

TANFIELD
SCHOOL

HARD WORK | TRUST | FAIRNESS

Year Manager
Grade 7
£31,015 - £34,811
(pro-rota)

Application Pack

Do you want to be part of a team that will help children to do the seemingly impossible?

We are looking for an exceptional Year Manager for January 2027. The right candidate will be totally aligned to our values of hard work, trust and fairness and completely committed to our mission: the school will get students to attend the best university, or real alternative, succeed in their dream job and thrive in all aspects of their life.

You would be joining a very strong staff team who are determined to drive further improvements at Tanfield. Our school is a vibrant and exciting place to work. I feel privileged to be the Headteacher of Tanfield School. The day I started in July 2017 was the proudest day of my career so far. I'm lucky to lead such fantastic students and staff and I truly believe their potential is limitless.

We have been a rapidly improving school. In 2018 we had the lowest progress 8 score in County Durham at -0.96. However, in the last 3 years our progress 8 score has placed us third, second and now top in Durham with +0.83. This also placed us second in the North East and in the top 5% of schools in the country. Whilst we are pleased with the results, we are striving to be in the top 1% of schools in the country within the next two years.

So, what is leading to the rapid improvements?

As Peter Drucker says, "Culture eats strategy for breakfast." We believe that the main driver to success is creating an achievement-oriented culture. A culture where it is cool to be smart and where all students work hard to attend the best university or a real alternative. We do this by having a 'no excuses' approach. We believe this instills strong learning habits, which ultimately helps students to become better qualified, more successful and happier. We expect students to follow homework and equipment rules, wear uniform with pride and always be 'on task', fully engaged and ready to learn.

We aim to provide high-quality education to all children, including those from disadvantaged backgrounds. It is widely recognised that pupils from deprived sectors of society are less likely to have had a knowledge-rich start to life and may already begin school at a disadvantage. Therefore, we have implemented a knowledge-based approach to address this and close any gaps in attainment. It is working - our disadvantaged students achieved +0.49 which was the highest in the north east.

We know that teaching is the most rewarding, exhilarating but exhausting profession. We are guided by a philosophy of simplicity that aims for maximum impact on pupil learning with minimal workload for staff. We reduce burnout by applying this effort-to-impact ratio to everything we do. For example, our slimmed-down marking, centralised homework and detentions minimise work. We use whole class feedback to reduce workload. We want staff to nurture a healthy, sustainable balance between their school and home lives.

As an individual, I am driven to be the best that I can be, and I expect the same from students and staff. Therefore, we are constantly looking to take the best ideas from academies, schools, the independent sector and abroad. We don't believe in off-the-shelf strategies or practices; there is no silver bullet. It is really about being values driven, having clear vision, focusing relentlessly on results, operating strict routines, doing the simple things well every day, and building strong relationships at all levels.

If you are wholly committed to our mission, have the persistence and humility to return to it every day; to sustain our routines and live our values over and over, we would love for you to apply for this vacancy.

Regards,
Steven Clough

WHO ARE WE LOOKING FOR?

- An individual who demonstrates high levels of ambition and optimism regarding what the academy and its students can achieve
- An individual who is fully committed to Tanfield School's mission and values
- An individual that has the resolve to make a real difference to the lives of students

WHAT WE CAN OFFER YOU?

With great students who behave impeccably, an outstanding team of staff, Tanfield School offers an excellent opportunity for an ambitious, talented individual looking to develop their career.
You would be joining a very strong and supportive staff team who are determined to drive further improvements at Tanfield School.
You would be joining us at a very exciting time and become part of a vibrant learning community that will offer you fantastic opportunities for CPD, career development and for you to be able to make your mark.

VISION AND CULTURE

We are passionate about excellence in education, giving students the very best start in life with a firm belief that excellent teaching transforms lives. Our core belief is that for all students to have high aspirations they must believe in themselves, be actively engaged in their learning and see the connection between what they learn today and who they want to become tomorrow. We teach a highly challenging academic curriculum for all students. We are unapologetically ambitious for every child, no matter what their background, prior attainment or needs. Everything we do at Tanfield is driven by this, so that our students can leave Tanfield with the best set of qualifications possible and as well-rounded young people, thereby helping to maximise their life chances.

This vision is outlined in our Mission Statement, 3 values and 3 drivers:

At Tanfield School we have many minds but one mission: to get students to attend the best university, or real alternative, succeed in their dream job and thrive in all aspects of their life.

Our core values of hard work, trust and fairness permeate all that we do. From the moment a student arrives at Tanfield, we ask them to live these values:

Hard work
We never give up. We remain positive so that we have the strength to persevere with even the hardest work. We do what it takes for as long as it takes.

Trust
We are honest. We do what we say we'll do and do not make excuses. We are loyal and have the courage to do the right thing.

Fairness
We play by the rules. We are respectful, polite, kind and courteous at all times. We don't take advantage of others and helping a member of our team is helping ourselves.

We also focus on three key drivers: Mastery, which is the drive to get better at things that matter; Autonomy, or the drive to direct our own lives; and Purpose, which is the drive to connect to a cause larger than ourselves (Dan Pink, 'Drive').

We clearly communicate our mission, values and drivers throughout every day so that the whole school community knows the purpose of everything that we do.

Teaching and Learning

Our Teaching and Learning strategy is heavily influenced by Doug Lemov and his 'Teach Like A Champion' book and we believe passionately in relentlessly implementing any strategy that will eliminate disadvantaged student attainment gaps. We do not believe in learning styles. We believe in teaching to the top and scaffolding downwards for all students, with a highly challenging academic curriculum. Some examples of recent books that inspire us/are aligned to our vision: 'Battle Hymn of the Tiger Teachers: The Michaela Way' (Birbalsingh) 'Teach Like A Champion' (Lemov) 'Reading Reconsidered' (Lemov) 'Why Students Don't Like School?: A Cognitive Scientist Answers Questions About How the Mind Works and What It Means for the Classroom' (Willingham) 'Seven Myths About Education' (Chrisodoulou) 'Drive' (Dan Pink).

We do not make exceptions. When we say we have high standards, we mean it. Our students walk in silence between lessons, with pencil cases (with full equipment), ready to immediately start working as soon as they enter a classroom in silence. This supports our teachers making very strong starts to lessons. We hold parents to account as well and insist that they support their children by supporting our rules. This creates a very orderly school where children are safe. It requires staff who will 'sweat the small stuff'.

Work life balance, not burnout

We know that education is the most rewarding, exhilarating but exhausting profession. So we are guided by a philosophy of simplicity that aims for maximum impact on student learning with minimal overload on workload for staff. We reduce burnout by applying this effort-to-impact ratio to everything we do.

Level 5 Leadership

As a team we also believe in aspiring to 'Level 5' leadership, as outlined by Jim Collins in 'Good to Great', the key traits of which are outlined below: Paradoxical mix of personal humility and professional will. They are ambitious first and foremost for the organisation, not themselves They set up their successors for even greater success whereas egocentric leaders often set up their successors for failure. They display a compelling modesty, are self-effacing and understated as opposed to comparison company leaders being egocentric which contributed to the demise or mediocrity of the company. Fanatically driven, infected with an incurable need to produce sustained results – they are resolved to do whatever it takes to make the organisation great, no matter how big or hard the

decisions. Display a workmanlike diligence – more plough horse than show horse. They look out the window to attribute success to factors other than themselves – when things go poorly they blame themselves taking full responsibility.

OUR FUTURE AMBITIONS

We are all exceptionally proud of how far we have come. However, we want to, and know we can, achieve so much more, best summed up by the philosophy of Dave Brailsford, from Team Sky, who stated 'We are always striving for improvement, for those 1% gains, in absolutely every single thing we do'. We want to be in the top 1% of schools in the country in the next two years.

NEXT STEPS

Tanfield School offers an excellent opportunity for an ambitious, talented individual looking to develop their career. We would be delighted to show you around our school in order to fully appreciate our excellent learning environment.

Learn more:
www.tanfieldschool.co.uk

Or call the school on 01207 232881 and speak to Steven Clough, Headteacher, to discuss the role further.

An Application Pack (including Job Description and Person Specification) is available to download from www.tanfieldschool.co.uk.

CVs are not accepted.

Closing date for applications: Sunday 22nd November 2026 12 noon
Interviews will take place: W/C 23rd November 2026

Tanfield School is committed to safeguarding children and the appointment will be subject to receipt of an Enhanced DBS clearance, safer recruitment procedures, satisfactory references and completion of a six-month probationary period.

Eden Learning Trust is an Equal Opportunities Employer. We want to develop a more diverse workforce and we positively welcome applications from all sections of the community.

Applicants with disabilities will be invited for interview if the essential job criteria are met.

Job description

Post: Year Manager

Salary: Grade 7 £31,015 - £34,811 (pro-rota)

Purpose:

- To support students in achieving high levels of safeguarding, behaviour and attendance

Areas of responsibility and key tasks

Attendance

- Monitor attendance and make follow up calls to parents on a daily basis.
- Implement agreed strategies when attendance hits specific trigger points.
- Carry out return to school meetings with students.
- Record punctuality and help to ensure the school's policy on punctuality is implemented.
- Carry out home visits.
- Liaise with DHT and Head of student guidance regarding attendance, on a daily basis.
- Identify Persistent Absentees.
- Produce attendance reports, analyse data and liaise with appropriate colleagues.
- Liaise with families of students with attendance problems.
- Promote the importance of good attendance.
- Attend relevant meetings.
- Participate in the rewards system for good attendance.

Behaviour

- Support the 'On call' system and assist with follow up in response to incidents.
- Supervise Inclusion
- Monitor and run detentions
- Supporting the Head of Student Guidance by contacting parents to inform them of exclusions and covering the Inclusion room
- Investigate and resolve incidents/issues in line with school procedures and liaise with the Head of Student Guidance and the DHT on appropriate action.
- Identify and have knowledge of 'hot spots' around the school.
- Update as required to ensure staff are aware of vulnerable pupils.
- Work with and support students identified as being 'at risk'.
- Assist with events such as medicals/photographs etc.
- Support the reward system in school to celebrate positive behaviour**.**

Pastoral

- Meet with parents/receive phone calls to discuss parental concerns and pastoral matters such as attendance, punctuality, uniform, equipment and behaviour
- Liaise with outside agencies as appropriate.
- Involvement in assemblies.
- Deal with day-to-day pastoral problems.
- Work with the AHT achievement to support academic progress.
- Provide medical assistance to unwell students and contact home for collection.
- Support agreed intervention with pupils.
- Monitor uniform and equipment.

Safeguarding

- Monitor and use CPOMS – Regularly check, review and monitor safeguarding concerns recorded on CPOMS, ensuring appropriate follow-up, recording actions.
- Identify and report safeguarding concerns – Recognise signs of abuse, neglect, exploitation, vulnerability or changes in student behaviour and report concerns promptly to the DSL.
- Prepare safeguarding documentation – Prepare accurate and up-to-date safeguarding reports, chronologies, student profiles and supporting documentation for meetings and multi-agency reviews.

- Attend safeguarding meetings
- Monitor vulnerable students – Maintain regular oversight of vulnerable students, including those on Child Protection Plans, Child in Need Plans, Early Help and other safeguarding monitoring lists.
- Liaise with parents and external agencies – Maintain appropriate communication with families, social workers and external professionals, sharing relevant information and following agreed safeguarding actions.
- Follow up safeguarding actions
- Provide day-to-day safeguarding

The post holder will be expected:

- To uphold the school code of conduct and ethos;
- To promote positive pupil behaviour;
- To undertake training on classroom management and update as appropriate;
- To be aware of and comply with policies and procedures relating to safeguarding/child protection, confidentiality and data protection, reporting all concerns to an appropriate person;
- To show a duty of care to pupils and staff and take appropriate action to comply with health and safety requirements at all times;
- To be aware of and support difference and ensure that all pupils have access to opportunities to learn and develop;
- To contribute to the overall ethos, work and aims of the school;
- To maintain good relationships with colleagues and work together as a team.
- To appreciate and support the role of other professionals;
- To attend relevant meetings as required;
- To participate in training and other learning activities and performance development as required;
- To demonstrate and promote commitment to equal opportunities and to the elimination of behaviour and practices that could be discriminatory.

General

- Take responsibility for own professional development/training.
- Participate in the school's performance management framework.
- Undertake Child Protection training as required.
- Carry out duties with regard to Equal Opportunities and Racial Equality policies to ensure that students and colleagues are treated in a fair and consistent manner.
- Role requires working with a team
- Ability to present oneself as a role model to pupils in speech, dress,
- The post holder may undertake any other duties that are commensurate with the post.

Pastoral Care

- Report incidents that are witnessed regarding student welfare
- Support the school with supervision duties at break and lunch times on a daily basis, subject to shift pattern
- Provide first aid to students as and when required.
- Participate in out of school activities such as trips when appropriate.

Continuing Professional Development

- In conjunction with the line manager, take responsibility for personal professional development, keeping up to date with research and developments related to school efficiency, which may lead to improvements in the day to day running of the school site
- Undertake any necessary professional development pertaining to the role and as identified in the school development plan

The job description will be reviewed annually and may be subject to amendment or modification at any time after consultation with the post holder. It is not a comprehensive statement of procedures and tasks but sets out the main expectations of the school in relation to the post holders' professional responsibilities and duties. The duties may change from time to time commensurate with the grading level of the post and following consultation with the officer which may involve a Trade Union representative.

All overtime is to be agreed in advance with the line manager. There is a requirement to work flexible working hours to suit the needs of the school, particularly during the school holiday periods and to provide cover as and when required.

This job description is not necessarily a comprehensive definition of the post. It will be reviewed annually.

Attributes	Essential	Desirable	How Identified
Qualifications	• Minimum of 5 A* - C GCSE or equivalent including Maths and English	• Willingness to undergo further training and development • Qualified in First Aid	• Application
Experience	• Experience of working in the Education Sector supporting students	• Experience of working successfully in secondary education	• Application • Interview
Knowledge and skills	• Good time management and organisations skills • Excellent ICT Skills • Effective oral and written communication • Be an excellent self-manager, able to work independently in an organised way • Have an understanding of Safeguarding, Data Protection and Health and Safety within the workplace	• Able to give instruction to individual and small groups of students	• Application • Interview • References
Character	• A strong moral purpose and drive for improvement • Motivated, enthusiastic and flexible • Mission aligned • Good sense of humour • Strong attention to detail and clarity • Ability to receive and act on feedback • Excellent interpersonal skills • A desire to develop yourself • Ability to work under pressure • Commitment to the full life of the school • Excellent record of attendance	▪ Ability to use initiative ▪ Good relationship with students ▪ Good organisational skills	• Application • Interview • References



TANFIELD SCHOOL

HEADTEACHER **Steven Clough** BSc (Hons) NPQH

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