



Part A - Grade & Structure Information

Job Family Code	CLES	Role Title	Year Manager – Level 2
Grade	P6	Reports to (role title)	Year Leader
JE Band	192 227	School	The Howard Partnership Trust
		Date Role Profile created	March 2020

Part B - Job Family Description

The below profile describes the general nature of work performed at this level as set out in the job family. It is not intended to be a detailed list of all duties and responsibilities which may be required. The role will be further defined by annual objectives, which will be developed with the role holder. THPT reserves the right to review and amend the job families on a regular basis.

Role Purpose
including key outputs

- Understands and applies professional values and practice through collaborative working, respect for and commitment to students, and fostering students’ attitudes and behaviour patterns.
- Uses and develops general and specialist knowledge and skills to contribute to students’ learning and personal development.
- Works closely with the Year Teams, Senior Pastoral Team and Inclusion Department. Providing comprehensive feedback as required regarding student welfare.
- Deputy DSL / Member of the Safeguarding Team.
- Develops and implements strategies to support students with personal and social problems and liaise with colleagues to involve internal and external support agencies where necessary.
- Delivers training to school staff on specialist areas such as student mental health and well-being.
- To monitor and track year group attendance, including weekly meetings with school Inclusion Officer.
- Liaise with parents regarding students welfare, behaviour and attendance.
- Provides specific support and intervention for identified students. Providing 1:1 and small group intervention for students in all years.
- Maintains pastoral records pertaining to individual students
- Has weekly meetings with LM to discuss current open cases and availability/ student referrals.

	<ul style="list-style-type: none"> • Provide cover for teaching / tutor staff (ad hoc) and the school Out of Circulation room. • For those year managers who are placed with year groups which involve key stage transitions (7, 9, and 11), there is an expectation that the year manager will support with associated administration, events, and other tasks as directed by their line manager.
THPT Work Context and Generic Responsibilities	<ul style="list-style-type: none"> • Maintain confidentiality in and outside of the workplace with particular regard to data on the School's computer systems. • Be pro-active in matters relating to health and safety and report accidents as required. • Support aims and ethos of the school setting a good example in terms of dress, punctuality and behaviour and attendance. • Uphold and support the School's Policies and procedures on the Safeguarding of young people.
Line management responsibility if applicable	None
Budget responsibility if applicable	None
Representative Accountabilities Typical accountabilities in roles at this level in this job family	<p><u>Support delivery</u></p> <ul style="list-style-type: none"> • Monitoring and maintaining a programme of activities / interventions e.g. wider curriculum support, maintaining supplies of materials and equipment. • Assist with the delivery of relevant schemes of work, delivery and assessment. • Deliver a range of learning support for existing systems or processes to agreed standards, to maximise quality of teaching & learning. • May carry out personal care routines as appropriate. <p><u>Planning & Organising</u></p> <ul style="list-style-type: none"> • Support more senior staff in classroom management and behaviour techniques. • Plan and deliver specified work to individual pupils, groups and the whole class. <p><u>Policy and Compliance</u></p> <ul style="list-style-type: none"> • Adhere to established standards of service delivery to support any associated regulatory or technical compliance requirements. <p><u>Work with others</u></p> <ul style="list-style-type: none"> • Receive and respond to everyday enquiries from colleagues and customers to provide a timely, courteous and effective service. • Report any concerns, problems or incidents, e.g. safeguarding, behaviour in accordance with relevant reporting procedures. • May be required to assist in the recruitment, selection and supervision processes, to ensure high standards of team delivery.

	<ul style="list-style-type: none"> • Contribute to and influence children's learning and personal development. <p><u>Resources</u></p> <ul style="list-style-type: none"> • May assist in the management of a small budget or recovery of income. <p><u>Analysis, Reporting & Documentation</u></p> <ul style="list-style-type: none"> • Provide and manipulate data for statistical and other report and run and present standard reports. • Assist with regular assessment of performance of schemes and initiatives through the use of feedback, surveys and management information. • Prepare and despatch a range of correspondence / documents connected with the defined area of activity. <p><u>Duties for all</u></p> <p>Values: To uphold the values and behaviours of the organisation. Equality & Diversity: To work inclusively, with a diverse range of stakeholders and promote equality of opportunity. Health, Safety & Welfare: To maintain high standards of Health, Safety and Welfare at work and take reasonable care for the health and safety of themselves and others.</p> <p>The Core National Standards for Supporting Teaching & Learning: To understand and carry out role in line with agreed standards, expectations & qualifications. Contribute to and influence children's learning and personal development. To have regard to and comply with safeguarding policy and procedures.</p>
<p>Education, Knowledge, Skills & Abilities, Experience and Personal Characteristics</p>	<ul style="list-style-type: none"> • Minimum 5 GCSEs at Grade C or above (Including English & Maths), or equivalent, or able to evidence ability at an equivalent level. • Relevant Vocational Qualification in Supporting Teaching and Learning Level 3 e.g. Support Work in Schools Qualifications Level 3 (SWIS), a counselling qualification or equivalent related to working with children and/or young people desirable. • Specialist courses in Pastoral & Well -being Support. • Competent in a range of IT tools. • May be required to hold practical knowledge or experience relevant to the role. • Ability to work with others to provide excellent customer service. • Good written and oral communication skills with the ability to build sound relationships with staff and customers. • Able to prioritise and plan own workload in the context of conflicting priorities. • Ability to guide and support less experienced or more junior colleagues.

	<ul style="list-style-type: none"> • Experience of working in a similar service environment. • Some roles may require work out of office hours in outdoor environments.
<p>Details of the specific qualifications and/or experience if required for the role in line with the above description</p>	<p>The successful candidate will be subject to a satisfactory enhanced disclosure from the Disclosure and Barring Service (DBS). THPT is committed to the safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment.</p>
<p>Role Summary</p>	<p>Roles at this level typically provide a practical support as part of a team. They will carry out a range of practical activities using knowledge of professional standards values and practice, together with a broad understanding of learning strategies. The work is within established processes and procedures and while it may not be subject to direct supervision, guidance is readily available. They will be expected to organise their own workload and set their own priorities within short, e.g. day-to-day or week-to-week timescales, usually reacting to clear deadlines or processes. They support more senior staff by covering specific aspects of the teaching/learning programme and will be fully versed in all the procedures of their specialism. They may be involved in guiding/supervising the work of more junior staff.</p>