

# Talbot Primary School Year Leader Job Description



**Date: September 2025**

This job description may be amended at any time following discussion between the School Leader and the member of staff and will be reviewed annually as part of the performance management process.

<b>Name of Post Holder</b>	
Post Title:	Year Leader
Grade of Post:	TLR 3
Accountable to:	School Leader
Responsible to:	Headteacher
Working time:	FTE as specified within the Schools Teachers' Pay and Conditions Document
<b>Purpose</b>	
<p>To lead an assigned year group to achieve the highest standards of learning and achievement, acting as a role model for others in terms of professionalism, quality of teaching, maintaining high expectations and upholding the ethos of the school.</p> <p>Within the year team leaders must ensure:</p> <ul style="list-style-type: none"> <li>• High quality pedagogy, developed through effective Continued Professional Development and Joint Professional Development.</li> <li>• A challenging and engaging curriculum.</li> <li>• Accurate and rigorous use of assessment to improve pupil outcomes.</li> <li>• Additional support or interventions are provided which meets pupils' needs and accelerate progress.</li> <li>• They promote the wellbeing of staff and pupils within the year group.</li> <li>• Equality of provision for all pupils.</li> <li>• They fully support the implementation of school systems, procedures and initiatives to help to embed them across school.</li> <li>• Establish clear lines of communication between the members of your team and be proactive in speaking to colleagues to resolve issues as they arise. Use your initiative to take steps to improve things both for your team and for the school in general.</li> </ul>	
<b>Leadership</b>	
<ul style="list-style-type: none"> <li>- Be professional at all times. <i>(pg.4 T&amp;L Policy)</i></li> <li>- Be a positive influence on the team and uphold the ethos of the school.</li> <li>- Work with other leaders.</li> <li>- Report to SLT and the Governors</li> </ul>	
<b>Planning</b>	
<ul style="list-style-type: none"> <li>- Ensure the team plans collaboratively to ensure collective understanding and consistency. <i>(pg.54 -75 T&amp;L Policy)</i></li> <li>- Ensure age-appropriate content / sufficient challenge / support within planning.</li> <li>- Ensure TAs are aware of planning and their role in all lessons is clear.</li> </ul>	
<b>Teaching</b>	
<ul style="list-style-type: none"> <li>- Model excellent practice.</li> </ul>	

- Observe the quality and consistency of provision through regular informal drop-ins. (*Leadership Proforma for Improvement – staff shared / Year Leaders*)
- Support colleagues to improve their pedagogy through professional dialogue, critical feedback, joint professional development, reflection on PDMs and coaching.
- Monitor the delivery of whole school teaching focuses e.g.
  - How well are we teaching writing? Is sufficient support in place for children who find writing challenging? (*pg.72 T&L Policy*)
  - Does your year group have a well-sequenced and rigorous curriculum in place for all foundation subjects?
  - (For Year R – 4) How are you modelling the use of the NCETM Curriculum Prioritisation materials within your year group, and how are you supporting your team—through CPD or other means—to close the attainment gap in maths? (*pg.62 T&L Policy*)
  - How are you supporting your team to use adaptive teaching strategies that meet the diverse needs of all pupils, including those with SEND, and how are you ensuring staff understand and follow the graduated response to identify needs and implement appropriate provision? (*pg.24-33 T&L Policy*)
  - Can we see a reduction in errors with spelling and basic non-negotiables? (*pg.71- 72 T&L Policy*)
  - How are your year group embedding the KS1 / KS2 reading approach and finding ways to encourage a love of reading across the pupils and wider school community?
  - Are children becoming more skilled at reading using the techniques taught and modelled during daily reading lessons? (*pg.67 T&L Policy*)
  - Is your year group consistently upholding pupil behaviour expectations both in class and around the school, using the Golden Rules to support positive behaviour, and actively teaching what good behaviour looks like through the personal development curriculum? (*pg.36-52 T&L Policy*)
  - How is your year group putting the recent oracy CPD into practice to build a culture where children confidently articulate ideas, deepen their understanding, and engage with others through spoken language? (*SDP 2025-26*)
  - Have the Pupil Premium child profiles been completed?
  - Have IEPs been completed by all class teachers?

### **Pupil Work**

- Lead book-looks, with a specific focus, to ensure consistency.
- Compare and analyse the work of children with similar start points.
- Look for commonalities / gaps in learning / individual needs then lead the team in discussions and agree how to address identified issues.
- Analyse the work of different groups within the cohort and compare e.g. PP, non-PP, SEND, boys, girls, summer born, PP & SEND, ‘through-children’.
- Recognise and celebrate success or impressive progress. Analyse the factors behind it and apply to other groups or individuals if appropriate.
- Carry out specific enquiries into pupils’ work based on concerns or areas of investigation raised by the analysis of year group attainment and progress data.
- Take necessary actions to address any issues identified through work scrutiny.

### **Assessment**

- Ensure all statutory and school assessments are carried out at the appropriate time and in line with agreed guidelines.
- Track attainment of pupils and pupil groups to enable early identification of potential issues or areas requiring intervention.
- Use Assessment guide to ensure year group is meeting the school requirements (*pg.8 - 93 T&L Policy*)
- Maintain, update and analyse year group assessment records.
- Review assessment results and where necessary take action, e.g. plan lessons on an area that pupils fared badly with.

<ul style="list-style-type: none"> <li>- Monitor progress and provision of Lowest 20%</li> <li>- Complete fast fact sheets, prior attainment maps, and combined Venn Diagrams.</li> <li>- Meeting with Kate Curtis to discuss year group data</li> </ul>
<b>Interventions</b>
<ul style="list-style-type: none"> <li>- Any 'intervention' must add value. Monitor and assess impact of interventions through a combination of clear baseline and exit assessments and children's independent work; discontinue any interventions which do not show this impact.</li> <li>- Where TAs are taking 'mop-up' interventions in the afternoons based on children's learning in core lessons during the mornings, pupil work in their books should demonstrate the effectiveness of this additional support. Monitor and evaluate the effectiveness of these sessions, review provision.</li> <li>- Monitor the progress and attainment of children eligible for Pupil Premium, ensure all teachers have identified their primary barrier to learning and put provision in place to overcome them.</li> <li>- Similarly for children on the SEND register, monitor progress, identify barriers and put provision in place to overcome them.</li> <li>- Children who are SEND and eligible for the Pupil Premium are double funded. They must receive support for their primary need, carefully monitor and evaluate the impact. Make adjustments to provision to ensure they are closing the gap and making accelerated progress.</li> <li>- Ensure intervention records are accurately completed by class teachers and TAs and that intervention records show clearly what has been delivered, the pupil's work, the impact of the intervention and next steps for the child.</li> </ul>
<b>Coaching</b>
<ul style="list-style-type: none"> <li>- Develop professional, supportive relationships with colleagues in the year team.</li> <li>- Encourage professional dialogue and make sure PPA sessions enable colleagues to air concerns or share ideas with the team.</li> <li>- Consider incorporating all three aspects of PPA—planning, preparation, and assessment—into your approach</li> <li>- Provide positive feedback as often as possible where colleagues have demonstrated good practice or enabled pupils to make good progress.</li> <li>- Guide colleagues to reflect on areas that require improvement, give explicit advice where it is needed to enable them to make the necessary improvements.</li> <li>- Signpost year team members to other colleagues who have strengths in areas that they may be lacking in and encourage peer observations/drop-ins as appropriate.</li> </ul>
<b>Behaviour</b>
<ul style="list-style-type: none"> <li>- Support adults in the year team with behaviour management and be the first point of call for any behaviour issues that occur within your year group.</li> <li>- Ensure all staff are dealing with behaviour equitably, in-line with agreed school procedures. Similarly, encourage consistency of rewards to ensure all children are treated fairly. (<i>Behaviour – T&amp;L</i>)</li> <li>- Liaise with parents who have concerns about behaviour and report back to them regarding any incidents.</li> <li>- Work with the Behaviour Coordinator (<i>Chris Brown</i>) to improve behaviour within your year group.</li> </ul>
<b>Professional Development</b>
<ul style="list-style-type: none"> <li>- Ensuring teams of staff, within your year group, including teachers and TAs, (unless otherwise specified by the head teacher), engage in the professional development and target setting process and discussions.</li> <li>- Adhere to the guidance always given during Year Leader Professional Development training.</li> <li>- Ensure you are fully aware of School Development Plan, with detailed knowledge of those areas that refer specifically to your cohort of children.</li> <li>- Hold review meetings where:</li> </ul>

- To review everyone's professional development requirements and to set targets, PDM meetings should take place no later than 31 October of each academic year for all staff other than School Leaders.
- Interim PDMs should take place mid-academic year around February / March time. These should be an opportunity for employees to reflect on their targets and own professional development as a mid-point review.
- Staff should also have regular line management meetings to develop an ongoing dialogue to discuss progress against these targets held (See Appendix B for a template line management form, which can be used as an ongoing record).
- Targets must be linked to the HET's and/or individual school development plan. There should be a minimum of one and no more than three targets.

Regular professional dialogue is undertaken with ongoing support and/or training provided as necessary for team members.

### Environment

- Ensure year group environment and classrooms are safe, tidy and well maintained, in line with the pupil expectations on the one-page behaviour policy. (*Behaviour and Rewards – T&L*)
- Monitor the independence of the children e.g. are they accessing working walls, scaffolds and resources to support their learning? Do they know where to go for help or advice in the classroom?
- Ensure worked models are appropriate.
- Make sure pupils, teachers and TAs have the resources they need to be successful.
- Ensure teachers have 'Universal Provision' (*Pg.17-18 T&L Policy*), especially teachers new to the team.

### Management

- Ensure 'housekeeping' is completed in accordance with school expectations, e.g. website regularly updated, assessments completed within agreed assessment windows; assessment data submitted before deadlines; trips planned following the correct school trip processes; information from meetings disseminated, etc.
- Be the first point of contact for behaviour concerns of children in the year team.
- Deal with parental concerns where the class teacher has already been spoken to and the concern remains.

Signed: .....

Date: .....

(Member of staff)

Signed: .....

Date: .....

(School Leader)