimination on pupils, parents, colleagues and policy.	2,5  1,2		
<b>Specialist Knowledge</b>	Subject/KS knowledge	1,2,5		
<b>Education and Training</b>	Qualified Teacher Status  Evidence of ongoing cpd.  Evidence of meeting and sustaining all threshold standards.	4  1,2	Evidence of meeting the threshold standards.  Sustained and substantial performance in the threshold standards.	
<b>Other Requirements</b>				

( 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;

- (i) Equal Opportunities
- (ii) Health and Safety
- (iii) Data Protection Act (1984 & 1998)
- (iv) Code of Conduct

In addition to candidates' ability to perform the duties of the post, the interview will also explore issues relating to safeguarding and promoting the welfare of children including:

- Motivation to work with children and young people;
- Ability to form and maintain appropriate relationships and personal boundaries with children and young people;
- Emotional resilience in working with challenging behaviours; and, attitudes to use of authority and maintaining discipline.

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