

## Job Description

<b>Establishment:</b>	<b>Arnold Hill Academy</b>
<b>Post Title:</b>	<b>Head of Year</b>
<b>Grade/Pay Range:</b>	<b>Band A Point 29 to 34 Term time +2 weeks £23,680.47 to £27,514.79</b>
<b>Hours/weeks:</b>	<b>Full Time, TTO</b>
<b>Reporting to:</b>	<b>Deputy Head Teacher for Behaviour</b>
<b>Department/Team:</b>	<b>Pastoral</b>

### Overall Purpose of Post

This role is for a non-teaching Head of Year. The ideal candidate will be able to operate within a dynamic and forward thinking team who are focused on developing exciting and engaging learning experiences for students across the 11-18 age range.

### Overall Responsibility

Heads of Year are responsible for the academic and pastoral overview of their year group. They need to be role models in terms of conduct, dress and professionalism and in the way colleagues and students are treated. This should be with respect and courtesy. Heads of Year are expected to support the school's ethos and values at all times and will liaise closely with the Deputy Head Teacher for Behaviour.

### Relationships

The post holder is responsible to the Head Teacher in all matters, and to the Head of Faculty in respect of curricular matters and the Deputy Head Teacher for Behaviour in pastoral matters. The post holder also interacts on a professional level with colleagues and seeks to establish and maintain productive relationships with them. The post holder leads the team of Tutors for that year group.

### Safeguarding

Heads of Year are expected to uphold the School's policies in respect of Safeguarding and Child Protection and ensure the safety and well-being of all learners.

### Particular Responsibilities

The following are the principal duties of the post. They are meant to provide a working framework within which the post holder should exercise initiative, flexibility and accountability.

This list is not meant to provide a narrow definition of specific responsibilities but to serve as guidance and should be seen as enabling rather than restrictive.

- Lead on the implementation of the School Behaviour Policy in relation to an assigned year group.
- Monitor student attendance across the year group in liaison with the tutors and report any issues to the Attendance Manager.
- Ensure attendance is promoted in tutor time and assemblies.
- Make appropriate referrals to Pastoral Support staff as and when required.
- Participate fully in the student referral process, providing evidence based recommendations on appropriate provision.
- Monitor the use of data for student tracking and intervention processes.
- Liaise with Heads of Department and other relevant staff on the day to day behaviour/ underachievement/ rewards through use of data including assessment data to identify and challenge underachievement, following and analysing trends/patterns.
- Facilitate discussions with students about their work.
- Monitor homework standards in consultation with Heads of Department to evaluate their impact on the acquisition of independent learning skills and progress.
- Hold regular meetings to track student progress and devise interventions as required.
- Lead a team of tutors at the School and support tutors when necessary.
- Organise the composition of tutor groups in conjunction with SLT.
- Ensure that updated and effective information for students is available, circulated and used by tutors.
- Ensure that tutors are performing tasks such as recording lates, signing homework diaries and general administration

### **Pastoral/Disciplinary**

- Assume overall pastoral responsibility for a full year group, liaise and work closely with the Deputy Heads of Year and Senior Link to the Year to achieve high standards in behaviour and academic progress
- Liaise with relevant Heads of Year to oversee smooth pupil transition across years when appropriate
- Support the implementation of the academy attendance strategy and ensure tutors fully implement relevant procedures
- Support the implementation of the academy rewards system
- Support the implementation of the academy Anti Bullying Policy and follow up
- Resolve behaviour issues.
- Assume responsibility for the welfare of students; follow up incidents; maintain detailed records and student files; have meetings with parents during or after school as required, sometimes with other senior staff members; attend reinstatement meetings; arrange sanctions where appropriate; communicate with parents;
- Attend regular meetings with the Pastoral Team
- Manage and lead a team of tutors meeting with them both formally and informally on a regular basis in order to coordinate their work
- Chair year team meetings and attend behaviour and safety team meetings, involving deputies in these tasks too
- Support the tutors by both counselling and disciplining students as and when appropriate
- Speak with/support parents/carers about individual students, issues and rewards

### **Academic**

- Monitor and evaluate achievement standards for a year group and implement and monitor intervention strategies where appropriate.
- Focus upon raising achievement for all students.
- Liaise with Heads of Department and other relevant staff in the use of assessment data to identify and challenge underachievement, following and analysing trend patterns and considering how well gaps are closing between the academic performance of different groups of students in the school and compared to students nationally; this will include the learning and progress of looked after children and those with special educational needs and/or disabilities.
- Play a key role in School Evaluation and Improvement Strategies, including academic intervention, assertive mentoring and quality of homework.

### **Other Responsibilities**

- Organise and lead year group assemblies
- Liaise with the Careers teachers in relation to external events and student career progression
- Have an ambitious vision for the school and set high standards for quality and performance, demonstrating at all times high expectations and ambition for all students.
- Demonstrate clear judgment and effective leadership regarding School Evaluation and Improvement Strategies promoting improvements for all students in the context of the school.
- Ensure all students receive effective support through Assertive Mentoring
- Foster good working relationships with parents and the wider community

This job description is not a comprehensive statement of procedures and tasks, but sets out the main expectations of the school in relation to the post holder's professional responsibilities and duties.

### **Other duties**

Undertaking any other duties, which may reasonably be regarded as within the nature and the responsibilities/grade of the post, subject to the proviso that normally any changes of a permanent nature shall be incorporated into the job description in specific terms.

The post holder will be expected to use all Trust standard computer hardware and software packages where appropriate. Specific responsibilities include:

**General**

- Work in a professional manner and with integrity and maintain confidentiality of records and information.
- Maintain up to date knowledge in line with national changes and legislation as appropriate to the role.
- Be aware of and comply with all Trust policies including in particular Health and Safety and Safeguarding.
- Participate in the Trust Appraisal process and undertake professional development as required.
- Adhere to all internal and external deadlines.
- Contribute to the overall aims and ethos of the Spencer Academies Trust and establish constructive relationships with nominated Academies and other agencies as appropriate to the role.
- These above mentioned duties are neither exclusive nor exhaustive, the post-holder maybe required to carry out other duties as required by the Trust.

**Spencer Academies Trust is committed to safeguarding and promoting the welfare of all our students and expects all employees and volunteers to share this commitment. All posts are subject to enhanced DBS checks and completion of Level 2 safeguarding training.**

Name of Postholder:

Signature:

Date:

## Person Spec – Head of Year

Criteria	Essential	Desirable	Determined by: Interview/Application/ Reference
<b>Professional experience</b>			
Pastoral experience with secondary phase students	✓		A/I/R
Experience of working with colleagues in other teams or from other institutions		✓	A
Experience in meeting the needs of vulnerable children or disadvantaged children		✓	
<b>Personal qualities</b>			
Able to be a team player and a team leader	✓		A/I/R
Able to work effectively with diverse groups of people	✓		A/I/R
Able to set high standards	✓		I
Ability to adapt to the ever changing demands of the school community	✓		I
To have high academic, social and behavioural expectations of students	✓		I
Positive and caring approach to students	✓		A/I/R
Able to organise time efficiently and work to deadlines	✓		A/I/R
<b>Training and Skills</b>			
Excellent pastoral skills	✓		A/I/R
Competence in using ICT	✓		A
Able to communicate effectively using both the spoken and the written word	✓		A/I/R
Evidence of continuing professional development		✓	A
Evidence of a broad understanding of current educational issues		✓	A/I/R