

Job Description

Teachers and Support Staff

Role: Assistant Year Team Leader

School: Beckfoot Oakbank

Salary/Grade: Band 7 SCP 11-17

Reporting to: Year Team Leader

Core Purpose of the Post:

The Assistant Year Team Leader is a leader who supports two Year Team Leaders and has a relentless focus on the culture and climate across two specific year groups. The AYTL supports the YTL to raise standards of behaviour, attitude to learn, ambition and aspiration across the two year groups they support. The Assistant Year team leader supports the YTL who is accountable for improving behaviour within the year team. The AYTL will work in conjunction with the YTL and with other teams within the school and along with the YTL is a key link in school for the families of those children within the year groups supported.

Main Duties and responsibilities:

- To support the 2 Year Team Leaders with the leadership of the 2 Year groups
- To support the pastoral care of the students in conjunction with the Well Being team and the attendance team.
- Provide feedback and relevant evidence in weekly line management with Year Team Leader.
- Identification of own CPD needs through appraisal. A commitment to the development of future leaders.
- Help to build a culture of constant evaluation, improvement and high aspirations within the 2 year groups.
- Collaborate with the other Assistant Year team Leaders to ensure best practise is shared.
- Demonstrate high emotional intelligence
- One of the forward facing people dedicated to the students and families within the two year groups.
- To work closely in partnership with teachers, Subject leaders and Faculty leaders to identify and remove barriers for learning, reporting back directly to the Year Team Leader, well being or attendance teams if need be.
- To be well informed when attending meetings with parents and when invited to ACE team meetings.
- Lead on the Step 2 interventions and breaking the cycle of repeat offending.
- Remain static with the 2 age groups in order to develop year specific knowledge and contacts.

Accountability measures (KPI's)

Along with the Year team Leader, support with the following;

- Reduction in repeat offenders.
- Quality assurance over time shows that an increasing proportion of student behaviour is consistently conducive to learning in the classroom
- Reduction in PP gaps and SEND gaps and Boys gaps for behaviour incidents.
- Reduction of fixed term exclusions per year group and vulnerability group.
- Reduction of repeat offending e.g. repeat fixed term exclusions and repeat patterns of poor behaviour.
- Reduction of behaviour points in lessons, on corridors and at social time.
- No punctuality issues to lessons or school.
- All behaviour issues dealt with immediately and system consistently followed.
- To contribute to the half termly targets for the Behaviour Team will be met (or closely working towards).
- Parent attendance to events increases to at least 90%.
- Increase in rewards – half termly, praising the 'right kids and families'

Supervision and range of decision making:

Responsible to the Year Team Leader but seeks guidance from appropriate source.

To make decisions, using initiative where appropriate within established working practices and procedures.
The postholder will be expected to use good common sense and initiative in all matters relating to:

- the conduct and behaviour of individual and small groups of students
- the correct use and care of materials by individual and small groups of students
- the safety, mobility (if required) and hygiene and well-being of the students.

Communications and working with others:

- Implement school behaviour policy consistently
- Ensure that the Student Absolutes are adhered to, followed and challenged.
- To support the YTLs to ensure a safe and fair environment for learning within the school and year group where students can succeed and make progress.
- Work with the YTL to identify behaviour hotspots within the day/week across the year group.
- Ensure high visibility during the school day to support and challenge behaviour and attitudes towards learning.
- To track, monitor and review behaviour through daily data analysis,
- To support the YTL in ensuring that students arrive at lessons on time.
- When required, deliver effective atrium, supervision and detention duties as part of the wider Behaviour team.
- To focus on corridor and social time behaviours of the two year groups.
- To support the YTLs by following up actions to behaviour following the behaviour step system.
- To know the families of the students in the year groups and encourage active participation in their child's school experience.
- To attend weekly year group assemblies and encourage a positive climate
- To support the YTLs with the whole school rewards strategy is adhered to and promoted and celebrated with the two year groups along with any bespoke year groups reward experience.
- Work with the YTL to increase family engagement to events.
- Specific responsibility for the Step 2 interventions and breaking the cycle.

Resources:

- Maintain the confidential nature of information relating to the school, its students, parents and carers. Has shared responsibility for the department's resources and assets.

Professional development:

- To participate in training opportunities and professional development as required
- Ensure the Year group has opportunities to broadening their horizons
- Encourage student leadership within the year group.
- Embrace the whole school drive to develop confident communicators

Other Considerations:

- To be aware of and comply with policies and procedures relating to child protection; being vigilant for signs that children may be being abused and to report any such suspicions to the school's nominated Child Protection Co-ordinator or the Headteacher.
- To act in accordance with the Data Protection Act and maintain confidentiality at all times e.g. access to staff/student/parent and carers files.
- Accept and commit to the principles underlying the Schools Equal Rights policies and practices.
- Be able to perform all duties and tasks with reasonable adjustment, where appropriate, in accordance with the Equality Act.
- Must be legally entitled to work in the UK.

Safeguarding: No contra-indications in personal background or criminal record indicating unsuitability to work with children/young people/vulnerable clients/finance (An enhanced DBS check is required).	
Intermediate Fluency Duty required: In line with the Immigration Act 2016; the Government has created a duty to ensure that all Public Authority staff working in customer facing roles can speak fluent English to an appropriate standard. For this role the post holder is required to meet the Intermediate Threshold Level. The post holder should demonstrate: They can express themselves fluently and spontaneously with minimal effort and, only the requirement to explain difficult concepts may hinder a natural smooth flow of language.	
<p>Notes: This is illustrative of the general nature and level of responsibility of the work to be undertaken, commensurate with the grade and is not a comprehensive list of all the duties and responsibilities of the post. Successful postholders should not refuse to undertake work, which is not specified on this form and the job description may be amended at any time in consultation with the postholder.</p> <p>Beckfoot Trust is an Equal Opportunities Employer and requires its employees to comply with all current equality policies both in terms of equal opportunity for employment.</p> <p>The Trust is committed to making any necessary reasonable adjustments to the job role and the working environment that would enable access to employment opportunities for disabled job applicants or continued employment for any employee who develops a disabling condition</p>	
Date:	04/11/2020