



**JOB TITLE:** Year Lead Teacher

**BAND:** MPR/UPR + TLR

### **JOB PURPOSE**

The post holder will be professionally accountable for the work of Teachers and support staff in a specific year group.

In addition to those professional responsibilities, which are common to all classroom teachers within the school, the post holder's key accountability will be for raising the standards of teaching, learning and attainment for pupils in a specified year group

### **KEY CORPORATE ACCOUNTABILITIES**

- To actively promote the Trust's Equal Opportunities Policy and Diversity Strategy and observe the standard of conduct which prevents discrimination taking place.
- To maintain awareness of and commitment to the Trust's Equal Opportunity Policies in relation to both employment and service delivery.
- To fully comply with the Health and Safety at Work Act 1974 etc, the Trust's Health and Safety Policy and all locally agreed safe methods of work.
- At the discretion of the Head Teacher, such other activities as may from time to time be agreed consistent with the nature of the job described above.
- To work with colleagues to achieve service plan objectives and targets.
- To participate in Employee Development schemes and Performance Management and contribute to the identification of own team development needs.

### **PRINCIPAL ACCOUNTABILITIES**

#### **Professional Responsibilities**

The post holder will be required to exercise his/her professional skills and judgements to carry out in a collaborative manner, across the year group, the professional duties set out below:-

- Making an impact on the educational progress of pupils beyond those directly assigned.
- Ensuring that appropriate attainment targets exist for individual pupils and for the year group as a whole.
- Ensuring that pupils experience an educational programme that is personalised to the particular needs identified through a robust assessment system.
- Monitoring pupil progress, behaviour and application - planning strategies where areas for improvement are identified.
- Liaising with other curriculum leaders to ensure curriculum continuity and progression.
- Monitoring the quality of teaching and learning and sharing judgements with teachers and support staff as appropriate.
- Identifying key professional development needs.
- Ensuring that these are addressed through the provision of high quality coaching and mentoring.
- To be responsible to the phase leader and Headteacher, or in absence, the Deputy Headteacher.

#### **Knowledge and Understanding.**

- Select and make good use of ICT skills.
- Be familiar with the school's current systems and structures as outlined in policy documents including the Health and Safety and Child Protection Policies.

- Make effective use of assessment information on pupils' attainment and progress to set appropriate targets and plan future lessons.
- Monitor and intervene when teaching to ensure sound learning and discipline and maintain a safe environment in which pupils feel confident.
- Be familiar with the Code of Practice and identification, assessment and support of pupils with special educational needs across the year group.
- Monitoring, assessment, recording, reporting and accountability across the year group.
- Provide reports on individual progress to the Headteacher and parents as required you're the year group.

**Subject / Aspect Overview.**

- To take part in meetings and contribute to the development of the Curriculum.
- To consult with the SLT and work alongside other colleagues to write curriculum policies and guidelines if required.
- To assist staff in the use of resources and offer advice and support where necessary.
- To be aware of developments in subject areas.
- Establish and maintain effective working relationships with professional colleagues and parents.
- Participate as required in meetings with professional colleagues and parents in respect of duties and responsibilities of the post.

**Support for the School.**

- Contribute to the overall ethos/work/aims of the school.
- Participate in training, other learning activities and performance development as required.
- Attend and participate in meetings as required.
- Any other duties commensurate with the duties/responsibilities/grade of the post.
- All staff in school will be expected to accept reasonable flexibility in working arrangements and the allocation of duties including duties normally allocated to posts at a lower responsibility level, in pursuance of raising pupil achievement and effective team working.

The duties and responsibilities in this job description are not restrictive and the post-holder may be required to undertake any other duties that may be required from time-to-time. Any such duties should not, however, substantially change the general character of the post.

***This organisation is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment.*** I confirm that I have read and understood, and that I accept, the above job description:

Signature : ..... Date: ..... Name in full .....

<b>General heading</b>	
<b>Qualifications &amp; Experience</b>	<ul style="list-style-type: none"> <li>• Qualified Primary Teacher Status</li> <li>• Evidence of recent and relevant professional development</li> <li>• Successful teaching experience working with pupils from a range of socio economic backgrounds and with a variety of learning needs</li> </ul>
<b>Communication</b>	<ul style="list-style-type: none"> <li>• Ability to use clear language to communicate information unambiguously</li> <li>• Ability to listen effectively</li> <li>• Overcome communication barriers with children and adults</li> <li>• Establishing effective partnerships with parents/carers</li> <li>• Excellent interpersonal and communication skills at all levels</li> </ul>
<b>Working with children</b>	<ul style="list-style-type: none"> <li>• Understand and implement the school's behaviour management policy</li> <li>• Ability to understand and support children with developmental difficulty or disability</li> <li>• Ability to assess progress and performance</li> <li>• Understand and support the importance of physical and emotional wellbeing</li> <li>• Emotional resilience in working with challenging behaviours and a full commitment to inclusion on all levels</li> <li>• A passion for ensuring all children and young people achieve to the best of their abilities</li> </ul>
<b>Working with others</b>	<ul style="list-style-type: none"> <li>• Understand the role of others working in and with the school</li> <li>• Understand and value the role of parents and carers in supporting children</li> <li>• Ability to establish rapport and respectful and trusting relationships with children, their families and carers and other adults</li> <li>• Know when, how and with whom to share information</li> </ul>
<b>Skills, Abilities and Knowledge</b>	<ul style="list-style-type: none"> <li>• The ability to demonstrate a positive attitude and to develop and maintain positive and supportive relationships with children, staff, parents, governors and professional teams and agencies</li> <li>• The ability to secure high standards of pupil behaviour and achievement</li> <li>• The ability to provide a broad, balanced, relevant and creative curriculum that inspires pupils, promotes positive pupil attitudes and good engagement with learning and leads pupils in the pursuit of excellence</li> <li>• The ability to teach well planned and organised lessons</li> <li>• Excellent organisational and time management skills and an ability to prioritise</li> <li>• A thorough knowledge and understanding of how children learn, develop and progress through life stages and events</li> <li>• How IT can be used effectively to motivate children to learn</li> <li>• How to plan, deliver, monitor and evaluate lessons and learning as part of the school curriculum</li> <li>• How to monitor, record and extrapolate relevant information to evaluate pupil progress and development and report to parents, governors and other professionals and agencies</li> </ul>

**General**

- Awareness of and commitment to equality and how equalities and inclusion policies are implemented in schools
- Knowledge about the importance of health and safety and the role of the individual in promoting and safeguarding the welfare of the pupil
- Good understanding of and commitment to child protection procedures
- Understand procedures and legislation relating to confidentiality
- Be prepared to develop and learn in the role