



Brownhills Ormiston Academy

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| Job title: | Head of Year (non-teaching) |
| Location: | Brownhills Ormiston Academy, Brownhills |
| Salary: | OAT Grade 7 Point 26-30 |
| Status: | Permanent |
| Contract: | Academy |
| Hours: | 37 hours a week, 41 weeks per year + training days |
| Reports to: | Vice Principal, DSL, and Principal |
| Disclosure level: | Enhanced Disclosure and Barring Services Check (DBS) will be a requirement of the post, as well as obtaining suitable references for the successful applicant. |
| Safeguarding: | Brownhills Ormiston Academy takes safeguarding seriously. All applicants will be subject to rigorous safeguarding checks and will be asked questions on safeguarding |

Purpose of the job:

Provide strong, supportive and high-profile leadership as a Head of Year (non-teaching), with overall responsibility for behaviour, attendance and safeguarding of a year group.

Provide pastoral and wellbeing support for all students in the academy.

In accordance with the academy's policies, under the direction of the DSL and Principal, carry out safeguarding duties and provide safeguarding leadership as Deputy DSL.

Responsible for:

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| Main Duties and Responsibilities |
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| <p>Targeted support of behaviour, welfare and safeguarding</p> | <p>Manage the behaviour and welfare of students and work effectively with other staff, families and carers to overcome behavioural and welfare obstacles to learning.</p> <p>Lead the management of student behaviour. May be responsible for other obstacles to learning such as wellbeing concerns.</p> <p>Undertake the assessment of needs of individual students.</p> <p>Responsible for the supervision of individual or small groups of students to provide advice, coaching, motivation and support on behaviour, safeguarding and welfare issues.</p> <p>Advise senior leaders and/or heads of year in the production and implementation of whole school plans, initiatives and strategies to improve student behaviour.</p> <p>Manage a caseload of students in improving behaviour, supporting welfare and learning.</p> <p>Monitor and evaluate student progress, including production of assessment reports.</p> <p>Manage the supervision of students excluded from school or mainstream provision or who are following a different/adapted timetable.</p> <p>Support the re-integration of students back into school to help prevent future exclusions.</p> <p>Communicate with, work with, and provide advice and guidance to parents and carers to support the management of their child's behaviour and welfare.</p> <p>Communicate and work with other schools to ensure the smooth transition of students between phases and/or on placements.</p> <p>Communicate with, receive information from and provide appropriate information to a range of external agencies.</p> <p>Refer to and work with the academy's counselling service.</p> <p>Fulfil supervision duties including before and after school and during students' break and lunchtimes.</p> <p>Carry out lesson check-ins and 'on calls' to support the orderly running of the timetable.</p> <p>Be a member of the academy safeguarding team and provide leadership as required as Deputy DSL.</p> |
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| Head of Year (non-teaching) | <p>Leadership and management of behaviour and attendance of a year group.</p> <p>Have full responsibility for year group pastoral matters such as punctuality, uniform and detentions.</p> <p>Provide pastoral and wellbeing support for all students.</p> <p>Present to year group and students' families as part of the academy line up, assembly, tutorial, personal development and parent engagement programme.</p> |
| Systems, policies and procedures | <p>Develop practices to engage parental support in modifying unacceptable student behaviour and supporting welfare.</p> <p>Adherence to safeguarding requirements as well as health and safety.</p> <p>Adherence to all academy policies.</p> |
| Team involvement | <p>As required, management of other support staff who provide support to students in and outside the classroom.</p> |
| Building professional relationships | <p>Liaise with external agencies to improve student behaviour and welfare.</p> <p>Liaise with parents/carers of excluded students to explain the reasons for exclusion and agree a way forward including procedures for a return to school.</p> <p>Provide advice and support to parents/carers of excluded students and/or those where there are significant behavioural and welfare concerns.</p> <p>Motivate and advise parents/carers and students to improve behaviour, support welfare and attendance.</p> <p>Liaise with relevant senior leaders with regard to any safeguarding concerns.</p> <p>Liaise with teaching staff to provide particular support to targeted students to raise achievement, behaviour, support welfare, attendance and to help them overcome barriers to learning.</p> |
| Record Keeping and Information Management | <p>Maintain case files of excluded students, recording contact with the student and their families and carers.</p> <p>Provide reports on the impact of behaviour intervention strategies and provide feedback on behaviour and attendance statistics, whilst ensuring welfare needs are met.</p> <p>Maintain, input information on and pull reports from multi-information systems, databases and portals, e.g., Arbor and CPOMS.</p> |
| Problem Solving | <p>Required to interpret complex information and situations and solve difficult problems and develop solutions.</p> |

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| | <p>Access to line manager for serious problems.</p> |
| <p>Knowledge, skills and experience</p> | <p>Knowledge and skills equivalent to national qualifications at level 3 plus knowledge of procedures, practices and techniques for behaviour and welfare management.</p> <p>Good IT and keyboard skills.</p> <p>Knowledge and compliance with policies and procedures relevant to health and safety, safeguarding and child protection.</p> |
| <p>Physical demands and working conditions</p> | <p>Normal physical effort with a mixture of sitting, walking and carrying minor loads.</p> <p>Work normally carried out in an office environment</p> <p>Will be expected to receive training in positive handling</p> |
| <p>General</p> | <p>To contribute to the overall ethos, work and aims of the academy.</p> <p>All staff are required to partake in performance management and training activities.</p> <p>Be aware of promote and comply with policies and procedures relating to safeguarding, child protection, health, safety, security, confidentiality and data protection, reporting all concerns to an appropriate person.</p> <p>Maintain confidentiality of information acquired in the course of undertaking duties.</p> <p>Ensure that work is completed in compliance with relevant legislation and procedures relating to this role.</p> <p>Ensure GDPR principles are embedded in normal working practices.</p> <p>Post holders may be required to work flexibly in order to meet the business needs.</p> <p>Appreciate and support the role of other professionals</p> <p>Participate in training and other learning activities and performance development as required</p> <p>The Trust expect that employees deal with people politely and tactfully, communicating with colleagues both formally and informally, modelling the Academy's Code of Conduct and the equality policy objectives.</p> <p>The above list is not exclusive or exhaustive, and the school may require the post holder to undertake duties commensurate with the level of the role. As part of your wider duties and responsibilities, you are required to promote and actively support the Academy's responsibilities towards safeguarding.</p> <p>To work within academy policies and procedures, including the Pupil Behaviour Policy and Safeguarding/Child Protection policies.</p> |

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| | <p>To contribute to the provision of an effective environment for learning.</p> <p>To support the promotion of positive relationships with peers, staff, parents, families and outside agencies.</p> <p>To care for their own and other people's health and safety.</p> <p>To be aware of the confidential nature of issues.</p> <p>Actively participate in performance management.</p> <p>Identify personal training needs and other learning activities as required.</p> <p>Develop an understanding of policies and procedures, complying with their contents and raising concerns in a timely manner.</p> <p>To recognise own strengths, areas of expertise and use these to advise and support others.</p> <p>To be a designated first aider as part of a wider team and undergo any training required.</p> <p>The post holder may be required to undertake other duties that are commensurate to the post holder's abilities, position and grade.</p> <p>The duties listed above are examples of duties at this level and other duties of a similar level/nature may be undertaken by individuals and are not excluded simply because they are not itemised.</p> |
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The duties and responsibilities of this post may vary from time to time and post holders may be expected to undertake other duties of a similar level/nature which is considered appropriate to the level of this post.

Person Specification

Qualifications:

- A minimum of GCSE grade C/grade 4 in English and Mathematics or equivalent.
 - Current first aid certificate (or a willingness to be trained in first aid).
 - Evidence of relevant and challenging continuing professional development. Current Designated Safeguarding Lead (Level 3) certificate (or willingness to train)
1. Extensive experience of working effectively in the support of young people in a learning environment.

2. Good understanding of the principles of child development and learning processes and in particular, barriers to learning.
3. Evidence of having developed and sustained effective relationships with young people in a pastoral context.
4. Evidence of implementing excellent behaviour and welfare management strategies leading to the development of positive attitudes in young people, particularly towards education and learning.
5. Effective use of ICT and technology, including packages like Microsoft Office 365.
6. A strong understanding and commitment to the academy's ethos and approach to student learning and achievement.
7. Evidence of ability to contribute to safeguarding and protecting the welfare of children.
8. Evidence of the ability to successfully motivate young people.
9. The ability to communicate effectively to different audiences both orally and in writing, including the ability to promote the image of the school.
10. Experience of working effectively with a range of internal and external stakeholders, including parents and carers.