



JOB DESCRIPTION

Non-Teaching Head of Year – Year 7

REPORTS TO:	Senior Leader
PAYSCALE:	Band 4 Max Point 24 to 28 (Actual Salary £30,970.27to £34,299.57 per annum including Outer Fringe Allowance)
LOCATION	Burnt Mill Academy
TERMS:	Working 37 hours a week, 42 weeks a year (Term time plus inset days and 3 weeks during the school holidays)
CONTRACT:	1 Year Fixed Term

PURPOSE OF THE JOB

- To ensure the Personal Development of the pupils in a year group.
- To ensure the quality of education they receive and the behaviour is excellent.
- The post will require you to work in partnership with all staff to ensure the continuous improvement of the school and the achievement of pupils.
- To liaise with the Head Teacher, SENCO, SLT, PWO, EWO and outside agencies such as CSS, social services and the police.
- Maintain strong relationships with parents of your Year Group and support colleagues in meetings with parents.

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.

Main Expectations of the role

Oversight of

- All pupils in a year group

Specific Responsibilities

Line-Up's

- Line up is a key time to greet your pupils and ensure they are ready for the day/session ahead, be present before line up to support and direct pupils with any queries they may have.
- Once the whistle is blown pupils should be lined up in silence and ready to learn.
- Ensure tutors/teachers are present and walking up and down the line to check standards – know the expectations and uniform requirements, including make-up and hair.
- Any pupils not meeting the requirements and expectations should be removed from their line and asked to wait at the side. Once lines are dismissed take any pupils to pastoral to correct their uniform and issue relevant sanctions.
- Lines should only be dismissed once pupils are quiet and ready to enter the building; any pupils not complying should be removed from their line. Once lines have been dismissed, address behaviour and issue warning/sanction.

It is imperative that line up is consistent, and your team supports you and understands the importance of their role in maintaining standards and expectations.

Tutor Time

- Meet with your tutors fortnightly, this gives them an opportunity to raise any concerns/issues/highlight pupils of merit to you – ensure you follow up and show support to your tutors.
- Confirm they have all slides for the coming week and are comfortable with what they are sharing.
- Create a timetable to visit all your tutor groups, use this time to review behaviour and check tutors are sharing the relevant slides/session.
- This is another chance to check the uniform and standards of pupils.
- If there are persistent problems between pupils you may need to review a move in tutor groups for individuals.

Assemblies

- Before pupils enter the hall, they should be quiet and calm.
- Your role is to maintain this level of behaviour before, during and on exiting the assembly.
- If pupils are talking/being disruptive you may need to remove them from assembly and set the relevant sanction. Try to manage behaviour with minimal disruption and speak to pupils after where possible.
- SLT will lead assemblies, you may need to add any relevant notices to your year group at the close.

Classroom Walks

- Be present and involved in your year groups learning
- Complete walks of the school and where suitable go into lessons and engage with pupils – this would be more fitting in active lessons such as tech, art or a science practical. Ask your pupils what they are learning, how they are enjoying it and to teach/show you something they have learnt
- If a class is in a quiet working mode, still look in and show your support to teachers and pupils but do not disturb learning.

- If you see unacceptable behaviour then address it directly to the pupil with a prompt/direction or request a pupil step outside and speak to them.

Parent/Carers Engagement

- Make positive calls or send emails home, share feedback from teachers/tutors. If a pupil receives positive behaviour points or shows a great attribute, then let parents/carers know.
- We do not want all communications to only be negative updates.
- If a parent calls/emails, please respond at your earliest convenience – even if it is just a holding message to acknowledge their communication and assure you will be in touch.
- Hold a termly coffee morning/drop in for parents so they can come and meet you, ask questions and provide them the opportunity to feel a part of our school community.

We want to build effective and positive relationships with home in the hope we can work together to gain the best outcomes for their children

Behaviour management

- As Head of Year, it is vital you are aware of early low-level behaviour or repeat offenders.
- We want to address and support pupils before behaviour declines or they reach crisis point.
- Working closely with your pupil welfare team to ensure the correct support is offered is vital.
- A tracking tool can be used to monitor negative and positive behaviour points, this should be reviewed weekly and then actions set with targeted pupils.
- Reports can be used as an effective tool to support behaviour. Be consistent in checking and sharing feedback with pupils on reports, encourage them and highlight their positives/achievements.
- Delivering interventions to educate young people is an important part of managing and modeling behaviour. As a trust we have a variety of resources you can complete 1-2-1 or with groups of pupils.
- Behaviour should be discussed at the weekly Pupil Welfare Meetings, use this time to seek support and advice from the pupil welfare officers and other HOY/SLT.
- Positive behaviour points should be given at every opportunity and celebrated within your year group.
- Celebration assemblies, shout outs, and pupil of the week are all encouraged to spur on the children.

Fixed Term Suspension & Reintegration Meetings

- All evidence including statements/CCTV should be presented to SLT.
- Review previous behaviour before setting the number of days.
- If a pupil receives an FTS, then it is vital all paperwork is completed fully and signed by Leadership.
- The FTS should be logged on to Bromcom, a phone call home and reintegration arranged.
- If the child has a social worker they should also be informed of the suspension.
- Keep the call to home short, with a brief explanation of the event which led to the FTS, reassure parents the reintegration meeting is the platform to discuss concerns.
- The pupil should leave with work or links to work to be completed.
- Address the pupil and ensure they understand why they are being suspended and that the behaviour exhibited is not acceptable and will not be tolerated. Remind them of expectations and the impact their behaviour has on others and the pupil's future at the academy.
- If a pupil is permitted to leave the academy, check they have all belongings, their phone and have been signed out.
- Before the reintegration be familiar with the event which led to the suspension and think about targets/actions which the pupil will need to complete to improve their outcomes moving forward.
- Review if any interventions are relevant to support the pupil's reintegration, do they need to be educated around their behaviour. Use the meeting to explain to parents about the intervention and gain permission.
- The reintegration meeting is an opportunity to reinforce school policies and expectations, to check the pupil is sorry for their actions and parents understand the reason for the suspension. This time should be used to create a plan to ensure a pupil has a successful return to school, including targets for the pupil and actions for school where needed to achieve a more positive outcome in the future.

Alternative Provisions, Reduced Timetables and Managed moves

- As HOY you will liaise with the SLT, the DSL and pupil welfare team when implementing the above interventions.
- You will be accountable for completing the paperwork, arranging meetings and communicating with parents/carers for the full time the provision is in place.

The role encompasses the following values:

1. Shaping The future

- Establishing a vision for the future of the year group.
- Contribute to the self-evaluation of the school and year group.
- Contribute to the identification of key areas of strength and weakness in the year.
- Promote a culture of teamwork, in which views of all members of the faculty are valued and taken into account.
- Work to a high standard in implementing agreed policies, priorities and expectations, so as to set a good example to other colleagues.
- Working with other leaders to develop this vision across the school.

2. Leading, Learning and Pupil well being

- Contribute to target setting for the year group.
- Lead on promoting high standards of behaviour, dress and attitudes to school.
- Promote the active involvement of pupils in their own learning, their individual and collective responsibility to the learning of self and others.
- Provide support for colleagues.

3. Developing self and managing others

- Promote and safeguard the safety and welfare of pupils and people in your year group.
- Contribute to the creation of a positive year team ethos, in which every individual is treated with dignity and respect and the safety and welfare of children and young people is paramount.
- Support the development of collaborative approaches.
- Set high expectations for your own performance and that of others.
- Engage in relevant professional development activity as necessary.

4. Managing the organisation

- Contribute to a regular review of the year team to ensure it meets statutory requirements.
- Contribute to the planning process for events relevant to the year group to ensure the event provides the appropriate information and support for pupils and parents.
- Being a presence in the school corridors at the start/end of the day, lesson change over, break and lunch times.

5. Securing Accountability

- Work alongside the Headteacher and line manager to secure improvement through Performance Management; take responsibility for the performance management of staff you directly line manage.
- Use a range of data sources to set realistic yet challenging targets for pupils, analysing outcomes for individuals and groups.

6. Strengthening Community

- Contribute to strengthening partnerships with year groups in other schools within BMAT.
- Contribute to policies and practices, which promote equality of opportunity and tackle prejudice.
- Promote and model good relationships with parents, which are based on partnerships to support and improve pupils' achievement.

Other Responsibilities

- Ensure there is a career, enrichment and PSHE offer for the pupils.
- Co-ordinate events including Parents Evenings; Awards Evenings; Prefects; Proms; Y9 Graduation, or Year 11 transition to Post 16, option evenings.
- To lead the transition programme between Years 6 and 7, if Head of Year 7
- To assist in the decision-making regarding pupil groupings across the year.
- To assist with duties before and after school
- To attend and monitor pupils in detentions.
- Lead on discipline issues within the year group ensuring that appropriate action is taken.

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
Qualifications and documentation	<ol style="list-style-type: none"> GCSEs (or equivalent) in English and Mathematics at Grade C/4 or above Additional qualifications related to education, counselling, or youth work First Aid qualification or willingness to undertake training 	X X	X
Experience	<ol style="list-style-type: none"> Experience working in a secondary school setting Experience of pastoral support or behaviour management in an educational setting Experience of engaging with parents and external agencies Understanding of safeguarding procedures and child protection policies 	X X X X	
Knowledge Skills / Competencies	<ol style="list-style-type: none"> Strong understanding of behaviour management strategies and their implementation Ability to monitor, track, and analyse pupil behaviour and progress data Excellent communication skills, both written and verbal Ability to work collaboratively with staff, pupils, and parents Strong knowledge of school policies regarding behaviour, uniform, and expectations Proficient in the use of IT systems for record-keeping and communication (e.g., Bromcom, CPOMS, or equivalent) Knowledge of alternative provisions, reduced timetables, and managed moves 	X X X X X	X
Personal Qualities	<ol style="list-style-type: none"> A firm but fair approach to student management Ability to remain calm under pressure and manage difficult situations effectively Strong leadership and team-working skills High level of professionalism and integrity Passionate about supporting young people and improving their outcomes Proactive and solution-focused approach to challenges 	X X X X X	