

University Academy Long Sutton

UNIVERSITY ACADEMY
LONG SUTTON



UNIVERSITY OF
LINCOLN



“Transforming lives”

Job Application Pack: Year Leader

Permanent, Full time 37 hours per week, 39 weeks a year (Term Time and includes 5 training days) + 2 Weeks

Salary: Grade 6 Point 15 £30,024 FTE

Actual Salary: £26,993

Start date: 1st September 2026

Principal's Welcome

It is a privilege to welcome you to the University Academy Long Sutton (UALS). At UALS, our core purpose is to deliver exceptional educational opportunities and experiences, ensuring that every pupil is supported to achieve their full potential. We are committed to creating an environment that values academic excellence, personal development, and social responsibility.



We are entering an exciting stage in the Academy's journey and are particularly proud of our move into brand new, c.£30m state-of-the-art facilities. These outstanding resources will significantly enhance teaching and learning, enabling us to broaden our curriculum and provide a rich range of opportunities that reflect the diverse interests and ambitions of our pupils.

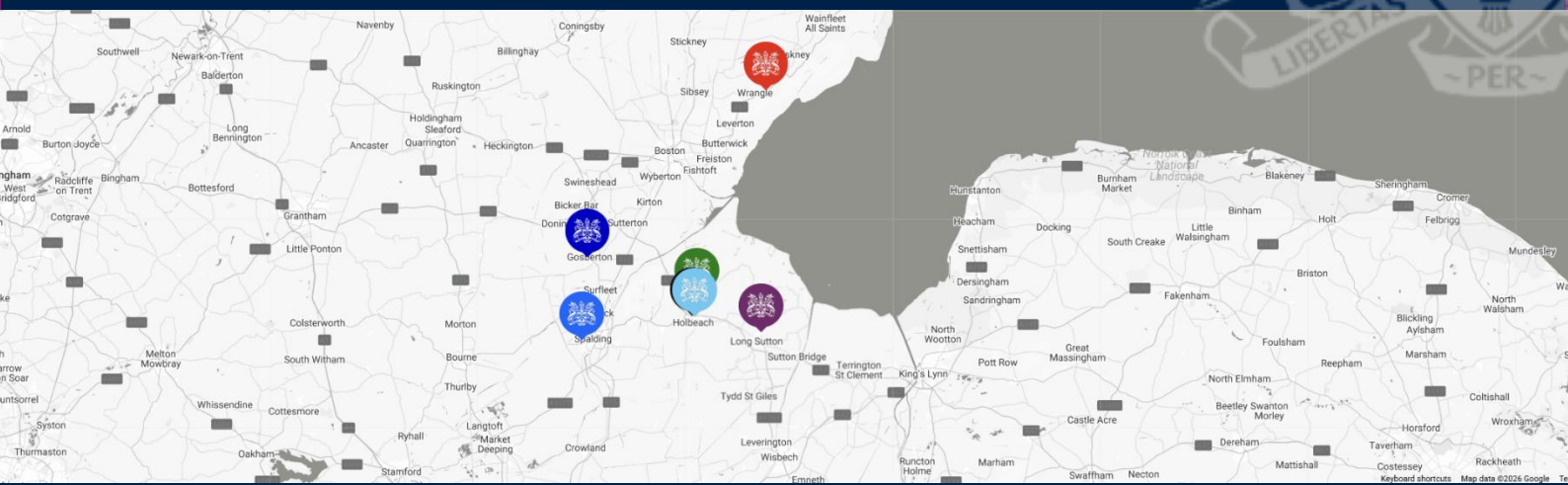
We believe wholeheartedly in the transformative power of education and the vital role it plays in improving life chances. At UALS, pupils are guided towards successful pathways into training, employment, and further or higher education. Our dedicated and skilled staff work relentlessly to inspire, challenge, and support pupils, helping them to develop confidence, resilience, and a strong sense of purpose.

We encourage you to explore our website to gain an insight into life at UALS, from our vibrant community and enrichment opportunities to our academic achievements. We look forward to welcoming committed and passionate professionals who share our ambition to foster a culture of high expectations, aspiration, and success for all.

For information about our Trust please visit www.uolat.co.uk. In the section for 'How to Apply' later in the pack there is also further information about visits and making contact. These are warmly welcomed.

Sher Alam

Principal



About the Role

Thank you for your interest in our recent advertisement for the above position at University of Lincoln Academy Trust, University Academy Long Sutton.

I have pleasure in enclosing details. The Trust is seeking a self-motivated and passionate candidate who can fulfil the role of Year Leader for University Academy Long Sutton. The successful candidate will work within the Pastoral Team, managing the behaviour, welfare and academic achievement of pupils within a designated year group.

Working closely with pupils, parents, carers and staff to remove barriers to learning progress, the post holder will lead a team of tutors to support the development of high standards in all aspects of pupil behaviour, attitude and learning culture. Regularly analysing data to inform and implement proactive, as well as undertaking reactive intervention, mentoring or counselling, to ensure our learning ethos and develops a culture of support and pastoral care where every child can blossom and make rapid progress.

This is a non-teaching role where the successful post-holder will be able to work with pupils, in a full time capacity without a teaching responsibility.

Early applications are encouraged. We reserve the right to interview and appoint prior to the closing date of the advertisement, should we identify an appropriate candidate.

Applicants please note this post is subject to Enhanced DBS Clearance. It is an offence to apply for the role if the applicant is Barred from engaging in regulated activity relevant to children. This Academy is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment.

Applicants may be subject to an online presence check.

This post is subject to the following checks:

- Enhanced DBS Disclosure
- Barred List Check
- Childcare Disqualification Check
- Prohibition Check
- Section 128 Check (where applicable)



How to Apply

If you wish to know more about this exciting opportunity, need further information or would like to arrange an informal discussion or visit please contact Ellie Carter (PA to Principal) using cartere@uals.org.uk who will arrange this with our Principal, Sher Alam.



Closing Date:

Friday 17th July 2026

Apply on MyNewTerm and complete all sections in full.

Interviews:

Monday 20th July 2026

References will be obtained after shortlisting and prior to interview. Please ensure that contact details are accurate.

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Year Leader Job Description



Job Title: Year Leader
Salary: Grade 6 Point 15
Start Date: 1st September 2026
Reports to: Senior Teacher of Behaviour/Rewards

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Job Purpose & Key Responsibilities

To develop a culture of support and pastoral care where every child can thrive and make rapid learning progress. Working within the Pastoral Team to manage the behaviour, welfare and academic achievement of pupils within a designated year group, whilst building positive relationships with parents and carers to remove any barriers to learning. The post holder will lead a team of tutors to implement high standards in all aspects of pupil behaviour, attitude and learning culture. To work closely with other professionals within school, regularly analysing data to inform and implement proactive, as well as reactive, intervention, mentoring or counselling to ensure our learning ethos, underpinned by the Trust's Values, develops a culture of support and pastoral care.

Specific areas of responsibility and key tasks

General Responsibilities

- Support the overall ethos of the Trust.
- Be aware of and comply with Trust policies and procedures
- Be aware of and support difference and ensure equal opportunities for all.
- Contribute to the overall aims of the Trust and School Improvement Plans.
- To develop and implement own professional development and skills.
- To behave in a manner that is professional, friendly, fair with pupils and colleagues demonstrating and role modelling politeness and respectfulness.
- To demonstrate an excellent record of attendance and punctuality.
- Work cooperatively as part of the Trust wide staff team.
- Undertaking any other duties which may reasonably be regarded as within the nature of the duties and responsibilities/grade of the post as defined.

Specific Responsibilities

- Be proactive in establishing behaviour for learning across the school.
- Meet with parents/carers to establish a strong sense of culture and the learning purpose within the School.
- Co-ordinate home/school links over a range of issues e.g. attitudes to learning and individual progress.
- Work closely with Senior Leadership Team to monitor the individual progress of all pupils in the designated group and take or support appropriate intervention to facilitate progress in line with target grades.
- Monitor, record and evaluate the impact of various interventions for pupils within the designated group, ensuring use of, and feedback for, the most effective interventions by the Pastoral and Faculty Teams.
- Identify pupils in need of specialised mentoring, and provide mentoring sessions where appropriate or facilitate alternative mentoring opportunities.
- Access pupil voice via year group or, focus groups, interviews and questionnaires analysing pupil feedback to promote the learning experience and inform best practice for Pastoral and Faculty teams.
- Proactively use the Schools system to regularly monitor behaviour and learning of all pupils, analysing any sub-group patterns and feeding back to Tutors, Mentors and the wider pastoral team, as appropriate.
- Support and review parents' evenings.
- Establish and co-ordinate proactive intervention strategies for both pastoral and learning progress by liaison with Pastoral Teams and Heads of Departments.
- Lead tutor meetings and briefings and where necessary, pastoral meetings.
- Quality assure the effectiveness and delivery of the pastoral curriculum.
- Improve and monitor attendance of the year group in liaison with the Educational Welfare Officer.
- Be involved in the creation and establishment of Pastoral Support Plans and support the SENCo in collating information for EHC plans and JCQ access assessments.
- Champion an ethos and culture of high standards, resilience and self-belief within the pupil group through positive communication, assemblies and tutor time activities.
- Conduct walkabout, lunchtime and afterschool duty, late duty and bus duty as appropriate.
- Liaise with external agencies.
- Safeguard vulnerable pupils
- Accept reasonable changes in responsibility or teaching commitment according to experience, expertise and the needs of the School.

Staff Conduct

- All employees are expected to familiarise themselves and follow the Trust vision and ethos during their working lives with University Lincoln Academy Trust
- We are professional people and expect professional conduct (behaviour and language) based on mutual respect, good manners, politeness and common courtesies for all members of our community. We expect that at all times employees behave in a manner that role models positive behaviours for our pupils to follow.
- Physical violence, verbal abuse and swearing are unacceptable and not tolerated.

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| | <ul style="list-style-type: none"> • Employees are expected to maintain a professional relationship with pupils. • Staff will be fully supported by the Trust at all times in carrying out the behaviour policy. |
| | <ul style="list-style-type: none"> • Direct and supervise support staff assigned to you and, where appropriate, other teachers. • Contribute to the recruitment, selection, appointment and professional development of other teachers and support staff. • Deploy resources delegated to you in accordance with Academy policies. |
| Dress Code | <ul style="list-style-type: none"> • The Trust expect staff to wear professional business dress mirroring our high expectations of our pupil dress code |
| Requirements for all Colleagues | <ul style="list-style-type: none"> • To promote and uphold the Academy's Mission Statement, values and strategic objectives. • To comply with the Academy's policies and procedures, including those relating to health and safety, safeguarding, welfare and security. • To work positively with colleagues, pupils, parents and other partners, regardless of their gender, ethnicity, sexuality, age or disability. • To attend briefings and staff meetings as required. • To participate in the Academy's Performance Management Review scheme and undertake professional development and training as required. • To be a positive role model and to take responsibility for promoting good standards of behaviour and conduct. • To undertake other duties that are in accordance with the purpose and grade of the post as agreed with the Chief Executive Officer. |

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Year Leader

Person Specification

Ambition | Inclusion | Integrity



Year Leader Person Specification



| a) Education and Training | Essential | Desirable |
|--|------------------|------------------|
| Further or Higher Education | Y | |
| Take responsibility for own professional development and be willing to partake in further in-service or external staff development and training. | Y | |
| Knowledge and understanding of how children and young people learn and develop | | Y |
| b) Experience | Essential | Desirable |
| Previous experience of working within an educational setting | | Y |
| Knowledge and ability to work effectively and network with a wide range of supporting services in both the public and private sectors | | Y |
| Experience of teaching, counselling, youth work, careers, social service or other relevant work | Y | |
| Knowledge and understanding of SEN, EAL, PP | | Y |
| Experience of the Designated Safeguarding Lead role in schools | | Y |
| c) Professional Skills | Essential | Desirable |
| Ability to work flexibly in a team situation whilst being able to prioritise, show initiative and work independently, ensuring key routine tasks are achieved within deadlines | Y | |
| Excellent organisational and communication skills with a willingness to respond positively to changing circumstances | Y | |
| Working with others, the ability to assess and review young people and family circumstances and plan appropriate responses | Y | |
| The ability to engage constructively with, and relate to, a wide range of young people and families/carers with different ethnic and social backgrounds | Y | |
| The ability to work effectively with, and command the confidence of, teaching staff and senior leadership within the school | Y | |
| The ability to understand a child's educational and pastoral needs | Y | |
| Ability to identify potential barriers to learning and jointly engage in strategies to overcome these barriers | Y | |
| Ability to develop a coaching role as a long-term activity designed to achieve the goals in the learning action plan | Y | |
| Ability to engage in joint goal setting with the individual child | Y | |

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|---|------------------|------------------|
| Excellent organisation skills and an ability to prioritise effectively | Y | |
| d) Personal Qualities | Essential | Desirable |
| Confidence and independence to work using own initiative | Y | |
| Assertive, enthusiastic, motivated and committed | Y | |
| Ability to work as part of a team understanding Trust and School roles and responsibilities and your own position within these | Y | |
| Good time management skills | Y | |
| Willingness to keep self-up to date with pertinent information and local initiatives, respond to feedback and pass on knowledge and good practice on to others. | Y | |
| Builds and maintains effective relationships with colleagues and stakeholders in a fair and equitable manner | Y | |
| Commitment to Equal Opportunities | Y | |
| Tact, sensitivity, integrity, good judgement, and a sense of humour | Y | |
| Suitability to work with children. Enhanced DBS check to be undertaken on appointment | Y | |
| e) Safeguarding | Essential | Desirable |
| Knowledge of the statutory requirements of KCSIE together with experience of Child Protection, Safer Recruitment and Safeguarding procedures. | Y | |
| Commitment to form and maintain appropriate relationships and personal boundaries with young people | Y | |
| Commitment to safeguarding and promoting the welfare of young people | Y | |
| Understanding of how best to promote the health, safety and well-being of young people | Y | |

We are committed to safeguarding and promoting the welfare of children and young people and expect all staff and volunteers to share this commitment. This post is subject to satisfactory references, which will be requested, prior to interview, an enhanced Disclosure and Barring Service (DBS) check, medical check, evidence of qualifications plus verification of the right to work in the UK.

We will endeavour to make any necessary reasonable adjustments to the job and the working environment to enable access to employment opportunities for disabled job applicants or continued employment for any employee who develops a disabling condition.

Whilst every effort has been made to outline the key duties and responsibilities of the role, it is not an exhaustive list. The duties and responsibilities of the role may vary from time to time, commensurate with and without changing the general character of the duties or the level of responsibility entailed and would not in itself justify a reconsideration of the grading of the post.



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