



## JOB DESCRIPTION

### Non-Teaching Head of Year

<b>REPORTS TO:</b>	Senior Leader
<b>PAYSCALE:</b>	Competitive – dependent on skills and experience
<b>LOCATION</b>	Royal Docks Academy
<b>TERMS:</b>	Working 37 hours a week, 42 weeks a year
<b>CONTRACT:</b>	Permanent, Full Time

#### Purpose Of The Job

- The Head of Year (Non-Teaching) plays a critical role in securing strong personal development, high standards of behaviour and positive educational experiences for all pupils within a designated year group.
- The post-holder will work collaboratively with teaching staff, pastoral teams, senior leaders, parents/carers, and external agencies to drive continuous improvement and ensure pupils are safe, supported, and able to thrive.

#### Liaison with

- The post-holder will be expected to network and liaise across the range of external providers, schools, community and coordinator networks, to ensure a consistency of approach regarding standards, support, and transition.

# Key Responsibilities

## Oversight of

- All pupils in a year group

## Year Group Leadership

- Hold strategic and operational oversight for all pupils within the assigned year group.
- Establish and maintain high expectations for behaviour, uniform, attendance, and attitudes to learning.
- Act as the key pastoral lead and advocate for pupils within the year group.

## Line-Up and Daily Presence

- Lead and oversee daily line-ups, ensuring consistency, calm entry to learning, and compliance with school expectations.
- Ensure staff presence and effective supervision during line-up routines.
- Address uniform, conduct, and readiness to learn, issuing sanctions and corrective actions where necessary.
- Manage the collection and return of mobile phones in line with school procedures.

## Tutor Team Leadership

- Meet fortnightly with tutors to review pupil concerns, celebrate success, and agree follow-up actions.
- Ensure tutors are prepared to deliver tutor-time content effectively.
- Implement a programme of tutor group visits to quality assure standards, behaviour, and delivery.
- Support pupil movement between tutor groups where persistent issues arise.

## Assemblies

- Maintain high standards of behaviour before, during, and after assemblies.
- Address disruption proportionately, removing pupils where necessary and following up appropriately.
- Support senior leaders with year-group communications and notices.

## Classroom Presence and Learning Engagement

- Conduct regular learning walks and corridor presence within the year group.
- Engage positively with pupils in lessons, reinforcing expectations and celebrating learning.
- Intervene directly and professionally where behaviour does not meet expectations.

## Behaviour Management and Interventions

- Monitor behaviour data closely, identifying patterns and pupils requiring early intervention.
- Work closely with the pupil welfare team to coordinate appropriate support strategies.
- Use tracking tools and reports to monitor progress and evaluate impact.
- Deliver or coordinate targeted interventions on a 1:1 or small-group basis.
- Celebrate positive behaviour through recognition, assemblies, and rewards.

## Parent and Carer Engagement

- Maintain proactive, positive, and timely communication with parents/carers.
- Ensure concerns are acknowledged promptly and followed up appropriately.
- Facilitate termly parent drop-ins or coffee mornings to strengthen relationships and trust.

## Suspensions and Reintegration

- Prepare and present evidence to senior leaders regarding Fixed Term Suspensions.
- Ensure all statutory paperwork, logging, and communication is completed accurately and promptly.

- Conduct reintegration meetings that reinforce expectations, agree targets, and plan appropriate interventions.
- Liaise with social workers and external professionals where applicable.

### Alternative Provision and Attendance Pathways

- Coordinate alternative provision, reduced timetables, and managed moves in collaboration with SLT, DSL, and welfare teams.
- Ensure full compliance with documentation, monitoring, and communication throughout the intervention period.

### Wider Responsibilities

- Coordinate enrichment, careers, PSHE, and year-group events including parents' evenings and awards ceremonies.
- Lead transition programmes where applicable (e.g. Year 6–7 or Post-16 transition).
- Attend detentions and support before- and after-school duties.
- Maintain high visibility around the school during key transition points.

### Safeguarding and Compliance

- Actively promote and safeguard the welfare of children and young people.
- Work in accordance with safeguarding, child protection, health and safety, and GDPR policies.
- Undertake training and professional development as required.

### Year Group Leadership and Pastoral Oversight

- Contribute to school self-evaluation and year group improvement planning.
- Promote a culture of teamwork, professionalism, and shared accountability.
- Support colleagues through guidance, coaching, and collaboration.
- Line-manage staff where required and contribute to performance management processes.
- Use data intelligently to set challenging but achievable targets for pupils and groups.

### Other specific duties:

- To continue personal development as agreed and actively engage in the performance review process.
- To undertake any other duty as specified by the Head Teacher not mentioned in the above.
- To comply with the School's Health and Safety Policy and undertake Risk Assessments as appropriate.
- To be aware of and work in accordance with the school's child protection policies and procedures, and to raise any concerns relating to such procedures which may be noted during the course of duty.
- To be aware of the responsibilities for all staff to protect personal data under the GDPR, work in accordance with the school's data protection policy and ensure that any suspected data loss or theft is reported immediately, as directed

### Safeguarding Children

BMAT is committed to safeguarding and promoting the welfare of children and young people. We expect all staff to share this commitment and to undergo appropriate checks, including enhanced DBS checks.

The above responsibilities are subject to the general duties and responsibilities contained in the Statement of Conditions of Employment. The duties of this post may vary from time to time without changing the general character of the post or level of responsibility entailed.

The person undertaking this role is expected to work within the policies, ethos and aims of BMAT and to carry out such other duties as may reasonably be assigned. The post holder will be expected to have an agreed flexible working pattern to ensure that all relevant functions are fulfilled through direct dialogue with employees, contractors and community members.

## English Duty

This role is covered under part 7 of the Immigration Act 2016 and therefore the ability to speak fluent spoken English is an essential requirement for this role.

The duties above are neither exclusive nor exhaustive and the post-holder may be required to carry out appropriate duties within the context of the job, skills and grade.

## General responsibilities common to all members of staff

All staff are responsible for the safeguarding and wellbeing of pupils and must follow BMAT guidance and policies.

This job description will be reviewed annually and may be subject to amendment or modification at any time after consultation with the post-holder.

Person Specification – Head of Year (Non-Teaching)		
	Essential	Desirable
<b>Qualifications and Training</b>	GCSEs (or equivalent) in English and Mathematics at Grade C/4 or above	Additional qualifications related to education, youth work, counselling, or pastoral support  First Aid qualification, or willingness to undertake training
<b>Experience</b>	Experience of working with young people in a secondary school setting  Experience of pastoral support and/or behaviour management within an educational environment  Experience of engaging effectively with parents/carers  Experience of working with, or liaising alongside, external agencies  Practical understanding of safeguarding procedures and child protection responsibilities	Experience of leading or coordinating year-group or pastoral interventions  Experience of alternative provision, reduced timetables, or managed moves
<b>Knowledge</b>	Strong understanding of behaviour management strategies and how to apply them consistently  Knowledge of safeguarding legislation and school child protection procedures  Understanding of school policies relating to behaviour, uniform, attendance, and expectations	Knowledge of alternative provision pathways and inclusion strategies  Awareness of data protection responsibilities (GDPR) within an educational setting
<b>Skills and abilities</b>	Ability to monitor, track, and analyse behaviour, attendance, and pastoral data  Excellent verbal and written communication skills  Ability to build positive, professional relationships with pupils, staff, parents/carers, and external professionals  Strong organisational skills with the ability to manage competing priorities  Confident use of IT systems for record-keeping and communication (e.g. MIS and safeguarding platforms)  Ability to work collaboratively as part of a wider pastoral and leadership team  Ability to monitor, track, and analyse pupil behaviour and progress data	Ability to deliver targeted interventions to individuals and small groups  Confidence in leading meetings with parents and professionals
<b>Personal Qualities</b>	A firm but fair approach to behaviour management	

	<p>Calm, resilient, and professional under pressure</p> <p>High levels of integrity, discretion, and professionalism</p> <p>Strong leadership presence and commitment to teamwork</p> <p>Passionate about supporting young people and improving outcomes</p> <p>Proactive, solution-focused, and reflective practitioner</p>	
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