

# SIR JAMES SMITH'S SCHOOL

## Job Description

### YEAR TEAM LEADER

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|-------------------|---|
| <b>Job title:</b> | Year Team Leader                                |
| <b>Grade:</b>     | H Grade - £26,520 to £31,365 per annum pro rata |
| <b>Hours:</b>     | 37 hours per week, 41 weeks per year            |
| <b>Start:</b>     | September 2024                                  |

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|--|--|
| <b>Responsible to:</b>                     | Assistant Headteacher – Pastoral   |
| <b>Important Functional Relationships:</b> | Tutors, Subject Leaders, Senior Leadership Team, students and their families, DSL, SENCo, Behaviour Team |

#### Main Purpose of Job

To work within the Pastoral school offer, with a focus on supporting students and families who are identified as having barriers to their learning, progress, behaviour and engagement. Holding responsibility for the allocated year group(s) and raising complex matters to senior leaders as appropriate. Ensuring the students within their care are able to access and maximise their learning experiences at Sir James Smith's School.

#### Duties and Responsibilities

1. Be an effective role model for the standards of behaviour expected of students and staff.
2. Triage student queries on a daily basis to provide relevant information, advice, and guidance. Identifying and meeting the welfare needs of students within their care. Capturing accurate records and maintaining confidentiality appropriately. Processing of sensitive and potentially distressing information, highlighting relevant concerns to senior leaders where applicable. Engaging internal stakeholders such as tutor or Assistant Headteacher.
3. Be the first responder and point of contact for parents who contact the school with concerns about students, providing solutions and information.
4. Coordinate regularly with the Assistant Headteacher to discuss student progress against all indicators: academic, attendance, pastoral, social. Proactively inputting on feedback and considerations for progress indicators.
5. Contributing relevant and valuable information to the whole school picture regarding pupil needs, wellbeing, and progress.
6. Coordinate with Tutors on a weekly basis to share key information and actions.
7. Make referrals, where necessary, to the DSL/Deputy to report any safeguarding concerns.
8. Make referrals to and liaise with external agencies. Acting as a key contact on behalf of the school for external agencies. Research and identification of appropriate external agencies to support student needs.
9. Keep accurate and appropriate records. Ensuring confidentiality of sensitive information. Utilising a variety of software programmes, including CPOMS and Class Chart, etc. Ensuring a systems of information storage both electronic and paper which is GDPR compliant and consistent with whole school operations.
10. Work one-to-one and in groups with disengaged students whose relationships are a barrier to learning, supporting them in ways of improving their engagement.
11. Co-ordinate with SEN and other teams to ensure that provision is efficient and effective.

12. Work alongside the SENCo to provide staff with information and support that will enable them to better understand students' needs.
13. Provide feedback to students in relation to progress and achievement.
14. Provide consistent supervision during the school lunch breaks, focusing on positive engagement and community-based activities. This will be mainly based outside in the social areas, monitoring and supporting play, ensuring safe and fair play. Ensuring viability of year team leader to allocated year group to enable access for students.
15. To administer minor first aid (as trained), assist in the dispensation of medically prescribed controlled drugs (as per the approved procedure) and to assist with the students who are sick as needed.
16. May be asked to provide supervision on the school Bus on the journey home from school, ensuring that students are behaving according to our high expectations.
17. May be asked to plan relevant activities and deadlines across the academic year to ensure a smooth journey for students. This may include supporting with special events such as sports day, prom, or other.
18. To be aware of and adhere to applicable rules, regulations, legislation and procedures including the Schools Equal Opportunities Policy and Code of Conduct, national legislation (including Health and Safety, Data Protection).

### **Attendance**

19. Take a proactive approach to attendance management, working with colleagues within the school and Trust to increase attendance levels for allocated year group(s).
20. Demonstrate a commitment to improving attendance by supporting students and their families with solutions relevant to the needs of individual students.
21. Take a lead responsibility for implementation of relevant actions, with the support of the Attendance Officer to supply relevant data / analysis.
22. May conduct home visits, supported by the Attendance Officer, to engage students and key stakeholders.

### **Behaviour**

23. Respond to the needs of students who arrive at the Gateway Base and direct them appropriately.
24. Conduct an initial assessment of student needs and identify relevant actions.
25. May be required to support the Gateway, or for a specific student isolated in the Gateway.
26. Ensure the health and safety and good behaviour of students in Inclusion base.
27. Support behaviour management systems within the school with a specific focus on allocated year group needs.

### **Safeguarding**

28. Acting as the first point of contact for students and families. Identify safeguarding concerns and liaise with DSL or other senior leaders accordingly.
29. Meet with parents to carry out Early Help Assessments, as requested by the Inclusion Team.
30. Organise, facilitate and minute actions from Early Help Review meetings and return from suspension meetings.

### **Other**

31. To act in accordance with, and actively promote, all Trust policies, including Safeguarding, Health and Safety and Equality & Diversity.

32. To participate in Continuing Professional Development (CPD relevant to the role and to engage in Performance Development Reviews (PDRs).
33. Preparing and contributing to Trust wide development by sharing best practice and delivering/receiving professional feedback.
34. To retain confidentiality and maintain data and/or files in accordance with Trust policies for data governance, as appropriate for the role.

This job description provides a general reflection of the main duties and responsibilities of the post at the date of production. You may be expected to take on other reasonable activities deemed to be within the character of the post to assist in efficient service delivery. The duties may change over time as requirements and circumstances evolve without changing the general character of the post or level of responsibility.

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## Person Specification

### YEAR TEAM LEADER

| ATTRIBUTES                            | ESSENTIAL  | DESIRABLE  | HOW IDENTIFIED              |
|---------------------------------------|--|--|-----------------------------|
| <b>Relevant Experience</b>            | Minimum of 2 years experience of working with children/young people in a supportive role.  | Minimum of 2 years experience within a school environment.               | Application form/Interview. |
| <b>Education &amp; Training</b>       | NVQ level 3 qualification in mentoring (or equivalent)   | Attainment of 'A' level qualifications or equivalent.                    | Application form/Interview. |
| <b>Special Knowledge &amp; Skills</b> | Counselling & mentoring skills.<br>Organisational skills.<br><br>ICT skills<br><br>Communication & networking skills.  | Knowledge of outside agencies available to schools.                      | Application form/ interview |
| <b>Any Additional Factors</b>         | Self-motivated & enthusiastic.<br><br>Acceptance of different attitudes.<br><br>Willingness to work with children and young people.<br><br>Patient & friendly approach.<br><br>Show initiative | Be able to communicate with people of all ages, abilities and attitudes. | Interview/ references       |