



# Head of Year in Sixth Form

## Job Description

<b>Post:</b>	Head of Year in Sixth Form
<b>Salary:</b>	Teachers' Main / Upper Pay Scale + TLR2C £8,611
<b>Hours:</b>	This post is full/part-time and permanent
<b>Line Management:</b>	Head of Sixth Form - Deputy Head

### Introduction (and General Duties)

This job description should be read in conjunction with the current School Teachers' Pay and Conditions Document and the provisions of that document will apply to the post holder.

The performance of all the duties and responsibilities shown below will be under the reasonable direction of the Headteacher, or other Senior Leader if appropriate, who will be mindful of his/her duty to ensure that the employee has a reasonable workload and sufficient support to carry out the duties of the post.

This job description will be reviewed at least annually and any changes will be subject to consultation. The School's Grievance Procedure will be used to resolve any dispute arising from the job description. Other relevant policies may include the Stress at Work Policy and the Dignity at Work Policy.

### Principal Responsibilities

To meet all the requirements of the Teachers' Standards, September 2012: please see:  
<https://www.gov.uk/government/publications/teachers-standards>

### General Duties

You will be expected to carry out the professional duties of a teacher as outlined in the School Teachers' Pay and Conditions Document currently in operation, or any subsequent legislation.

### Teaching and Learning

1. Plan, prepare and deliver high quality lessons to students at some or all of Key Stages 3, 4 & 5.
2. Report on progress and any concerns to line manager and parents.
3. Contribute to curriculum development work of the team.

### SEND Responsibilities

All teachers are teachers of students with Special Educational Needs and Disabilities (SEND). As such, teachers are expected to uphold inclusive practices and ensure that all students, regardless of need, are supported to achieve their full potential.



## **SEND Responsibilities (contd.)**

### **Inclusive Planning and Preparation**

- Plan lessons that are accessible and inclusive, taking account of the diverse needs of learners, including those with SEND.
- Differentiate tasks, resources, and outcomes to ensure all students can engage meaningfully with the curriculum.
- Use information from EHCPs, pupil profiles, and support plans to inform lesson planning and classroom strategies.

### **High-Quality Teaching and Learning**

- Deliver adaptive teaching that responds to the needs of students with SEND, using strategies such as scaffolding, modelling, and visual supports.
- Create a positive and supportive classroom environment that promotes independence, confidence, and resilience.
- Use a range of assessment methods to monitor progress and adjust teaching accordingly.

### **Collaboration and Communication**

- Work closely with the SENDCO, Teaching Assistants, and other support staff to implement targeted interventions and in-class support.
- Communicate effectively with parents/carers regarding the progress and needs of students with SEND.
- Participate in review meetings for students with EHCPs and contribute to the development of support strategies.

### **Monitoring and Record-Keeping**

- Track and record the progress of SEND students, identifying any barriers to learning and taking appropriate action.
- Maintain accurate records of interventions, adaptations, and outcomes for students with SEND.
- Provide feedback to the SENDCO/Assistant SENDCOs on the effectiveness of support strategies.

### **Professional Development**

- Engage in ongoing professional development related to SEND, including training on specific needs such as autism, dyslexia, ADHD, and SEMH.
- Reflect on and improve inclusive teaching practices through collaboration, peer observation, and feedback.
- Stay informed about current legislation, guidance, and best practice in SEND education.

## **Main Responsibilities**

In addition to the duties outlined above, you will be responsible for the following for which a Teaching and Learning Responsibility payment is awarded.



**Leading Learning:** To set high academic expectations and to ensure that all students are encouraged to maximise their learning potential.

- Monitoring and evaluation of student performance, learning, progress and behaviour, with a particular focus on Pupil Premium and other vulnerable groups particularly following each review.
- Work with the linked SLT member to scrutinise student performance data to identify student underachievement and success and lead work to address this with Tutors, PSOs and Teachers as appropriate.
- Overview of teaching and learning needs; interventions and successes for SLT and contribute to school development and strategic planning.
- To support the effective and cohesive delivery of an appropriate PSCHÉ curriculum and help monitor the quality of tutorial time activities.
- Manage Year specific initiatives to improve learning and behaviour
- To make recommendations to curriculum leaders about student groupings and teaching and learning issues that may affect staffing and/or student learning
- To enrich the curriculum for the most able through working on year specific interventions.

**Leading and Developing the Pastoral Team:** To work closely with the pastoral team to maintain the highest welfare and academic standards for all students in the belief that safe, secure and healthy students make better learners, citizens and contributors to school life.

- To liaise closely with the DSLs to ensure the safety of students and colleagues.
- To chair Key Stage 5 Fast Forward meetings and ensure that action points are met and provide appropriate information, advice and guidance.
- To help ensure that the Pastoral Team informs school, home and students about matters pertinent to appropriate learning and pastoral security.
- To work closely with SLT, Learning Support, PSOs, School Counsellors, School Health Nurse, Social Workers, MASH and other external agencies as appropriate to provide a strong, proactive level of support for all students, parents and tutors.
- To monitor and manage the work of tutors.
- To chair purposeful Year Team meetings, providing training and guidance as appropriate.
- To liaise with the Head of Sixth Form and relevant office staff on matters of attendance and punctuality and take appropriate action to improve attendance.
- Embed a culture of very high attendance within the Year group
- To ensure structures of rewards are in place for the Year group to praise excellent attendance
- Provide case studies of students with persistent absenteeism and interventions and impacts.
- To contribute to the whole school Pastoral Development Plan to include robust and challenging targets.
- To work with the Head of Sixth Form in the delivery of the Into Employment and Apprenticeships Group
- To contribute to performance management reviews as appropriate.
- To contribute to key events relating to the Sixth Form including Introduction to Sixth Form Conference, Open Evenings, Results Day, Progression Interviews and Sixth Form course registration.



**Leading the Year:** To help set a positive learning ethos through championing all forms of success, seeking opportunities to praise and develop individual endeavour whilst ensuring students are aware of the needs of others and respect the school environment.

- To be an inspiring and effective role model for students and colleagues through personal example and maintain a high profile around the school site.
- To work with tutors to ensure that high quality targets are set for all students in the year group.
- To champion school standards in respect of behaviour, personal presentation and manners.
- To ensure that appropriate curriculum and pastoral transition data is acted upon to effect timely decisions, particularly with respect to Pupil Premium and other vulnerable learners.
- To oversee school reward and sanctions systems to help ensure their effective and consistent use.
- To lead delivery, with others, of weekly assemblies
- To provide channels for the 'Student Voice' including Student Council, surveys and focus panel groups.
- To promote extra-curricular involvement.
- To support exclusion procedures by liaison with parents and appropriate agencies as directed to ensure equity and due process.
- To liaise with key staff to ensure that curricular or timetable adjustments are made appropriately and recorded accurately.
- To monitor the quality of the targets set for all students in the Year and to share findings with SLT.
- To monitor, alongside SLT, the quality of Pastoral Tracking including analysis of ATL (Attitude to Learning) scores and taking effective actions along with the tutors.
- Provide termly evaluations to your SLT link on attendance and behaviour of your Year group.
- To identify individuals or groups needing a modified learning experience and work with Curriculum Leaders to achieve this.
- To support ACE week to ensure students are purposefully engaged.
- To monitor and respond to incidents of bullying and to hold restorative meetings where appropriate
- To take a lead in promoting equality and diversity in the year group and ensuring the inclusion of all students with protected characteristics.
- To promote online safety of young people
- To liaise closely with the Sixth Form Designated Safeguarding Lead

#### **Specifically for the Sixth Form Head of Year**

- To plan and ensure the implementation and quality of a stimulating L4L programme, and that one-to-one meetings between tutors and tutees take place.
- To work with the Head of Sixth Form in the delivery and implementation of the University and Colleges Admission Service (UCAS)
- To co-ordinate a programme of support for Year 13 students applying for employment or training.
- To identify students in danger of not progressing from Year 12 to Year 13 and ensure appropriate intervention strategies are in place of example working with the NEET team
- To assist the Head of Sixth Form to facilitate the transition across KS4 – 5 and beyond, including guidance meetings for external applicants and meetings with Year 11 target students
- To work with the head of Sixth Form to organise the election of senior students and Student Ambassadors and to support them as they undertake their duties.
- To promote extra-curricular involvement and provide a positive and enjoyable Sixth Form experience by assisting with events such as the Year 12 Sixth Form Party, The Year 13 Ball, Year Book and the Awards Evening.



## **Other Duties**

- Attend an annual Appraisal Interview, school and departmental meetings and training or INSET sessions as directed by the Line Manager or the Headteacher.
- Undertake any other reasonable tasks

## **General Responsibilities**

**All staff employed by Lord Williams's School are expected to work within the following policies and procedures:**

### **Safeguarding**

Ensure that all School safeguarding and child protection policies are adhered to and concerns are raised in accordance with these policies.

### **Health and Safety**

- Take reasonable care of their own Health, Safety and Welfare and that of others who may be affected by what they do or do not do.
- Be familiar with emergency and First Aid procedures.
- Co-operate with all issues involving Health, Safety and Welfare.
- Use work items provided correctly and in accordance with training and instructions.
- Not interfere with or misuse anything provided for protection of Health, Safety or Welfare.
- Report any Health, Safety or Welfare concerns to their line managers as soon as is practicable.
- Ensure tasks are completed in a safe manner.

### **Security and Data Protection**

Work within the confines of the General Data Protection Regulation and to take appropriate measures to ensure the security and confidentiality of data.

### **Equal Opportunities Statement**

The School's policy is to employ the best personnel and to provide equal opportunity for the advancement of employees including promotion and training and not to discriminate against any person because of their race, colour, national or ethnic origin, sex, sexual orientation, marital status, religion or religious belief, disability or age.



## Person Specification

### Qualifications

Essential: Graduate  
PGCE or other appropriate teacher training qualification  
Qualified Teacher Status

Desirable: Relevant professional development

### Relevant Experience

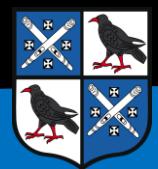
Essential: Teaching in a comprehensive school

Desirable: Teaching in a mixed 11 – 18 secondary school  
Experience as a Tutor  
Experience of delivering training and mentoring  
Experience of planning and organising events including off-timetable experiences  
Experience of working collaboratively with a wide range of organisations and leading multi-agency initiatives and meetings  
Strategic leadership of interventions to raise achievement  
Leading initiatives across a key stage

### Relevant Skills/Aptitudes

#### Teaching and Learning:

Essential: Good motivator and inspiring role model  
Good team worker, listener and communicator  
Very good classroom teacher with ability to share good practice with colleagues  
Appropriate ICT skills and ability to analyse data  
Good behaviour management strategies with the ability to disseminate good practice  
Good rapport with students, parents and professionals supporting the school's work  
Ability to get the best out of students, helping all to reach their academic potential  
Ability to address large audiences, both of students and adults  
Proactive, visible presence around the school, supporting both Duty Staff and Site Teams



Good people-management skills when working with colleagues and external organisations

Desirable: Involvement in activities outside the classroom to motivate students

Experience of monitoring and evaluating student performance and of strategic thinking

## **Safeguarding**

Essential: Motivation to work with children and young people

Ability to form and maintain appropriate relationships and personal boundaries with children and young people

Emotional resilience in working with challenging behaviours

## **Special Requirements**

Essential: Committed to high standards from all students

Team worker

Understanding of and commitment to equality, diversity and inclusion



## Terms and Conditions

The Thame Partnership Academy Trust employs teaching staff working at Lord Williams's School on the conditions of service contained in the General Terms and Conditions of Employment for Teaching Staff.

### Safeguarding

Lord Williams's School is committed to safeguarding and promoting the welfare of children and vulnerable adults and expects all staff and volunteers to share this commitment.

All successful candidates will be subject to enhanced Disclosure and Barring Service checks along with other relevant employment checks.

Any offer of employment is subject to satisfactory medical, reference and DBS clearance and also to The Asylum and Immigration Act ID checks.

This post is exempt from the Rehabilitation of Offenders Act 1974 (Exceptions) Order 1975 (2013, 2020 and 2023). This means that certain convictions and cautions are considered 'protected' and do not need to be disclosed to employers, and if they are disclosed, employers cannot take them into account. Guidance about whether a conviction or caution should be disclosed can be found on the Ministry of Justice website:

<https://www.gov.uk/government/publications/new-guidance-on-the-rehabilitation-of-offenders-act-1974>