

Non-Teaching Head of Year



**Improving
Outcomes
Transforming Lives
Enabling Social Mobility**

Recruitment Pack

Welcome from the CEO

Thank you for showing an interest in our pupils, our schools, and our Trust. This is an exciting time to join Orion Education. We are a very different organisation in 2025 than we were four years ago.



Simon Garrill
Chief Executive Officer

Thank you for taking the time to look, and for showing an interest in one of the roles in our schools. In a long career in education, starting out as an English teacher, I have loved the fact that I get to work with some fantastic young people and a group of like minded professionals who have a real passion for their work and share the same values. There aren't many professions where that is the case.

We are driven by our desire to do the best for our young people. Our reason to exist is to improve outcomes, transform lives and enable social mobility. Our values of trust, kindness and endeavour underpin our work, and we succeed through ensuring a healthy culture and academic rigour. This emphasis on leadership involves nurturing a robust pipeline of leaders deeply committed to our values and mission. Collaborative partnerships are integral to our goals, as we seek to forge strong partnerships to amplify our impact.

At Orion Education, we take pride in the work that we do to develop our teachers and our leaders. Our approach to instructional coaching and leadership development has been recognised nationally. We are at the forefront of a coaching model that supports you in making the most of your career. Our expectations of ourselves and each other are high. In return we offer you unrivalled professional development, so that you can fulfil your own ambitions. Finally, I am extremely grateful for your interest in our Trust. We are moving forward at a rapid rate and it's an exciting time to join us.

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Our Four Critical Questions

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**Why do
we exist?**

To improve outcomes, transform lives and enable social mobility.

**What do
we do?**

Through a clear backbone, strong culture, academic rigour and smart systems.

Trust • Kindness • Endeavour

**How do we
behave?**

We create a strong network of schools which transform the lives of students by enabling them to achieve high educational and personal goals, regardless of their background.

**How do we
succeed?**

The Orion Backbone

Mission & Values	Curriculum	Assessment & Feedback	Safeguarding & Attendance
All schools share the trust four critical questions. We exist to improve outcomes, transform lives and enable social mobility.	The curriculum within our schools is designed around our principles of focused, coherent, sequenced, and inclusive. Where we can enhance collaboration and reduce workload, we standardise some elements. However, teachers do adapt the curriculum based on the needs of the students in their class.	Our assessment and feedback calendar captures the rhythm of our assessment and data collection. Data driven instruction and responsive teaching ensure that formative assessment is central to pedagogy.	Safeguarding is the responsibility of all. Our standardised approach to safeguarding and the support that we give our schools ensures that all children are kept safe. External reviews scrutinise the work that we do.
Quality Assurance	CPD	Workload	Teaching
Our school workflow captures the rhythm of the work that we do. We undertake regular cycles of structured monitoring to ensure that our schools are accelerating the progress of the students in their care.	We allocate 7 training days to the teachers in our schools. All our teachers take part in instructional coaching. In addition, we provide enhanced levels of training for our leaders to develop their expertise in their current role and to prepare them for their next role.	Schools are expected to streamline workload as much as possible. We limit the number of assessment points within our calendar and ensure that teachers do not undertake unnecessary administrative tasks.	Teaching is responsive to the needs of pupils. Our lesson framework based on the Rosenshine principles helps teachers to frame learning. However, we understand that each lesson will be different and will be designed to meet individual needs of pupils with adaptive teaching.
Behaviour & Routines	SEND	Performance & Appraisal	Operations
It is essential that we have the highest expectations of behaviour within our schools. Good discipline and order are the foundation upon which pupils learn. Our common culture rubric and our behaviour, along with a codified approach to routines ensures that our schools are great environments in which to learn and teach.	Adaptive teaching is at the core of our approach to meeting the individual needs of pupils. We share best practice and undertake annual reviews of SEND to ensure that pupils make progress. All our schools are open and welcoming places for pupils with SEND.	We share a common approach to performance management and appraisal by providing a highly supportive and professional environment. Our talent programme ensures that colleagues who are talented and ambitious to progress are supported to do so.	We take pride in running our schools well. Governance, IT, estates, finance, communications, and marketing are all within our Backbone.

The Orion Backbone provides clarity on the elements of our schools that are standardised or aligned.

Our Schools

There are currently four secondary schools and four primary schools within the Trust. Four of the primary schools and three of the secondary schools are located within Bromley, South East London. A further secondary is close to Canterbury in Kent. These schools include:

Secondary Schools



11 - 18



11 - 16



11 - 18



11 - 18

Primary Schools



4 - 11



4 - 7



4 - 11



4 - 11

Candidate Charter

Orion Education wants every candidate to have an informed, engaging and positive experience, and to support this we've created our Candidate Charter which outlines our commitment to you.

Our Commitment to You

- **Transparency** we will treat you with respect, honesty and fairness
- **Protecting your privacy** we'll ensure your information is secure and handled sensitively
- **Understanding** you'll be given everything you need to make informed decisions
- **Showcasing** talent we'll provide a good opportunity for you to share your skills, experience and potential
- **Feedback** we will provide constructive feedback professionally and promptly
- **Listening** we welcome feedback and we'll act on what you have to share
- **Inclusivity** our hiring decisions align with our commitment to create a high quality, diverse workforce

We Will

- Provide you with clear, accurate and timely information
- Give you the opportunity to ask questions – and we'll ensure you get the answers you need
- Respond to enquiries promptly and usually within 24 hours during the working week
- Adopt a fair and consistent assessment process
- Make sure you have all the documentation and details you need for an interview, well in advance
- Provide you with real insight about what it's like to be part of our team
- Ensure all offers are fair and equitable
- Seek feedback on your experience at every opportunity, so we can continue to improve

In Return We Ask that You

- Be honest and upfront about your experience, aspirations and motivations
- Provide open and accurate information when submitting an application
- Always give yourself the best opportunity to succeed - research who we are and how we work
- Let us know if situations change in relation to your interest - and help us understand why
- Prepare yourself for interview and let us know how we can support you

Your Wellbeing at Orion Education

We know that, to achieve our vision, it is our people who will make the big difference. That is why we are continuously reviewing our wellbeing offering through the implementation of our wellbeing strategy.

Wellbeing Strategy

Our strategy aims to represent a commitment to an integrated approach to staff wellbeing that creates:

- a sense of belonging
- an environment and culture based on our vision, mission and values
- an environment where staff wellbeing is integrated into day-to-day practices
- an environment that recognises skills and encourages personal development
- encouragement and support for employees to develop and maintain a healthy lifestyle
- support for people with manageable health problems or disabilities to maintain access to or regain work
- improved staff satisfaction, recruitment and retention.

Our Commitment

- development of the Orion Education wellbeing charter
- protected time for PPA
- needs based flexible approach
- improving working lives through employment policies such as flexible working, absence management, menopause, mental health and dignity at work
- creating a safe place to work through health and safety strategy and initiatives
- ensuring that all line managers support staff through regular line management meetings
- decreasing the interval between treatment and return to work through occupational health referral and advice
- career development through continual professional development (CPD)
- personal support through the Employee Assistance Programme counselling service
- adherence to the rarely cover policy
- reducing workload through sharing best practice and agreeing smarter ways to work in line with the backbone.

Why work for us

Competitive salaries

We offer competitive salaries for both teaching and non-teaching staff based on the type and level of role you do with automatic pay progression for main scale teachers. Pay ranges are reviewed annually with our recognised unions.

Pension Scheme

All contracted members of staff will be automatically enrolled into a career-average pension scheme with either the Teachers' Pension Scheme or the Local Government Pension Scheme (whichever is appropriate). You don't pay tax or National Insurance on your contributions and Orion Education adds a generous employer contribution, which varies depending on your salary.

Professional Development

Key to our ongoing success our development programmes are second to none.

Our commitment to instructional coaching ensures a consistent approach to teacher development across our schools.

Our Trust conference, online CPD modules and in-school service training supports you to achieve your goals whatever they might be.

Additionally, our programme of Trust Twilights provides our teachers with opportunities for deliberate practice and curriculum development planning.

Our early career teachers benefit from weekly mentoring and coaching, alongside a thorough training programme and additional Trust-wide events.

We also have opportunities for practitioner research and access to an NPQ programme through National Institute of Teaching.

Benefits

For a full list of our benefits, please visit our website [Orion Education - Staff Benefits](#)

Welcome from the Principal

Welcome to Coopers, a successful secondary that ensures that all members of our community are focused on creating strong outcomes for our young people.



Ms Claire Bessa
Principal

At Coopers we place our pupils learning at the heart of everything we do to ensure that we strive to constantly improve and drive progress. The most important lever to improving outcomes, transforming lives and enabling social mobility is our staff body. We are a coaching school and focus on developing the expertise and practice of all teachers and leaders regardless of their starting points.

Our Trust values reflect our school values of trust, respect and resilience. These values guide our attitudes and behaviours in everything we do. Within our school culture, we know that trust is crucial in creating positive and productive relationships between staff and students. This is the cornerstone of our approach to behaviour and pastoral care. Respect ensures equity; all members of our community demonstrate consideration and kindness towards each other. Equity is equality of opportunity, and all young people deserve the opportunity to learn and flourish. We see it as our moral purpose to level the playing field for our under resourced pupils every day in every classroom. Finally, we understand that learning is a journey and pupils need to exhibit resilience and determination to reach their goals and achieve success. This commitment is matched by our dedicated teachers that are adaptive and responsive in their teaching and support of our young people.

We believe in a holistic education where the academic curriculum is supported and enriched through extra-curricular opportunities and experiences. Pupils leave Coopers School with the skills, knowledge and experiences necessary to embark on the university or career of their choice. Our staff are fundamental in making this vision into a reality.

About our School

Coopers is a welcoming and thriving secondary school located in Chislehurst. It is part of Orion Multi-Academy Trust. Set in 33 acres of beautiful parkland it offers extensive educational facilities. Coopers is a community that inspires ambition, resilience and success for all.

In Coopers School we have high expectations of all members of the community; we push each other to be the best versions of ourselves. This is best demonstrated in our ambitious curriculum for all pupils which matches and exceeds what is expected nationally. We have a strong team of creative and enthusiastic teachers who support and stretch pupils in their learning. We have a shared understanding of what great teaching looks like and support this through bespoke training and coaching. As a teacher at Coopers you will receive exceptional professional development to enable you to develop your skills set and progress. We are committed to developing opportunities for our staff to grow in their roles and into roles within the school and across the Trust

We have clear behavioural expectations that ensures our school is calm and orderly and learning comes first. Clear systems mean that pupils are rewarded and encouraged whilst behaviour that does not meet expectations is consistently challenged. Working alongside our classroom teachers, we have a dedicated pastoral team that support within each year group and across the school. Our recent Ofsted in 2023 commented that "Pupils are safe around the large school site. They know that bullying is not tolerated, and that staff swiftly intervene to resolve any issues. Staff build positive working relationships with pupils and listen to any worries that they may have. Pupils are kind and respectful to others, including to new arrivals to the school. Sixth-form students act as role models for their younger peers."

Our pastoral and associate staff teams are key in delivering our educational goals. As a community we are committed to the professional development of all staff. Therefore, we offer a comprehensive Associate Staff programme of training and development which allows members to enhance their experience and skills through a broad range of opportunities.

Joining Coopers now means that you will be part of our exciting journey on this next stage of our development. We look forward to welcoming you into our community.



Job Description

Job Title	Non-Teaching Head of Year
Salary	Scale 8 points 26 - 28
Contract Type	Fixed Term
Working Hours	40 Hours a week, 40 Weeks a year
Location	Orion Coopers, Chislehurst
Reporting To	Assistant Principal for Behaviour

Job Purpose

The Head of Year will play a pivotal role in ensuring the effective delivery of pastoral support so that individual pupils and groups of pupils are supported to actively participate in learning and reach their full potential.

The role will contribute to raising standards in the school by leading and delivering pastoral support to a year group, and within that year group assist with removing barriers to learning by identifying and addressing the needs of pupils so they can achieve their full potential.

There will be a dedicated focus on the improvement of pupil punctuality, attendance, and behaviour to raise and maintain expectations, in order to drive achievement and progress.

Provide cover support for lessons, registration, invigilation, intervention, or supervision of pupils not in normal lessons for up to 15 periods a week.

Key Accountabilities/ Responsibilities

Supporting Learning and Teaching

- Ensure support provided to pupils has a clear focus on learning, progress and the development of skills and competencies.
- Contribute to coaching, mentoring, and sharing good practice, within the year group, throughout the school and with Trust schools.
- Contribute to individual pupil records ensuring they have up-to-date details of the curriculum support, input and alternative intervention / support that has been provided.
- Support the school's drive for excellent academic results by ensuring pupils needing intervention receive support, encouragement, and guidance as appropriate and necessary to raise individual pupil achievement and aspirations.

Securing Accountability

- Be accountable for the pastoral and academic performance of pupils within the year group.
- Provide and review data and contribute to target setting within the year group in line with whole school and individual pupil targets.
- Analyse pupil-tracking data, identify underperformance, and contribute to planning appropriate interventions and monitor their impact.

Strengthening the Community

- Contribute to stakeholder engagement and communication with parents, carers, and families within the year group.
- Work effectively in partnership with external agencies including the school nursing services and other health services – organise drop-ins, vaccinations, presentations to year groups and whole school as needed.

- Support activities relating to being a healthy school – leading on and co-ordinate (as needed) activities related to mental and physical health, including after school clubs.
- Secure learning opportunities within the year group to promote community cohesion.
- Arrange and promote activities within the year group e.g. identify links to year charities and co-ordinate fund-raising activities.
- Contribute to strategies for developing pupil leadership and pupil voice within the year group and the school.
- Be a professional advocate for the school in all contexts.

Year Team

- Lead and co-ordinate the work of a year team, including tutors. Keeping the Principal informed of important information on individual pupils or year team issues/developments.
- Contribute to developing the year group identity, creating relationships within, across and outside the school.
- Plan, run and keep minutes of half termly year team meetings – agenda items to include discussion of each high-concern/risk pupils and agreeing further action (if needed); sharing performance information relating to attendance, punctuality, behaviour; feedback of issues emerging from QAP of morning registration; and information about key pastoral events affecting that year group team.
- Monitor and quality assure the Tutorial Programme for each class in year group of responsibility at least half termly – ensure the programme is delivered to a high standard by completing regular reviews.
- Support the professional development of Tutors and others relating to your team and the delivery of the morning registration/Tutorial Programme including, where needed, working alongside form teachers to model effective delivery.
- Meet at least fortnightly with tutors to review the form's performance and the tutor programme.
- Provide detailed termly reports on the quality of morning registration and the tutor programme to the SLT Link.

Attendance and Punctuality

- Monitor attendance and punctuality.
- Produce weekly and half termly class and year group attendance and punctuality reports.
- Work with year team to display class and year group performance in each class and on year team display boards.
- Monitor punctuality (morning and lessons) daily and run detentions (break, lunch and after school).
- Make daily follow-up phone calls to parents of absent pupils who have been identified as at-risk of failing to achieve academically, to challenge absences and encourage early return to school.
- Monitor attendance using weekly and half termly reports (above) – contact all parents by phone and/or letter where attendance is below agreed target at the end of subsequent half-terms.
- Meet with any parents where attendance is below agreed target at the end of subsequent half-terms.
- For any pupils where overall attendance falls significantly below target, liaise with the parents to agree an action plan detailing attendance target, monitoring arrangements and actions to be taken if targets are not met, including the use of formal sanctions such as a fixed penalty notice.

- Maintain an up-to-date risk register of high-risk pupils in designated year group i.e. those pupils whose attendance or punctuality is of concern and those who are at-risk of under-achieving academically where actions taken so far have been ineffective – discuss these weekly with SLT link and agree action plan for each. Ensure all information relating to above is recorded electronically on Arbor or other agreed whole school system.
- Support the timely movement of pupils from lesson to lesson through presence on the corridors between each lesson.

Pupil Behaviour

- Supervise Heads of Year detentions.
- Monitor the behaviour of pupils in the designated team and keep detailed electronic records of pupil behaviour including detentions, those on tutor, HOY or Senior Leadership Team report using Arbor or other agreed whole school system.
- Ensure tutors, and SLT link receive regular detailed information and reports (according to their level of need and involvement) on all pupils in the form class and year team.
- Work with SLT to identify all pupils in year team who may need pastoral input because their behaviour in lessons, around school or outside of school is causing concern (potential high need pupils).
- Produce detailed action plans for each high-risk behaviour pupil (those already on report) and those at risk of being high risk (potential) in their year group.
- Meet daily with all pupils on HOY or SLT reports – make sure they have the report each morning and that it is signed by appropriate staff member at the end of each day.
- Ensure effective communication with the parents – make regular contact with parents to discuss pupil behaviour for all pupils on report – meet with parents at the end of each report and agree plan for monitoring behaviour going forward.
- Undertake daily checks on uniform, equipment, and school bags to ensure that pupils adhere to school policies.

Pupil Guidance and Support

- Maintain and review a single behaviour tracker/risk register of pupils who are designated as being concerns relating to attendance, punctuality, behaviour and/or achievement.
- Meet fortnightly with ‘nurture group’ pupils collectively to encourage high levels of attendance, punctuality, behaviour, and achievement.
- Meet with each pupil in the year group once each term to discuss progress, identify any concerns and address queries to ensure personalised support for their welfare and academic development.
- Contribute to comprehensive assessments of pupils to determine those in need of help.
- Ensure pupils who are absent due to a prolonged illness, injury or incapacity are provided with adequate resources for learning at home.
- Manage, plan and oversee suitable support packages for pupils in their reintegration to school following a period of exclusion/absence.
- Keep in contact with parents of pupils in the year group, and, with those needing more careful monitoring relating to attendance and punctuality, behaviour, bullying or medical needs - ensuring positive family support and involvement.
- Take steps to prevent bullying and support victims of bullying – keep records using Arbor of all bullying incidents and actions taken.
- Where children have medical needs – ensure this is recorded on Arbor and ensure appropriate information is shared with Year team and subject teachers as needed.

- Meet regularly with year council – feedback from pupils about quality of pastoral programmes, any issues particularly relevant to that year group.
- Work with year team to ensure effective use of rewards and sanctions – keep detailed records using Arbor or other agreed whole school system.
- Organise, co-ordinate and run termly celebration of achievement assemblies – including the administration and collection of information from Subject teachers, the buying and distribution of certificates and prizes; and organising assembly input including (if required) external speakers.

Other Responsibilities

- Comply with policies relating to child protection, health and safety, confidentiality, and data protection, reporting all concerns to a nominated person.
- Help organise, and attend, parents' evenings for designated year team and support the running of open evenings, induction days and events for pupils and parents.
- Support tutors and administrative staff to input pastoral information into end of year reports using information recorded in Arbor, including information on attendance, punctuality, and detentions.
- Organise year presentations during assembly time.
- Build capacity and nurture leadership capabilities within pupils.

Person Specification

Qualifications

- Educated to GCSE or equivalent including GCSE in English and Maths at Grade C/5 or above.
- Educated to Degree Level or Higher.
- Evidence of Continuous Professional Development.
- First aid qualification or willing to undertake as part of the role.

Skills, Capabilities and Experience

- Working with young people in an educational setting.
- Providing pastoral support within an educational setting.
- Monitoring and reviewing attainment, attendance and behaviour data to support pupils.
- Computer literate – MS Office etc.
- Ability to maintain positive relationships with pupils and other adults.
- Ability to speak in front of large groups of pupils and small groups of staff.
- Ability to work effectively and sensitively with a range of groups and individuals.
- Ability to prioritize, work quickly and accurately, particularly under pressure and to meet deadlines.
- Ability to work unsupervised, use own initiative and make appropriate decisions.
- Ability to address sensitive matters with a caring approach and appropriate confidentiality.
- Ability to speak with confidence and accuracy, using accurate sentence structures and vocabulary.
- Ability to listen to stakeholders and understand their needs.
- Ability to use ICT confidently to communicate, review data and present information to others.
- Ability to converse in several additional community languages.
- A passionate belief in the school's mission statement.
- Emotional resilience in working with challenging behaviours.
- Positive attitude to use of authority and maintaining discipline.
- The ability to be decisive.
- High levels of honesty and integrity
- Strong verbal and written communication skills.
- Confidence and self-motivation
- The ability to work well under pressure.
- A strong commitment to the personal, spiritual, social and health development of young people.
- Willingness to participate in further training and development opportunities offered by the school and county, to further knowledge.
- Sympathetic to and supportive of the Mixed Multi-Academy Trust Model and ethos of the Establishment

*We reserve the right to close this vacancy early should we receive an overwhelming response. All candidates are advised to refer to the job description and person specification before making an application.

We look forward to hearing from you.

Orion Education
Mansion House, Coopers School
Hawkwood Lane, Chislehurst
Kent, BR7 5PS

020 8290 8505
enquiries@orionedu.org.uk

Orion Education is committed to safeguarding and promoting the welfare of young people and expects all staff and volunteers to share this commitment. All offers of employment are subject to an Enhanced DBS check and where applicable, a prohibition from teaching check will be completed for all applicants. Orion Education is fully committed to equality and to valuing diversity as an employer and a provider of education.

