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**Lord Lawson of Beamish Academy**

**Year Leader**

**Application Pack**



Dear Applicant,

Thank you for your interest in the post of Year Leader at Lord Lawson of Beamish Academy. This vacancy has arisen because of the promotion of the previous post-holder to senior leadership; there has been an interim appointment for a year, and the successful candidate will take up post in September 2024. I hope that you will find all the information you need in this application pack to help you decide whether this is the right opportunity for you.

Lord Lawson is pushing ahead! In November 2022, Ofsted inspectors judged the school ‘Good’ in all areas, with just one point for development. This judgement confirmed what staff, students and parents already knew: through clear-sighted leadership and our commitment to the academic and personal development of students and staff, the school has improved beyond recognition in four years. Since then we have continued to develop: this year we have focused particularly on improving our culture and engagement. We live out our vision every day: *Together we grow, learn and succeed*. We are recognised as an inclusive school, and we particularly welcome applications from colleagues who belong to groups that are currently under-represented in our leadership team.

We are a school that is an excellent place to work and learn. Our ambition is to offer outstanding education – within the classroom and far beyond – that engages and stretches all our students. Our staff are energetic, committed and able; our leaders are strategic and well motivated; our governors are hugely supportive and suitably ambitious. The school is full, and parents want their children to do well. We have a sixth form that is small but focused and successful. Our facilities are outstanding and well maintained.

On a usual school day, there’s so much going on at Lord Lawson! Our students are well known locally for their engagement in an awe-inspiring variety of sporting activities, and our visual and performing arts are wonderfully strong. Students take advantage of more than fifty lunchtime and after-school activities each week, and they have raised thousands of pounds for local and national charities. Opportunities for student leadership abound. Classrooms are calm and settled: the atmosphere is purposeful. Our outstanding professional development programme for staff is evidence-led and flexible; staff at all levels value the opportunities that we provide for them to discuss and improve their professional skills. We work very closely with Ambition Institute for our NPQs and teacher development, as well as with Teach First and local universities. Currently, 44% of our teaching staff are involved in Ambition Institute’s *Transforming Teaching* programme, and all our staff are engaged in tailored professional development. In a competitive market, we are a school of choice for new teachers. This is a pivotal and exciting time to become part of our middle leadership team.

The new Year Leader will work with students in Year 9, and they will stay with this cohort as the students make their progress to Year 11. Year Leaders are essential pillars of the academy’s structure, offering leadership to ensure both the academic progress and personal development of all students in a particular year group. Year Leaders work with Deputy Year Leaders and with tutors to coordinate the wellbeing and progress of students, communicating closely with teachers and senior leaders, parents and carers. Year Leaders work with senior leaders in putting into action the academy’s vision and values, and in working towards achieving the academy’s strategic goals.

Our students deserve the best and most effective leadership we can give them, so they can be happy and successful, both now and in the future. Working together, colleagues at this school have been very successful in improving our culture for the benefit of our students. Attendance increased by almost 3% last year, and behaviour has been transformed. These improvements have enabled teaching and learning to be much more

effective. Against a local and national picture of decline and difficulty, we are continuing to develop our culture, and year leaders are a key part of future improvements.

The pastoral team at Lord Lawson of Beamish Academy includes a range of expertise and knowledge that supports our students to grow, learn and succeed. Ian Cooper is the Deputy Principal for Pastoral Care and Inclusion: he holds overall responsibility for the pastoral team. His leadership is supported by Paul Walsh (Assistant Principal – Behaviour), Alex Rayner (Assistant Principal – Safeguarding and Attendance) and Helen Potter (Assistant Principal – SENDCo). Each year team has a teaching Year Leader and a non-teaching Deputy Year Leader. This allows the pastoral team to remain proactive, supporting our students throughout the school day. The pastoral team also includes attendance officers, school counsellor and mental health mentor, and the learning support room team. Pastoral staff have strong supportive relationships with external agencies and partners, which enable them to safeguard and support students with the different challenges they face. In summary, you will be part of a well-resourced and proactive team.

As a Year Leader, you will quickly become part of our mission to transform the education and life chances for around 1350 children in Birtley, on the southern edge of Gateshead. You will join an ambitious and collegiate team of senior and middle leaders, who are passionately committed to improving the school for the benefit of its students. Before its ‘Good’ judgement, the school had two ‘Requires Improvement’ judgements from Ofsted (February 2017 and June 2019). I joined the school as Principal in June 2019, immediately following the second ‘RI’ judgement. With a new and reinvigorated leadership team, I have led a transformational programme of school improvement. Our school has benefited from substantial support, working with outstanding local partners. Finances are now sustainable, and lines of accountability are clear. Staff have worked together, in working parties and as part of our collaborative professional development programme, to improve behaviour and attitudes, students’ personal development, and the quality of education. Examination results last summer were good, maintaining the progress made the previous year and demonstrating the improvements that we have already made.

Despite our changes and improvements, however, the progress of very many students, including those deemed disadvantaged and those with special educational needs and/or disabilities, remains a concern. Our clear moral purpose is to improve education for these students; we know that all our students will benefit.

This important middle leadership role would suit an ambitious and effective teacher (Year Leaders teach a half timetable), able to demonstrate the impact of their actions and initiative, and eager to develop their leadership potential. It is unlikely that any individual, whatever their current role, will already have the full set of knowledge, skills and experience that are necessary to be completely effective in this role from the outset. The successful applicant will need to be highly adaptable, and training will be provided. Applications are therefore welcomed from individuals at various stages of their careers, who are committed to inclusion, progress, and the continued improvement of our school and its students.

If you would like to discuss what it is like to work at Lord Lawson, or to have a broader conversation about this role, please ring the school on 0191 433 4026 and ask to speak to me or to Ian Cooper, Deputy Principal (Pastoral Care and Inclusion). We would also be happy to meet you and to take you on a tour of the school. We are offering ‘open days’ on Tuesday 13 February, 8:30 – 11:00am, and Thursday 15 February from 1:00pm.

If you are interested in applying for this position, please include in your application details of how your experience and skills meet the person specification. Applications close at 9:00am on Monday 26 February, and the appointment process will take place on Thursday 29 February and Friday 1 March. I look forward to hearing from you.

Yours sincerely



Dr Andrew Fowler – Principal

Job Specification

**Job Title:**  **Year Leader (Year 8 to Year 11 on rotation), Permanent, Full Time**

**Salary Scale: L9 (currently £57,482)**

**Line Manager: Deputy/Assistant Principal**

**Fundamental Purpose**

The Year Leader will take responsibility for the academic progress and pastoral care of all students within the year group. They will embrace, promote and actively develop the academy’s vision and values to personalise the educational provision for every student within Lord Lawson of Beamish Academy. They will be proactive and professional and will always maintain confidentiality. They will also ensure that all safeguarding procedures are enforced in accordance with the academy’s safeguarding policy. They will be responsible for the work of the Deputy Year Leader and will work closely with other colleagues. They will take a leading role in promoting the school to prospective students and their parents, and they will share a leading role in organising transition points for students, for example, KS4 Options and Sixth Form transition.

**Key Responsibilities**

**Student Progress**

* To be responsible for the progress of students in a year group, working to help them overcome obstacles that are preventing progress.
* To work closely with the other Year Leaders, as appropriate, to ensure consistency of approach and smooth and effective transitions for students.
* To engage effectively with the academy’s teaching and learning strategies in practice in the classroom, supporting individual students and groups of students to make effective progress.
* To take a lead in ensuring that records are kept up to date and shared with other colleagues. These records will include seating plans and SEND provision mapping, shared electronically or on paper.
* To meet regularly and work closely with the academy’s data team to identify individual students who are under achieving. To prioritise the most vulnerable students in the year group. To ensure appropriate strategies are devised to personalise the academy’s response to improve progress for each student.
* To produce regular and appropriate reports to analyse individual and group performance of the year group, including such groups as Boys/Girls, Pupil Premium, LAC, SEND etc.
* To work with the SENDCo and other members of staff, and with outside agencies as required, to ensure that all students with special educational needs and/or disabilities receive the help they need to make appropriate progress. To monitor and evaluate the progress of these students.
* To monitor the attendance and progress of students who are following an alternative curriculum in conjunction with external partners.
* To ensure effective communication with parents, including arranging parents’ evenings, website postings and letters to parents. To liaise with other staff, as appropriate.
* To celebrate and promote student achievement on a regular basis, taking a lead role in organising and hosting achievement assemblies and celebration evenings.

**Pastoral Support**

* To ensure that all members of the pastoral team understand and actively promote the academy’s vision and values, to provide the best possible education for students.
* To lead and manage the work of the Deputy Year Leader (including their performance management), tutors, teachers, and other associated staff.
* To provide effective leadership and management of the year group and pastoral teams which will ensure personalised welfare and education for all students.
* To monitor and improve attendance and punctuality of members of the year group and, where necessary, to ensure appropriate interventions are applied to aid academic progress. To work with the attendance team.
* To share a leading role in organising effective transition and induction for students in the year group, including open evenings and options evenings, as appropriate.
* To inspire team members through leading by example.
* To be proactive as an Associate Senior Leader in the academy, developing and promoting all aspects of the academy’s work, including implementing and evaluating the effectiveness of academy policies.
* To act as one of the Deputy Designated Safeguarding Leads, with other Year Leaders, and undertake relevant training.
* To develop and maintain effective methods of communication with the principal, senior leadership team, other staff, students, parents, governors, external agencies, and the wider community (including business and industry) etc.
* To be responsible for leading effective year group meetings, according to the whole school calendar, ensuring minutes are recorded, filed and disseminated as appropriate.
* To be responsible for the planning and delivery of high-quality assemblies.
* To work with all students in the year group, their parents/carers, staff and other stakeholders (including outside agencies and those working within the academy) to ensure each student displays behaviour for learning that is in line with the academy’s principles.
* To ensure that all students comply with the academy’s uniform policy.
* To ensure that the academy’s rewards and incentives policies are fairly, consistently and appropriately applied across the year group, to help motivate students and to celebrate their achievement, success and progress.
* To promote inclusion and equal opportunities within the year group. To conduct reintegration meetings, as appropriate, and to participate in discussions around managed moves, both into and out of the academy. To lead effective induction of students joining the year group.
* To produce accurate reports for exclusions and referrals and information for relevant parties.
* To monitor behaviour events at least weekly, to coordinate rewards and to address any concerns in a timely manner and in accordance with academy policies.

**Other Responsibilities**

* To attend student reviews, as necessary, which are co-ordinated by social services or other external agencies.
* To take responsibility in part for the monitoring, support and assessment of trainee and early career teachers (ECTs) in the pastoral team.
* To work with senior leaders to provide suitable pastoral training programmes for both NQTs and experienced teachers and to actively involve all teachers in the pastoral system.
* To ensure that high quality careers guidance is provided to all students in the year group, liaising with careers staff to raise students’ aspirations and ensure Gatsby benchmarks are met.
* To lead and manage a programme of social activities/trips, etc. that will inspire and develop students’ social and cultural awareness.
* To carry out standards walks, as agreed, ensuring that data is analysed and appropriate action taken.
* To ensure student passports are created and kept up to date for selected students.
* To work with the other year groups, Year Leaders and Deputy Year Leaders to develop a strong consistent team approach, responding to and supporting student progress.
* To attend statutory child protection meetings and ensure any reports are submitted within the required time limits.
* To arrange and conduct reviews for looked after children including the completion of a Personal Education Plan (PEP).
* To coordinate events that promote competition and a sense of identity across the year group.
* To carry out additional duties and actions commensurate with the grading and seniority of the post, as requested from time to time.

**Lord Lawson of Beamish Academy is committed to safeguarding and promoting the welfare of students and expects all staff to share this commitment.**

This job description may be amended at any time in discussion between the Principal/Deputy/Assistant Principal and the employee and will be reviewed annually before the commencement of the next appraisal cycle.

Lord Lawson of Beamish Academy: Person Specification – Year Leader

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| --- | --- | --- | --- |
|  | **Attribute** | **Essential/ Desirable** | **Assessment** |
| **Qualifications** **and Professional Development** | | | |
| 1 | Degree | E | A |
| 2 | Qualified teacher status | E | A |
| 3 | Evidence of recent training and professional development | E | A |
| 4 | Further professional qualification, including middle leader training | D | A |
| **Knowledge and Skills** | | | |
| 5 | Detailed knowledge and understanding of current issues in education | E | I |
| 6 | Ability to communicate clearly, including listening well | E | A/I |
| 7 | Ability to write accurate, coherent and professional reports and letters for a range of audiences including senior leaders, governors and parents/carers | E | A/I |
| 8 | Ability to manage a team effectively, accepting responsibility and accountability, and to delegate effectively | E | A/R |
| 9 | Ability to relate well to children and adults | E | A/I |
| 10 | Ability to inspire, persuade, motivate, negotiate and influence | E | A/I |
| 11 | Ability to self-evaluate and articulate learning needs, seeking out relevant opportunities for own development | E | A/I/R |
| 12 | Excellent working knowledge of IT applications, e.g. Excel spreadsheets, Word, and Management Information Systems (Bromcom) | D | A/I |
| **Experience** | | | |
| 13 | Successful teaching experience across the 11-16 age range, leading to excellent outcomes for students | E | A/R |
| 14 | Successful experience of middle leadership and management | D | A/R |
| 15 | Effective line management and accountability | D | A/R |
| 16 | Experience of creative problem-solving and critical thinking | D | A/I/R |
| **Personal qualities** | | | |
| 17 | Commitment to promoting the ethos and values of the school, securing the best possible outcomes for students | E | A/R |
| 18 | High levels of professionalism, integrity, honesty, loyalty, kindness and fairness in all dealings with people | E | A/I/R |
| 19 | Ability to work under pressure and prioritise effectively to meet deadlines | E | A/I/R |
| 20 | Ability to build and maintain positive working relationships across the school and wider community | E | A/I/R |
| 21 | Ability to lead and develop others within a team | E | A/R |
| 22 | Commitment to maintaining confidentiality | E | I/R |
| 23 | Commitment to safeguarding children, understanding relevant statutes and guidance, including Keeping Children Safe in Education | E | A/I |
| 24 | Awareness and commitment to equal opportunities | E | A/R |
| 25 | Constructive handling and resolution of problems and grievances | E | A/R |
| 26 | Adaptable and positive approach, resilient, emotionally intelligent, with a sense of humour | E | I/R |

Assessment and evidence: A = Application; I = Interview process; R = Reference