

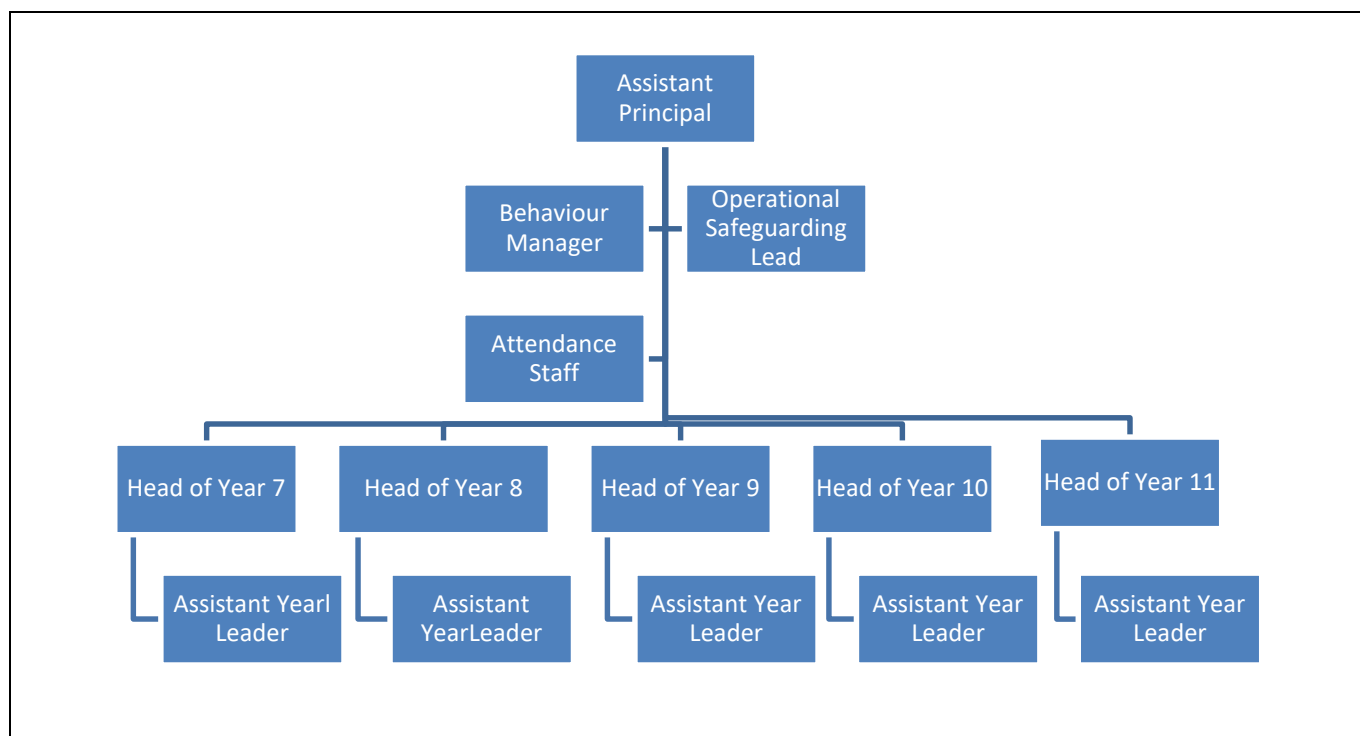


General Data Protection Regulations 2018 - This form will enable us to process any information you contribute to the role profiling process and will be used by Hampshire County Council evaluation panels for job evaluation purposes. At a later date, the information will also be used in other personnel areas, e.g. performance development review, induction, and training and development Processing of information includes storage of records electronically and in hard copy format. Personal data will only be made available to Hampshire County Council staff and trade union representatives involved in these processes. Any data required for statistical/research purposes will be depersonalised.

SECTION A

Role profile ref:	02132
Department / section:	Education - Schools
Role title:	Assistant Year Leader
Reports to:	Behaviour Manager/Head of Year
Role purpose:	To provide administrative support to the behaviour team and to assist in supervising students not in lessons.

SECTION B – ORGANISATION



ASPIRE

ACHIEVEMENT * SUPPORT * PERSEVERANCE * INDIVIDUALITY * RESPECT * EXCELLENCE

SECTION C - ROLE REQUIREMENTS

ACCOUNTABILITIES	ACCOUNTABILITY STATEMENTS	% OF TIME
Support for students	<ul style="list-style-type: none"> • to take statements from students and investigate incidents to get their side of the story • to be responsible for the daily set up of Student Support room • to ensure curricular work is available for students in Student Support and that completed work is returned to subject staff • to supervise students not in lessons in Student Support/Isolation • lead interventions with small groups 	50%
Support for Behaviour team	<ul style="list-style-type: none"> • to be responsible for setting detentions • to be responsible for arranging off site isolation places • to be responsible for taking statements from young people and summarising the incidents for further action • to request CCTV to support understanding of incidents. • to be responsible for phoning home to update parents on outcomes from investigations • to ensure that all paperwork around daily incidents is recorded • to produce daily wash-up notes and actions for escalation • to be responsible for the systematic recording and filing of all behaviour records • to be responsible for sending formal letters to parents for isolation and suspensions • to ensure re-integration plans are formally recorded on Edulink/SIMs • to be responsible for running the missing registers reports • to identify students who are missing/truanting from lessons and notify home as appropriate • to be capable of producing formal suspension paperwork • to complete reduced hours provision returns to county • to complete racist/violent/prejudicial incident returns to county 	50%

	<ul style="list-style-type: none"> to lead evidence informed intervention to support change in student behaviour 	
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SECTION D – The key decision making areas in the role

An Assistant Year Leader will deal with student statements and make judgements when to refer incidents to the behaviour manager or safeguarding team.

An Assistant Year Leader will deploy appropriate behaviour management techniques during supervision of students out of lessons.

An Assistant Year Leader, whilst working under the general direction of the behaviour manager, will work unsupervised and without the close presence of a teacher.

An Assistant Year Leader will be required to produce detailed feedback to the behaviour team, parents and teaching staff and keep records as appropriate – as such the post holder will decide on what feedback to give in consultation with the behaviour manager.

SECTION E - The role dimensions - financial (e.g. budgets) and non-financial (e.g. units, workload, customers/staff)

- Size of college – 900+ on roll (secondary)
- No financial responsibilities
- Responsibility for up to 12 students in Student Support or 4 in Isolation

SECTION F - The main contacts – external/internal customer contacts and purpose

- Staff and students in the college (regular)
- Teachers to ensure curricular activities match work in class
- Students for statements and to support whilst out of class
- Behaviour team (daily): receive and process work
- Parents - constant contact in relevant individual circumstances on the phone (daily)

SECTION G - Working conditions – environment, and physical effort or strain

- College and classroom-based learning environment (sometimes significantly constrained in terms of space/equipment/seating)
- External working on trips, educational visits etc
- Expected to maintain behaviour management standards of students in Student Support or isolation, some of whom can be especially challenging and difficult, and deal with racial/abusive language and bullying
- Health and Safety responsibility for self, students and area which is particularly demanding in a student-centred environment
- Providing first point of contact for gathering statements after incidents

SECTION H - Context/additional information

- It has a highly confidential component and needs to hold the trust and confidence of both the students and teachers
- It may acquire information on child protection/family sensitive issues which must be treated carefully and appropriately
- High levels of stress are generated by various aspects of the role including when the

postholder's working hours require student contact and may require dealing with individual students and/or groups with complex needs

SECTION I - Entry: Necessary role-related knowledge, skills and experience at selection

- Relevant previous administrative experience
- Minimum of GCSE Grade C or equivalent in English and Maths
- Experience in a range of computer software tools
- Experience working with children of secondary school age
- Empathy with students and sympathetic to their needs
- Experience of working with children with additional needs to collect information from them
- Understanding of principles of child development and learning processes and, in particular, barriers to learning
- Very good literacy/numeracy skills
- Good communication skills and able to clarify and explain instructions clearly
- Professionally discreet and able to respect confidentiality on particular issues
- Well-developed interpersonal skills and sense of humour enabling effective relationships with a variety of people
- Team worker

SECTION J – Initial induction/training required to become effective in the role

Estimated time to become operationally effective

Up to 3 months

- Shadowing experienced in college administrators
- Knowledge of college and college systems/policies
- Approach towards student discipline and behaviour
- Relationship between and respective responsibilities of administration and student-centred role
- Professional relationships between staff and students
- Support from behaviour manager, wider admin team. behaviour and well-being staff
- Manual handling skills
- Developing health and safety knowledge
- Independent working under the direction of the behaviour manager

SECTION K – Operationally effective: How would effectiveness in role be demonstrated?

- Firm, sensitive and effective approach towards student discipline
- Strong organisational ability
- Able to work with the behaviour staff to ensure all incidents are recorded
- Ability to write risk assessments and plans to enable staff to support students
- Full understanding of compliance returns to county
- Able to monitor, evaluate and record behaviour incidents and spot patterns or trends
- Ability to apply knowledge and skills from training in student supervisory context
- Flexible in relation to tasks undertaken
- Ability to motivate and encourage students appropriately to provide information/ complete work
- Ability to work independently and with initiative
- Ability to establish and maintain good relationships and rapport with other colleagues in the college and external contacts to develop a network of contacts
- Work constructively as part of a team, understanding staff roles and

responsibilities and own position within these

SECTION L - Adding value: What characteristics will the advanced role holder demonstrate?

- Recognised for expertise in college
- Mentoring of other staff
- Strong leadership of the Student Support room, creating an atmosphere of learning and trust whilst developing skills to enable students to return to timetabled teaching
- Support for the induction of other staff in the college including, in appropriate circumstances, teaching staff
- Ability to self-evaluate learning needs and actively seek learning opportunities
- Highly effective intervention leader which has swift and long lasting impact to improve student attitudes and behaviours.