

Job description – Head of Year

Grade/Salary: L1 – L6

Reports to: Senior leader (Deputy or Assistant Headteacher)

Contract: Full-time

Teaching allocation: 35/50 (per two-week cycle). This will be reduced to 33/50 for 2026-2027 in order to embed the new year group system.

Key purposes of the role:

To set the culture and tone of the year group. To effectively lead a team of form tutors to ensure that students become the best versions of themselves. To work with students, parents, colleagues and external agencies to maximise culture, attendance, behaviour, welfare and academic progress, with particular focus on SEND, disadvantaged, looked-after or previously looked-after students and those with a social worker.

Key Responsibilities

Setting the culture

- Advocate for the year group as a beacon of excellence, creating a culture of high expectations and of working hard and being kind.
- Develop leadership opportunities such as ambassadors and school council roles, monitoring participation among groups including SEND, disadvantaged, looked-after or previously looked-after students and those with a social worker.
- Create systematic opportunities for reward and praise through assemblies, tutor activities and whole-school events.
- Oversee the school's participation programme and reward system.

Leading form tutors

- Set a culture of high expectations amongst the tutor team, focusing on all students including SEND, disadvantaged, looked-after or previously looked-after students and those with a social worker.
- Ensure tutors are aware of their role in maximising culture, attendance, behaviour, welfare and academic progress.
- Ensure tutors are trained to fulfil these roles to a high standard.
- Oversee the creation, delivery and monitoring of an effective tutor programme.
- Lead year team meetings with tutors, ensuring minutes are taken and acted upon.
- Support with tutor appraisal and intervene where tutor performance is of concern.

Maximising attendance

- Promote the importance of strong attendance and create pride in attendance through assemblies and other channels, working through form tutors to reinforce this message
- Work with the Attendance Manager/team to identify students whose attendance is a concern, including students who are SEND, disadvantaged, looked-after or previously looked-after students and those with a social worker.
- Implement a staged approach to attendance issues involving form tutors, the Head of Year, the Attendance Manager and parents/carers.

Promoting positive behaviour

- Set and model the highest behaviour expectations through assemblies and daily interactions and ensure form tutors uphold these expectations.

- Regularly review behaviour data across the year group, monitoring trends for SEND, disadvantaged and looked-after students and ensuring consistent praise for positive behaviour.
- Develop tracking and intervention strategies for students of concern, involving form tutors and senior leaders where needed.
- Oversee investigations into student conduct where appropriate.
- Ensure sanctions are applied and followed up, including supervising whole-school detentions.
- Where needed, develop and evaluate clear plans to improve individual student behaviour, working with and through form tutors, teachers and Heads of Faculty, SENDCO and outside agencies, where appropriate.

Student development and welfare support

- Work with form tutors to create and ensure delivery of an effective, age-appropriate tutor programme.
- Ensure form tutors are first points of contact for welfare concerns, including SEND, disadvantaged, looked-after or previously looked-after students and those with a social worker.
- Liaise with form tutors, Welfare Managers and relevant staff.
- Liaise with external agencies such as children's services or the police where appropriate.
- Develop welfare support plans when necessary, including with the SEND department.

Maximising student progress

- Promote and praise achievement via assemblies, the tutor programme and other means.
- Review progress data regularly and plan targeted interventions, monitoring impact including student with SEND, disadvantaged, looked-after or previously looked-after students and those with a social worker.
- Work with form tutors to ensure that the completion of homework is encouraged, prioritised, monitored and acted upon.
- Where appropriate, work with form tutors to create an effective age-appropriate revision and assessment support package.
- Contribute to lesson observations to identify impactful teaching, especially for SEND, disadvantaged, looked-after or previously looked-after students and those with a social worker.

Managerial

- Induct new students into the year group.
- Produce, implement and review an annual improvement plan for the year group.
- Contribute to and lead appropriate whole-school initiatives.
- Be part of lunch duty and on-call rota.
- Communicate regularly and effectively with parents/carers at both group and individual level.
- Attend parents' evenings, information evenings and awards ceremonies as required.

This job description details responsibilities but is not prescriptive and does not direct any particular priorities or amount of time to be spent carrying out the duties. It is not necessarily a comprehensive definition of the post. This job description may be subject to amendment in order to meet the changing needs of the school, following appropriate consultation.

Denefield School is committed to safeguarding and promoting the welfare of children and young people. We expect all staff and volunteers to share this commitment.

March 2026