

JOB DESCRIPTION

Department: Pastoral	Location: The Duston School (TDS)
Job Title: Director of Year	Grade: MPS/UPS + TLR 1A (£7,622)
Accountable to: SLT Line Manager	Terms of employment: Permanent

JOB PURPOSE

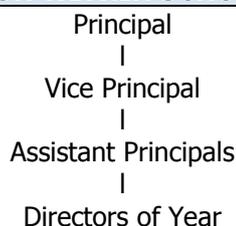
As a lead professional the main areas of responsibility are:

- To provide high quality strategic leadership and management, in relation to specific areas of responsibility working in partnership with other members of pastoral leadership
- Taking account of specific leadership, to work in partnership with other leaders to ensure setting, maintaining, monitoring, evaluating and improving standards and achievements in the School;
- To support and share practice beyond the School, and in particular in relation to The Duston Education Trust (TDET) and the Teaching School, in line with specific expertise and requirements;
- To ensure professionalism and the upholding of expectations, policies and procedures within own practice, and support the achievement of this in relation to other staff, pupils and stakeholders;

Within all the areas of responsibility identified above:

- To establish and maintain a culture that promotes excellence, equality and high expectations for all students, ensuring high quality outcomes;
- To work in partnership with relevant professionals;
- To ensure all practice takes full consideration of equality policies;
- To act professionally at all times and promote the vision, ethos and culture of TDS and TDET.

DESIGNATION OF POST AND POSITION WITHIN SCHOOL STRUCTURE



MAIN DUTIES AND RESPONSIBILITIES

Principal Responsibilities

To carry out the general and specific professional duties as set out in the current School Teachers' Pay and Conditions Document

To formulate policies which take forward teaching and learning within the Faculty

To be acquainted with all curricular and administrative matters related to the department

With other senior staff, participate in, contribute to and/or lead pedagogic and strategic discussions in order to support and sustain improvements both within the Faculty and at a whole school level, within the context of the School's Development Plan

Specific Leadership Responsibilities

Strategic Leadership and Management

- Along with other DoYs, ensure that further whole school improvements and developments in standards and behaviour take place
- To ensure that standards of pupil attainment and achievement are sustained
- To be accountable for pupil progress and development within the specific year group with the support of DoLs and the SLT line manager
- To develop and enhance the pastoral role of tutors within the specified year group

- To ensure provision of an appropriately broad, balanced, relevant and differentiated pastoral programme is in place, monitored and reviewed
- To support with the effective management and deployment of relevant support staff, financial and physical resources within the specific year group
- To regularly meet with DoYs to discuss and decide upon pastoral and appropriate whole school issues, in line with the school's stated ethos and strategic vision

Pastoral/Behaviour

- Assume overall pastoral responsibility for a full year group of students and have accountability for a year group of students across the curriculum.
- Assume responsibility for the welfare of students; follow up incidents; maintain detailed records and student files; have meetings with parents during or after school as required, sometimes with other senior staff members; arrange sanctions where appropriate; communicate with parents; chair Tutor Team meetings and attend Director of Year meetings.
- Attend regular meetings with the SLT line manager.
- Manage and lead a team of tutors meeting with them both formally and informally on a regular basis in order to coordinate their work.
- Support the tutors by both counselling students as and when appropriate.

Standards

- Monitor and evaluate the standards of achievement and progress of the year group by using student data and information.
- Organise and lead progress meetings with tutors as required.
- Monitor the rewards system across the year group including rewards ceremonies, the recording of tutor targets and the monitoring of rewards data.
- Plan and organise the distribution of certificates, badges and rewards to students following in-school achievements.

Home School Communication & Record Keeping

- Respond to parental enquiries by telephone, letter or email as appropriate.
- To keep accurate records of all communication with parents, all sanctions issued and any other pertinent pastoral information relating to students within the year group in student files.

Tutor Group System

- Coordinate the delivery of year tutor time.
- Support the tutor team in their delivery of the tutor time curriculum.
- Monitor the use of tutor time and report back to the SLT line manager.
- Monitor student attendance across the year group in liaison with the tutor and report any issues to the SLT line manager.
- Organise and support in leading parents' evenings or events for the specified year group.
- Assist with admissions by deciding on the tutor group for new students and ensuring that new students are allocated a 'buddy' to assist with their settling in.
- Manage any minor tutor group changes throughout the Academic Year and ensure that there is an induction programme in place for students entering the year group 'midterm'.
- Organise the composition of tutor groups for students throughout the year in conjunction with the SLT line managing.
- Chair tutor team meetings producing agendas and minutes.
- Ensure that tutors are performing tasks such as checking expectations, setting tutor targets, signing homework diaries weekly and general administration.

Reports and Assessment

- Ensure all tutors have completed tutor comments on all report requirements.
- Monitor and evaluate standards of achievement and progress following internal assessments by

contributing to achievement board meetings.

- Monitor agreed actions identified within achievement board meetings.

Other Tasks

- Organise and lead year assemblies.
- Liaise with the events team in planning year based charity work and year events.
- Support any whole year trips.
- Support and liaise with the Curriculum Coordinator in the planning and implementation of any Options Programmes including the organisation and delivery of Options Evenings.

Strategic Leadership

In relation to specific areas of responsibility and joint development work with the wider middle leadership team in relation to TDS and the wider development of TDET, as required:

- Articulate and maintain clear values, moral purpose and vision in relation to TDS and TDET, and that strategic planning is effectively linked to the vision, ethos and goals;
- Strategically plan and set challenging targets for improvement ensuring clear success criteria and a focus on impact;
- Rigorously monitor and evaluate practice and progress in relation to targets and use to inform future planning/ next steps and to support self-evaluation judgements;
- Draw on own knowledge, expertise and skills and those of other leaders, teachers and staff in order to maximise outcomes and impact in line with agreed targets and the long term vision;
- Demonstrate professional personal behaviour, positive relationships and attitudes towards students, staff, parents, governors and members of the local community, and as a senior leader model these expectations to other staff;
- Effectively use leadership responsibilities and relevant whole school policies, to ensure leaders, teachers and staff are effectively supported and challenged to achieve their full potential, and held to account for their practice;
- Access relevant professional development opportunities in order to ensure up-to-date knowledge and understanding is maintained, to maximise opportunities to use findings from research and development, and to learn from internal and external good practice;
- Lead on or contribute to the development of relevant policies and procedures focused on supporting the achievement of high standards, statutory and legal requirements and ensure that these are shared with governors, staff, pupils and parents as required

Educational Excellence

In relation to specific areas of responsibility and joint development work in partnership with the wider middle leadership team in relation to TDS, and the wider development of TDET, as required:

- Inspire and influence others to believe in the fundamental importance of education in young people's lives, to promote the value of high quality education and to ensure the focus on a learning community;
- Ensure individual teachers and other relevant staff are committed to and held to account for continual improvement in relation to the quality of teaching and learning, curriculum provision and pastoral support provided for all students, and for the impact of their work on pupils' outcomes
- Ensure performance management procedures effectively identify strengths and areas for development and are rigorously used to address areas of under-performance, support staff to improve, and provide the opportunity for excellent practice to be recognised and valued
- Ensure appropriate continuing professional development is provided in line with the identified areas for development in relation to individual leaders, teachers and staff, and where appropriate in relation to specific teams and whole school priorities. Effectively use this to enable all staff to have a deep analytical understanding of how pupils learn and the core features of successful classroom practice and curriculum design, and that this is used to provide high quality learning opportunities for all students

- Maximise the opportunities for teachers and staff to work together, to share development priorities and good practice, in order to maximise outcomes and impact
- Where required, ensure governors understand the strengths and priorities for development and the expected impact of these on standards
- Ensure relevant financial plans maximise the potential for impact and are in the best interests of all students and their achievements, and provide value for money

Operational Management

In relation to specific areas of responsibility and joint development work in partnership with the wider middle leadership team, in relation to TDS and the wider development of TDET, as required:

- Ensure that relevant systems, organisation structures and processes are well considered, efficient and effectively communicated
- Ensure that relevant systems and processes enable the provision of a safe, calm and well-ordered environment for all students and staff, and that all leaders and staff understand their individual and collective roles in achieving this and are held accountable
- Effectively manage own time and the identification of priorities in order to maximise the day-to-day achievement of both operational and strategic responsibilities
- Work in partnership with other leaders to enable day-to-day requirements regarding discipline, emergencies, parent contact, assemblies, and public relations are effectively managed, and enable the smooth running of TDS
- Effectively manage, as appropriate, conflict or staff issues that arise and provide ongoing support and effective relationship management in order to build self-esteem and confidence and maximise the benefits of team working
- Ensure strategic planning and policy requirements are implemented through daily practice and, where appropriate, that procedures are in place to monitor and evaluate their effectiveness, and that staff, students and other stakeholders are held to account in relation to these
- Produce relevant reports, analysis and evaluation information, to enable the identification of strengths and priorities for development, and enable SLT to fulfil their responsibilities in relation to decision making and accountability
- Effectively plan for, lead, chair or facilitate individual or team meetings in order to maximise strategic planning, analytical thinking, and communication and maximise the impact of individual and joint development work, good practice, coaching and holding to account
- As appropriate, contribute to the recruitment of new staff or to internal development opportunities, ensuring equality of opportunity
- Ensure safeguarding practice meets statutory requirements, provides effective support for students, and is embedded within relevant policies, procedures and day-to-day practice
- Effectively distribute leadership, maximising opportunities for leaders, teachers and staff to work together to achieve clear success criteria and measurable targets, to hold each other to account for their decision making and outcomes, and to share good practice
- Support the continuing professional development of leaders, teachers and staff, and that this effectively links into performance management
- Maximise opportunities for student leaders to be involved in and contribute to day-to-day practice and procedures, including ongoing development and monitoring of these
- Maximise the contributions of other professionals and external providers in order to support development priorities, and day-to-day practice
- Ensure professionalism and positive promotion of the school and TDET in all aspects of practice and work collectively with other leaders to ensure this is modelled and achieved in relation to all staff and stakeholders

Notes:

This job description allocated duties and responsibilities but does not direct the particular amount of time to be spent on carrying them out and no part of it may be so construed. This document is not necessarily a comprehensive definition of the post. It will be reviewed at least once every two years and it may be subject to modification or amendment at any time according to the changing needs of the school after consultation with the holder of the post.

The post holder may be expected to undertake such further responsibilities consistent with the level of the responsibility of the post according to the school salary policy drawn up in consultation with the Principal.

The school is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment.

Employer

Name:

Signed:

Date:

Employee

Name:

Signed:

Date:

PERSON SPECIFICATION

JOB TITLE: Director of Year	DEPARTMENT: Pastoral
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Essential	Desirable but not Essential
<p>Qualifications</p> <ul style="list-style-type: none"> • A good honours degree or its equivalent; • A PGCE or its equivalent (relevant Phase to the post). 	<p>Qualifications</p> <ul style="list-style-type: none"> • Completion of an accredited Senior or Middle Leadership programme eg NPQML, Leadership Pathway, NPQSL etc.
<p>Experience</p> <ul style="list-style-type: none"> • Evidence of recent and successful outstanding experience and impact in challenging circumstances within the relevant Phase. 	<p>Experience</p> <ul style="list-style-type: none"> • Previous Leadership Experience within the relevant Phase; • Leadership experience within another Phase; • Experience in delivering leadership development programmes/ support beyond own school;
<p>Knowledge and Understanding</p> <ul style="list-style-type: none"> • High level knowledge of strategic planning and the use of analytical assessment to support this; • High level knowledge and understanding of outstanding leadership skills and teaching practice, including Ofsted guidance, and strategies to achieve this; • High level knowledge and understanding of curriculum and assessment requirements and strategies for raising achievement, within the context of the relevant Phase; • High level knowledge and understanding of a range of effective monitoring and evaluation procedures and processes to support school improvement; • Good knowledge and understanding of ICT; 	<p>Knowledge and Understanding</p> <ul style="list-style-type: none"> • Broad knowledge and understanding of curriculum and assessment requirements and strategies for raising achievement, within the context of a different Phase to the main Phase of experience.

Essential	Desirable but not Essential
<p>Skills and Abilities</p> <ul style="list-style-type: none"> • Ability to lead high level strategic planning and developments, and ability to think analytically and set challenging targets and success criteria; • Ability to plan for and carry out accurate self-evaluation, including monitoring and evaluation, which is used to inform judgements and priorities for development; • Ability to effectively use Performance Management, Coaching, Support and Challenge in order to hold others to account and to enable the achievement of continual improvement; • Skills and ability to build positive relationships and to manage conflict; • Demonstration of skills and ability in relation to planning for and leading meetings, in relation to one-to-one, group or team situations; • Evidence of good or better teaching within the relevant Phase, and track record of demonstrating progress and results, and evidence of having achieved a good or outstanding judgement in relation to own leadership and management skills, within the last 2 years; • Good understanding of curriculum developments in relation to the Phase, strategies for raising achievement and experience of monitoring students learning; • Effective written and oral communication skills, including presentation skills, and good or better ICT skills; • Ability to work individually and as part of a team and to motivate and inspire others, including maximising opportunities for sharing good practice; • Ability to delegate and distribute leadership; • Organisational and time management skills; • Ability to work with senior leaders and to build a positive relationships with stakeholders and other professionals; • Ability to demonstrate accountability of self, the possession of flexible skills, the willingness to undertake any necessary training, and a high capacity to grow and develop as a leader. 	<p>Skills and Abilities</p> <ul style="list-style-type: none"> • High level ICT and Financial Management skills; • Evidence of involvement in school-to-school support.
<p>Personal Qualities</p> <ul style="list-style-type: none"> • Have a love of and infectious enthusiasm for teaching; • Demonstrate a passion for making a difference to the learning outcomes of all students; • Outstanding interpersonal skills and the ability to relate closely with wide ranging groups of people; • Ability to work collaboratively or in partnership with others • Have a high capacity to grow and develop as a professional and demonstrate ambition; • Integrity, adaptability and demonstration of resilience and emotional maturity; • High level conceptual thinking, innovative and decisive; • Self-driven and ability to work at a pace; • Demonstrates high level professionalism in all aspects of work; • Excellent sense of humour; • Personal drive and self-starter. 	<p>Personal Qualities</p> <ul style="list-style-type: none"> • Ambition and drive to become an Assistant Principal or Specialist Leader of Education (SLE)