



TRUE LEARNING PARTNERSHIP



Poynton High School
Head of Year

<https://www.truelearning.org.uk/vacancies>



ASPIRATIONAL

We encourage everyone to dream big and pursue excellence.



COLLABORATIVE

We work together, valuing diverse perspectives and shared success.



COMPASSIONATE

We act with kindness, respect, and a genuine desire to serve others.



CURIOUS

We foster innovation and a love of learning for all through inquiry and creativity.



INCLUSIVE

We ensure everyone feels valued, supported, and able to contribute fully.



TRUE LEARNING PARTNERSHIP

Our Mission

To inspire and empower every individual within our trust to achieve their fullest potential.

We are committed to providing a safe, inclusive, and innovative learning environment where compassion and collaboration thrive. Encouraging high aspirations, courage and curiosity, we equip all members of our community with the skills, confidence, and character to make a meaningful, positive impact in their communities and beyond.



Inspiring the best in everyone

Welcome to Poynton High School, part of the True Learning Multi-Academy Trust

Dear Candidate,

Thank you for your interest in working at our school. Poynton High is a great school, full of inspirational young people and exceptionally talented staff. As Headteacher I am proud to have such a supportive, expert and engaged staff team and I hope that you will wish to move forward on your application and look to join us in due course.

We seek to appoint a well-qualified and enthusiastic Head of Year to join a highly successful and innovative team. This position offers someone who has a real passion for inspiring our very motivated young people the opportunity to join our ambitious, supportive and inclusive Welfare Team.

This position offers someone with good communication and interpersonal skills a fantastic opportunity within school. A willingness to contribute to and develop extra-curricular activities is essential.

Our school serves the families of Poynton, Disley, Adlington and surrounding areas and we lie at the heart of this community's learning needs. We pride ourselves on being a community where every young person is challenged to reach their full potential and experience success, regardless of their background or ability. We believe that all stakeholders—students, staff, families, and the wider community of which we are a part—share the responsibility of contributing to the growth and achievement of our students. Recognising that every young person is unique, we are committed to building strong relationships and fostering an inclusive environment that values individuality, celebrates all achievements, and empowers our students to thrive academically, socially, and personally.

We have approximately 1500 students in Years 7 to 13 and offer a wide range of A levels in our large and successful Sixth Form. We are proud of the academic excellence achieved by our students and of their involvement in wider school life. We hope that as a prospective member of staff you will share our mission to “inspire and empower all within our learning community to fulfil their individual potential and ambitions so that all are able to be active and successful citizens in our global society”.

I would encourage you to visit our website (<https://www.poyntonhigh.org.uk/>) to get a better understanding of life here at Poynton High and if you have any questions that you would like to ask please do not hesitate to contact me directly on head@poyntonhigh.org.uk. I very much hope that you want to join our team and I look forward to receiving an application from you in due course. Good luck!

Matthew Dean
Headteacher

Job Description & Person Specification

POST:	Head of Year
HOURS:	37 hours per week over 39 weeks (term time plus 1 week)
GRADE	CE Grade 7
SALARY RANGE	£27,211 - £29,710 (Actual Salary)
CONTRACT:	Permanent
EFFECTIVE FROM:	September 2026

Provide a complementary service to school staff, families and students which addresses the needs of individual and targeted groups of students to ensure student wellbeing, high rates of attendance and engagement and high rates of academic progress.

- To translate the school's mission statements on Inspire, Achieve and Celebrate into action.
- To ensure all students in the Year group achieve their potential
- To provide leadership and management for the Team of form tutors and students in a Year group.
- To contribute to the whole school strategic development of the Progress and Welfare system.
- To strengthen links between students, staff and parents/carers.
- To help maintain an orderly atmosphere in which all of the above is possible.

NO	MAIN RESPONSIBILITIES
1	Establish and maintain supportive relationships with students with the clear aim of developing strategies which engage them with education in the widest sense.
2	Work with colleagues to monitor and review the needs of identified students.
3	Work alongside school staff and external agencies to identify students who may be at risk of failure.
4	Contribute to the school's behaviour management system through the on-call system, respond accordingly and work with students and staff to reintegrate students back into the classroom.
5	Liaise with the Learning Base and work with individual students and small groups of students to aid effective reintegration back into the classroom where appropriate.
6	Within a framework prescribed by the school, prepare, plan and implement individual, group and some whole class learning activities and intervention programmes across the whole school, working alongside and in conjunction with professional teaching staff.
7	Analyse, monitor and track individual student progress through a range of assessment and monitoring techniques; deliver student learning boost sessions for identified and specific areas of weakness; provide accurate assessments and reports on development to inform the class teacher's decisions regarding Support Plans for students.
8	Access, maintain and update a range of student and school records to facilitate

	assessment of students' progress.
9	Work directly with the students and their families to identify barriers to learning and attendance and establish a Personal Action Plan and a Support Plan as appropriate. Monitor and review these plans and report to Directors of Learning and senior leaders as appropriate
10	Work closely with SEND, Directors of Learning and other schools at key transition points to support the smooth transition through Key Stages
11	Attend relevant Head of Year meetings to provide data and written progress reports which may be required.
12	Liaise on a daily basis with other Heads of Year and carry out relevant duties as directed.
13	Carry out relevant duties such as lesson changeover duties as required.
14	Contribute to the First Aid provision of the school

The pastoral structure is built around a strong commitment to continuity, relationships and high levels of support for students and families. The school has five Heads of Year, each responsible for a cohort of approximately 250 students, and leads that cohort from Year 7 through to Year 11. This model enables Heads of Year to develop deep, long-lasting relationships with students and their families, ensuring a detailed understanding of individual needs and providing consistent pastoral guidance throughout a student's secondary school journey.

Heads of Year work closely alongside Directors of Learning, who provide strategic oversight across key stages (Years 6/7, 8/9 and 10/11). This structure ensures alignment between pastoral care, student progress and wider school priorities, with a clear focus on inclusion, wellbeing and achievement. Directors of Learning support Heads of Year in driving high standards, coordinating interventions and maintaining a strong culture of care and accountability across year groups.

The wider pastoral team is led by a non-teaching Head of Pastoral, who provides strategic leadership, oversight and support to ensure consistency and high-quality practice across the school. This is further strengthened by two Attendance Officers, who work proactively to monitor and improve attendance, and a dedicated Family Safeguarding Worker, who supports vulnerable students and works closely with families and external agencies.

Together, this well-established and collaborative team provides a comprehensive pastoral system, ensuring that students are well supported academically, socially and emotionally, and that safeguarding and attendance remain central priorities.

Core Responsibilities for all Trust Employees

Health & Safety

All staff within True Learning Partnership are required to remain vigilant, observe all relevant Health and Safety policies and procedures, take reasonable care of their own and others' Health and Safety, report all accidents and incidents, and raise concerns through their line manager, the Director of Business & Operations, the site management team or another member of SLT as appropriate.

Equality & Diversity

Staff employed by True Learning Partnership are expected to promote equality of opportunity for all students and staff, both current and prospective, and to support an environment that values diversity and respect. True Learning Partnership believes that all individuals are of equal value and we are committed to equal opportunities for all.

Data Protection

All staff within True Learning Partnership have a responsibility to ensure that data they are responsible for is accurate and appropriate to the needs of the organisation, and that they are responsible for ensuring any personal data processed for any purpose or purposes in connection with their role in the Trust shall not be kept for longer than is necessary for that purpose or those purposes, in accordance with GDPR 2018.

Safeguarding & Child Protection

True Learning Partnership is committed to safeguarding and promoting the welfare of children and young people and expects all staff to share this commitment and adhere to, and comply with, the Trust's Safeguarding and Child Protection policy and procedures at all times.

Notwithstanding the detail in this job description, in accordance with the Trust's Flexibility Policy the job holder will undertake such work as may be determined by the Head from time to time, up to or at a level consistent with the main responsibilities of the job.



Person Specification

QUALIFICATIONS AND TRAINING	
Essential	Evidence
1. To be educated to GCSE level in English and Mathematics achieving Grade C or above	AF
3. To be ICT literate including word processing, internet and intranet	AF
Desirable	
1. To have recent experience of working in the secondary sector of education.	AF
2. To have experience of working with students with educational needs	AF
PROFESSIONAL SKILLS AND EXPERIENCE	
Essential	
1. To have excellent communication skills	AF
2. To have experience of working in a demanding environment.	AF
3. To be able to work with a range of staff, students and outside agencies	I + R
4. To be able to remain calm under pressure	I + R
Desirable.	
1. To be able to deliver a range of training to individuals and groups of students.	I
KNOWLEDGE AND UNDERSTANDING	
Essential	
1. To be able to manage competing demands	I
2. To be aware of unique demands of working in a school environment.	I
3. To be willing to be flexible and adapt as priorities change throughout the year	I
4. To have knowledge of safeguarding procedures	AF + I
Desirable	
1. To be innovative, creative and self-motivated	I
ABILITIES	
Essential	
1. To possess high quality interpersonal and communication skills	AF + I
2. To be able to prioritise, plan and organise workload.	I + R
3. To have a full UK driving license	AF + I
3. To be able to write reports	AF + I
3. To be able to work as a member of a team	I + R
COMMITMENT	
Essential	
1. To display commitment to the protection and safeguarding of young people	I
2. To be committed to promoting equal opportunities in the widest context.	I
PERSONAL ATTRIBUTES	
Essential	
1. To be adaptable to the needs of the School	I
2. To display energy, enthusiasm and tenacity.	I + R
3. To demonstrate commitment, reliability and integrity.	I + R
4. To have excellent time management and the ability to prioritise	I + R
5. To be willing to train and be trained	I

Key: **AF = Application Form** **I = Interview** **R = Reference**

Key Information regarding the Application Process

To Apply

Completed application forms should be submitted via My New Term.
Please **do not** include your name when completing your supporting statement.

Only completed application forms will be submitted for shortlisting, CVs will not be accepted.

Key Dates

Closing Date: 10am on Thursday 18th June 2026

Interviews: week commencing: 22nd June 2026

Benefits

At True Learning Partnership, we're proud to support our staff both in and outside of work. We're committed to your wellbeing, professional growth, and maintaining a healthy work-life balance.

Our benefits package includes a wide range of support and resources, such as wellbeing tools, a confidential Employee Assistance Programme (EAP), learning and development opportunities, and access to discounts on everyday spending and lifestyle services.

Other benefits include;

- Pension Scheme
- Cycle to Work Scheme
- Eye Care Vouchers
- Seasonal Flu Jabs
- Access to free CPD courses
- Strava – True Learning Runners

Safer Recruitment Information

True Learning Partnership is an inclusive Equal Employment Opportunity employer that considers applicants without regard to gender, gender identity, sexual orientation, race, ethnicity, disabled or veteran status, or any other characteristic protected by law. We welcome applications from all individuals regardless of individual background or circumstance. Please note if you are shortlisted, an online search will be carried out before interview which may identify any incidents or issues that have happened, and are publicly available online, which we might want to explore with you at interview.

True Learning Partnership is committed to safeguarding and promoting the welfare of all children and young people and preventing extremism; all staff must ensure that the highest priority is given to following the guidance and regulations to safeguard children and young people.

The successful candidate will be required to undergo an Enhanced Disclosure from the Disclosure and Barring Service (DBS) and obtain any other statutorily required clearance. Employment will also be conditional on the receipt of at least two acceptable references (one of which must be from the current/latest employer) and evidence of the formal qualifications required for the role.

Trust Safeguarding Statement

True Learning Partnership recognises the important role that our schools and their staff have in the wider safeguarding system for children. ALL staff have a responsibility to provide a safe environment in which children can learn. True Learning Partnership fully adopts statutory guidance "Keeping Children Safe in Education" (September 2025).

True Learning Partnership is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment. Our schools are a safe place for children, where our responsibilities for safeguarding children are taken seriously. As a Trust, we are responsible for ensuring that all our schools have thorough and robust child protection and safeguarding policies and procedures.

Should you have safeguarding concerns regarding any pupil at any of our schools, please speak to one of the Designated Safeguarding Leads at that school.

True Learning Partnership Designated Safeguarding Officer is Catherine Holyland, Deputy Head Teacher at Poynton High School. If you wish to contact her directly please e mail Cholyland@truelearning.org.uk

TLP's Trust Board safeguarding representative is currently Julie Sutton. If you wish to raise a concern, please email info@truelearning.org.uk stating that the email relates to a safeguarding issue.

Our schools' Local Governing Bodies are regularly updated about child protection, bullying and safeguarding policies and practices by the relevant school Head Teachers, and other members of the Senior Leadership Team. This information is reported to the Trust Board.

For further details on roles and responsibilities, and recording information regarding Safeguarding, please see the Safeguarding Policy and Procedures documents held by each school in our Trust.



**TRUE LEARNING
PARTNERSHIP**

Contact Us



True Learning Partnership

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Poynton, Stockport, Cheshire, SK12 1PU

W: www.truelearning.org.uk/

E: recruitment@truelearning.org.uk

