



KS3 Year Leader

School: Ipsley C of E Middle School

Contract: Permanent

Salary: Teacher main scale + TLR 2b (£5,872.00)

Start date: 1st September 2026

Closing date: 9.00am on Monday 11th May 2026

ADVERT

Ipsley C of E Middle School is seeking an inspirational, enthusiastic and engaging practitioner, who is highly ambitious for, and supportive of, young people, to lead a year group in our Key Stage 3 team. This role involves being responsible for the personal development, behaviour and welfare of all pupils, in a designated year group. This role will include a teaching timetable, and teachers of all subjects, particularly core subjects, are encouraged to apply. We also welcome applications from teachers of upper primary age groups with relevant experience. We offer significant leadership time to ensure year leaders can positively impact on the pupils and families in their year group.

By joining us at Ipsley, you will become part of a team which prides itself on ensuring that all can become the best versions of themselves through being ambitious, courageous and kind. Lived Christian values make the school a warm and welcoming place to learn and work, with a strong team ethos and shared purpose. Ipsley is oversubscribed and has worked hard to ensure outcomes are in line with national averages.

Ipsley C of E Middle School belongs to the Central Region Schools Trust. There are strong working relationships between the CRST schools in the local pyramid and across the Trust, from co-constructing curriculum overviews to sharing some operations staff. This structure provides school leaders with the exciting opportunity to contribute to the education and development of children through the entirety of their formal education. Transition into the high school (where KS3 is completed) is vitally important and the successful candidate will work closely with the high school and the other middle school in our pyramid. Central Region Schools Trust is committed to the continued development and growth of all staff, including school leaders.

We are looking for leaders with:

- Ambition for youngsters in their care
- strong classroom practice with high expectations and a passion for developing a strong learning culture;
- a commitment to having a positive impact on pupil personal development
- the willingness to contribute positively to a committed and positive team of professionals;
- a commitment to making a positive difference within the community;
- the desire to lead and line manage others
- the flexibility to teach beyond subject specialism, where required;
- a keenness to engage in a range of training and development opportunities;
- a commitment to live our vision and support our Christian Distinctiveness

Tours of the school or telephone discussions about the role are welcomed and can be arranged by contacting Yvette Wigg via email: ywigg@crst.org.uk

How to Apply

Please see the school website for details on how to apply.

We are committed to safeguarding and promoting the welfare of children and young people and expect all staff and volunteers to share this commitment. The successful candidate is required to undergo an Enhanced DBS check with Children's barred list. All shortlisted candidates will be subject to an online check.

Job Description

Job Title: KS3 Year Leader

Reporting to: Vice Principal

Location: Ipsley C of E Middle School

Specific Responsibilities

- Have lead responsibility for the personal development, behaviour and welfare of all pupils, and groups of pupils, in designated year groups. This includes modelling the highest expectations in progress and standards.
- Leadership of the tutor team, ensuring they understand and enact the school policies relating to personal development, behaviour and welfare of pupils. This will include meeting regularly with the team to discuss achievement, behaviour and attendance data.
- Line management of year Behaviour & Wellbeing Lead.
- Supervise attendance and punctuality, including the implementation of support programmes and referral to the EWO
- Work with the wider pupil support team, safeguarding team and SLT in establishing effective, consistent behaviour leadership and upholding the principles of the Teaching & Learning and Assessment policy
- Coordinate and quality assure the tutor programme and KS3 PSHE curriculum so that they support the school's policy and programme on SMSC and British Values
- To prepare and lead assemblies which support the school's collective worship and SMSC programme
- To work closely with parents in supporting the personal success of all pupils
- To ensure effective communication with parents, creating and maintaining positive relationships that support the best interests of pupils
- Organise Progress Evenings, evening events, and any necessary follow-up, in conjunction with SLT
- Liaise with the SEND/Inclusion team to ensure there is appropriate provision and positive intervention
- Lead on transition strategy, activities and data for year group
- Monitor and authorise set / class moves, in liaison with the senior leadership team
- Organise and quality assure the reports to parents for the year group, in conjunction with SLT lead
- Oversee and quality assure the physical and electronic record keeping process for the year group, including the monitoring of incident records on CPOMS
- Pupil admissions to the year group and the effective induction of new pupils
- Ensure that the KS3 team support all pupils and the culture and ethos of the key stage, leading by example

The above duties are in addition to the MPS teacher job description.

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Generic Duties and Responsibilities

Pupil support area

Accountability for leading, managing and developing pupil development

- Define and agree team improvement plans that will fulfil school improvement priorities
- Lead, monitor, evaluate and report on the impact of improvement strategies on pupil personal development and the quality of education and use this analysis to guide further improvement
- Ensure self and team are up to date and respond to local / national issues and agenda in relation to personal development, behaviour and attitudes and professional role
- Identify and coordinate CPD needs and opportunities
- Account for achievement, attainment and welfare of all pupils within your year
- Provide the Principal with relevant pupil personal development, behaviour and attendance and pupil performance information
- Monitor the classroom and learning climate across the team and implement strategies where needs are identified
- Analyse and interpret relevant national, local and school data, plus research and inspection evidence, to inform policies, practices, expectations, targets and improvement strategies
- Be responsible for enrichment in relation to the curriculum area or year group

Accountability for impact on educational progress beyond assigned pupils

- Identify appropriate key performance indicator targets and ensure they are met
- Use data effectively to identify pupils who are underachieving and, where necessary, create and implement effective plans of action to support those pupils
- Monitor pupil standards and achievement against annual targets and across different groups of pupils
- Plan and implement strategies where improvement needs are identified with individuals and groups of pupils
- Monitor standards of pupil behaviour and application and make appropriate interventions
- Lead evaluation strategies to contribute to overall school self-evaluation

Accountability for leading, developing and enhancing the teaching practices of others

- Contribute to the pupil support strategy of the school and share good practice from the team with the wider school community
- Maintain personal expertise and share this with other teachers
- Act as a role model of good classroom practice for other teachers, modelling effective strategies with them
- Support with monitoring and evaluation of standards of teaching, identifying areas for improvement
- Support with induction, support and monitoring of new staff
- Act as line management leader for identified colleagues
- Engage parents / carers in pupils' learning
- Create a climate which enables other staff to develop and maintain positive attitudes towards the their role, in line with CRST staff behaviour expectations
- Help staff to achieve constructive working relationships with pupils

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Other Specific Duties

Whilst every effort has been made to explain the main duties and responsibilities of the post, each individual task undertaken may not be identified.

Employees will be expected to comply with any reasonable request from a manager to undertake work of a similar level that is not specified in this job description.

Employees are expected to be courteous to colleagues and provide a welcoming environment to visitors and telephone callers.

The Trust 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 of any employee who develops a disabling condition.

This job description is current at the date shown, but following consultation, may be changed by Management to reflect or anticipate changes in the job which are commensurate with the salary and job title.

Person Specification

Criteria	Essential	Desirable
Education	<ul style="list-style-type: none"> • Honours degree or equivalent • Qualified Teacher Status • Recent relevant CPD 	<ul style="list-style-type: none"> • Post graduate study or qualification • Leadership training

Criteria	Essential	Desirable
Training and special knowledge	<ul style="list-style-type: none"> • Successful training across the age and ability range 	<ul style="list-style-type: none"> • Experience of working with parents and the wider community • Successful and varied teaching experience in the secondary sector up to and including Advanced level or in the Primary sector •

Criteria	Essential	Desirable
Skills and attributes	<ul style="list-style-type: none"> • Strong leadership potential • An excellent practitioner • Ability to operate as part of a team. • Ability to initiate, develop and implement policies • Ability to motivate pupils and colleagues • Ability to effectively collect, analyse and evaluate data • Ability to use ICT to support the role • Ability to plan, deliver and monitor effective intervention 	<ul style="list-style-type: none"> • Leadership experience within a team.

Criteria	Essential	Desirable
Knowledge	<ul style="list-style-type: none"> • How to support and improve pupil personal development, welfare, attendance and behaviour • Active strategies to raise achievement in learning • Awareness of current educational practice, developments and curriculum reforms 	<ul style="list-style-type: none"> • Whole school awareness of current practice, developments and curriculum reforms • Understanding of KS2 curriculum and assessment

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Person Specification

Criteria	Essential	Desirable
<p>Personal Qualities</p>	<ul style="list-style-type: none"> • Solution focussed • Vision and imagination • Sensitivity to the needs of others and ability to work as part of a team • A good sense of humour • Enthusiasm • Integrity • Excellent written and verbal communication • Honesty • Resilience • Ability to work under pressure • Ability to adapt to changing needs and circumstances • Good time management • Personal organisation • Ability to be a role model • Commitment to inclusive comprehensive education • Commitment to the development of others 	

Need more advice?

Please see our website
(Central Region Schools Trust
- Founded by the RSA)

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Central Regions Schools Trust – Social Justice through Exceptional Schools’.



**Central Region
Schools Trust**

Founded by the RSA

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centralregionschoolstrust.co.uk