



Year Manager (Non-Teaching) - JOB DESCRIPTION

Reporting To: Head of House

Payscale: TEAL Associate Staff Pay Scale, Point 11

Job Purpose:

To actively support our core purpose, remembering that “We are here to make great schools and happier, stronger communities so that people have better lives.”

To be responsible to Head of House and Deputy Headteacher for the day-to-day management of efficient and effective Behaviour for Learning procedures, providing a confidential, administrative, and pastoral and community liaison function

Key Responsibilities: Specific

- To promote and safeguard the welfare of children and young.
- To support teachers and Heads of Year in dealing with the pupils exhibiting difficult behaviour to minimise disruption to learning. To maintain a high profile around the school to ensure that appropriate pupil behaviour is maintained and to monitor pupils’ behaviour at break and lunchtimes as required around the school. To monitor and track the wearing of the correct academy uniform by all pupils.
- To liaise with Head of Year and Subject Leaders regarding patterns of pupil behaviour suggesting strategies and possible ways forward. To work closely with the wider Pastoral Team to continue to reduce the number of fixed term and internal exclusions. Conduct pastoral learning walks to monitor and track pupil behaviour across time and intervene where necessary.
- To liaise with the multi-agency team and to assist in identifying provision for pupils for whom an alternative curriculum would be more appropriate.
- To work with the school’s Attendance Team to ensure maximum levels of attendance are achieved at all times. Ensure there is a rigorous and routine approach to improve punctuality. Heads of House should support pupils to re-integrate and ‘catch up’ when they return to the school. Heads of Year should ensure work is set during periods of fixed-term exclusion and liaise with parents about pupil behaviour and reintegration.
- To ensure the Behaviour for Learning systems, including rewards are consistently carried out, and works effectively, efficiently and with rigour and routine. To liaise with parents in relation to the system. To provide input to the Assistant Headteacher (Behaviour & Standards) to identify strengths and weaknesses of the implementation of Behaviour for Learning and to assist with the provision of appropriate training.
- To contact parents as appropriate as a result of investigations regarding threats, violence and bullying and to update ARBOR accordingly. (Accurate records of meetings must be kept.) To pass on information regarding possible tensions within the school to the Director of Year and to meet with parents as required. To conduct investigations, as identified and requested, into breaches of the School’s Discipline Code by pupils.
- To liaise with Heads of Year and the Pastoral Administration Assistants to ensure that appropriate sanctions are applied and recorded accurately on Arbor.
- To take an active role in the reporting of Safeguarding and Child Protection issues to the Head of Year (Level 3 Trained) and DSL/DDSL, whilst leading on any issues which are categorised as pupil welfare issues. To maintain the appropriate level of personal Child Protection training in accordance with school policy. To collect records and information for children with identified Child Protection issues when they start the school and to pass on records to the appropriate body when they leave the academy.
- To play a full part in the life of the school community, supporting its agreed mission and ethos actively promoting its policies and practices. To play a part in marketing, parental voice and liaison activities at Open Evenings, Parent’s evenings and other similar events as appropriate.
- To work as a member of a designated team and contribute positively to effective working relations within the academy by attending all appropriate meetings e.g. pastoral meetings to exchange information about pupils and review and develop practice. To engage actively in the Professional Development Review process and to participate in the school’s Staff Development Programme by attending INSET, meetings and opportunities for further training and professional development as outlined in your Performance Review and whole school CPD plan.
- Support and supervise the efficient running of calm and purposeful sanctions including detentions, school remove and internal suspension.

Key Responsibilities: General

The post holder will be required to act on their own initiative or on the authority delegated from their line manager or a member of the School/TEAL SLT.

The post holder will be expected to work within TEAL and the schools’ policies and procedures and uphold the organisation’s values and vision.

The job description is not intended to be a complete list of duties and responsibilities but details the major requirements of the post. It may be amended at a future time, to take account of the developing needs of TEAL. The post holder will undertake any other duties appropriate to the remit.

TEAL is committed to safeguarding and promoting the welfare of children, young people and vulnerable adults and expects all employees and volunteers to share this commitment.

The Health and Safety at Work etc. Act, 1974 and other associated legislation places responsibility for Health and Safety on all employees, therefore it is expected that everyone takes reasonable care for their own health and safety and the health and safety of others.

The above duties may involve having access to information of a confidential nature, which may be covered by General Data Protection Regulations (GDPR) 2018, and by Part 1 of Schedule 12A to the Local Government Act, 1972. Confidentiality must always be maintained and employees must work with and process personal and sensitive information in accordance with Data Protection Act 2018 including the GDPR. Employees must protect the safety and security of information (e.g. using strong passwords, reporting breaches, and ensuring information is stored and disposed of securely).

The key competencies and behaviours commensurate with this post are identified overleaf.



Ethical Behaviours Charter

Competency	We do this by
Trust	<ul style="list-style-type: none">• Being reliable, consistent, credible, honest, humble, courageous and kind.• Managing emotions and helping others to do the same.

	<ul style="list-style-type: none"> • Keeping promises and doing what we say we will • Having genuine compassion for others
Wisdom	<ul style="list-style-type: none"> • Developing knowledge and expertise, then sharing that knowledge • Learning from mistakes and failures and admitting when we are wrong • Seeing systems and processes as ways to fulfil our purpose, removing or changing them if they fail in that.
Kindness	<ul style="list-style-type: none"> • Being patient, respectful, generous and forgiving. • Acting with compassion and care, listening and seeing the person behind the role • Focusing on relational practice; building trust and rapport with others by empowering and elevating them.
Justice	<ul style="list-style-type: none"> • Doing what is right, rather than what is popular or easy • Ensuring we live our sense of purpose and values in the way we behave, make decisions and communicate. • Applying rules in a consistent, transparent and fair way, whilst allowing for discretion and common sense. • Valuing difference, building diverse teams and encouraging others to behave responsibly and with moral purpose.
Service	<ul style="list-style-type: none"> • Putting ourselves in the service of others. • Reducing stress and anxiety in the organisation by modelling calm and considerate behaviour • Behaving in a dutiful way, demonstrating humility and self-control. • Removing barriers to enable others to do their jobs well
Courage	<ul style="list-style-type: none"> • Holding ourselves to account when something goes wrong. • Remaining calm, optimistic and positive in the face of adversity and change. • Speaking honestly, openly and with empathy
Optimism	<ul style="list-style-type: none"> • Believing in our own ability, and the ability of others, to do what is right to change the world for the better. • Calling out negativity, cynicism and dishonesty. • Remaining positive and encouraging, helping others to overcome challenges and celebrating their success.
Vision	<ul style="list-style-type: none"> • Anticipating the future and embracing it. Thinking strategically, analysing and assessing information to deliver organisational growth. • Reading, researching, networking and sharing learning with others. • Believing in the potential of others; helping them be the best they can be.