



Park Hall Academy

Part of the Arden Multi Academy Trust



Applicant Information Pack for Head of Year



Ofsted
Good
Provider



Head of Year

Full time, Permanent

Salary Scale D (Point 20-26) - £32,597 (pro rata £29,319) – £37,280
(pro rata £33,531) depending on experience.

Start date: September 2026 (opportunity for handover
available)

Hello

Thank you for your enquiry. Please find enclosed information about the advertised post. We are looking to appoint a dynamic practitioner to join our Park Hall team, to provide additional capacity for the delivery of outstanding teaching, learning, interventions and enrichment activities for our students.

You should have a proven track record in building and sustaining positive relationships with young people and staff and in improving the life chances of these young people through effective pastoral support and care.

The successful candidate will be supported with their own professional development and training in order to continually increase their capacity.

The postholder will have excellent interpersonal and organisational skills and be committed to working in partnership with other departments, staff and organisations. They will receive good support and supervision.

We hope that you find the following information helpful and would appreciate you submitting your application via <https://mynewterm.com/jobs/135971/EDV-2026-PHA-78668>

Closing date: Wednesday 3rd June 2026

Interview date: Monday 8th June 2026



Our Senior Leadership Team



Mr M Murphy

Chief Executive Officer of Arden Multi Academy Trust

Mr D Burgess

Executive Headteacher of Arden Multi Academy Trust

Dr T Close

Associate Headteacher of Park Hall Academy

Mr N Halligan

Deputy Executive Headteacher

Mr S Gregory

Deputy Headteacher: Behaviour, Safety and Inclusion
Designated Safeguarding Lead

Mr B Knight

Deputy Headteacher: Standards and Student Outcomes

Mr J Rowland

Deputy Headteacher: Teaching & Learning

Mr I Cornell

Senior Assistant Headteacher: Head of Sixth Form

Ms Nazlin Chowdhury

Senior Assistant Headteacher

Mr J Jones

Assistant Headteacher
Special Educational Needs Co-Ordinator

Mrs R Churchill

Assistant Headteacher - Attendance

Mrs E Cullum-Kenyon

Associate Assistant Headteacher

Mr D Cox

Lead Head of Year
Head of Parental Liaison and Student Welfare



The Arden Multi Academy Trust

It started with our belief in high quality and dynamic education for everyone, right in the heart of our community. That desire has grown into Arden Multi-Academy Trust (AMAT).

The Trust was formed in April 2015 with a clear vision to generate self-belief, self-worth, esteem and confidence in young people who can then display ambition and aspiration in achieving high educational outcomes.

Arden Multi Academy Trust started life when Arden, an outstandingly successful and innovative school who was asked to support Park Hall Academy in the north of Solihull in 2009. This was a 'light touch' relationship and, following the academy moving into special measures in November 2013, Arden took over the governance, leadership and management of Park Hall. This new relationship saw the creation of Arden Multi-Academy Trust (AMAT). Joint working in a spirit of enthusiastic partnership has seen Park Hall develop into an Academy which is now the first choice North Solihull oversubscribed secondary school. Park Hall moved out of 'Special Measures' in September 2015 and was classified in November 2017 as good by Ofsted. In January 2018 Lode Heath School, a popular secondary school in Solihull, also became part of the Trust, with Henley-in-Arden School joining in 2019.

All schools within the Trust benefit from the Arden Teaching Alliance which currently consists of five Primary and five Secondary partner schools. This ensures that we help recruit, retain and develop our workforce across both teaching and support staff. The Trust also works closely with the Solihull Academy APU Free School which adds a further dimension to our provision.

As a Trust we truly value the success of every student and we place the sharing of excellent education practice at the core of this value. We are committed to improving the quality of education and life in Solihull and its immediate surroundings. The Trust operates from its hub in Knowle, South Solihull.

As a Trust we are committed to maintaining our core principles and focus as we grow; working with schools where we believe we can help and who, in turn, can enrich and provide real benefit for the existing Arden Multi Academy Trust family.

Our academies have common values and core operational systems, which are applied locally, adapted to individual context and needs. By this simple expedient each academy retains its own local governing body, identity and individuality. The young adults who leave our care are prepared for the next stage of their education and are ready and confident to move forward in life.

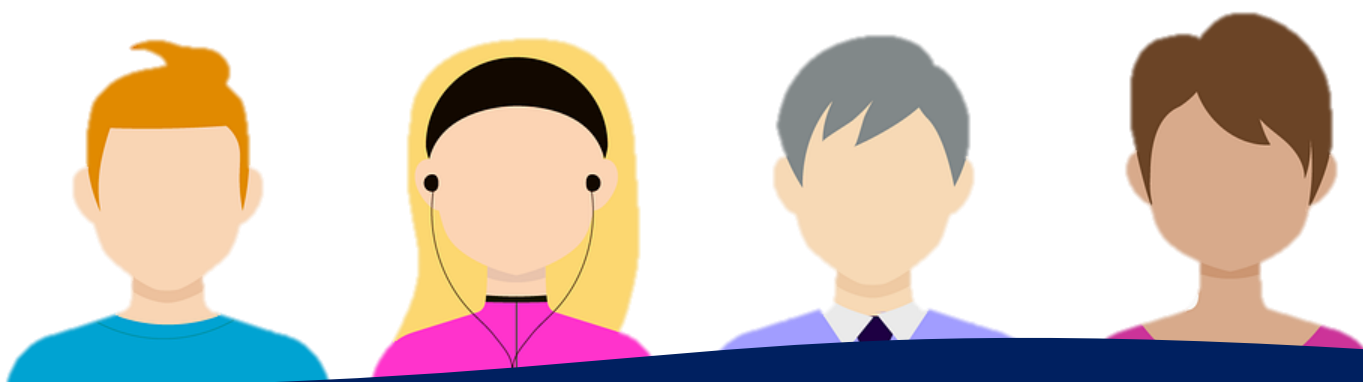


Looking After Our Staff

We feel it is vital that every member of staff feels valued and supported throughout the school year, from their first day in September right through to the last day of the summer term. We want our staff to feel enabled and motivated to provide high-quality teaching every day for our children. We want our staff to feel assured that they will be supported in times of difficulty, especially from school leaders and governors.

We have 6 core principles, that drive our assessment of decisions relating to the wellbeing of our staff:

- a culture of positivity that all stakeholders contribute to equally
- an environment to energise all members of staff
- leaders who aim to be highly effective, proactive and non-judgemental
- excellent working relationships
- career satisfaction
- healthy lifestyle



What Do We Already Do For Our Staff?

- Our staff have more than 10% PPA time (currently 14% PPA) which is greater than other local schools.
- Our staff do not have to do duties before and after school.
- Our staff have protected planning, preparation and assessment time (PPA), as they are not expected to cover for absent colleagues, we have employed cover supervisors to support us with this.
- Our staff are not expected to respond to emails on Saturdays and Sundays.
- As a school team, we try to give as much notice as possible to any changes to the timetable and the school diary.
- As a senior team and governors, we consider the number of late nights at school for parent meetings, school plays and governor meetings and when they fall. We react on the feedback from staff if they feel we have not achieved the right balance.
- Our staff speak positively to each other. If there is to be any criticism, it is valid, polite, and non-judgemental.
- Our staff have free tea, coffee, milk and sugar in the staff room.
- Our staff typically arrange Christmas and Summer celebrations.
- As a senior team, we have strived to make reporting made simpler and regularly review arrangements.
- After putting pupil data into SIMS, it is placed into SISRA for easy analysis.
- As a senior team and governors, we have heavily invested in a non-teaching pastoral team to ensure that teachers are fully focused on improving pupil's rates of progress.
- Our staff have free use of the fitness suite.
- Our staff have access to yearly flu jabs, to support their health during the winter months.
- As a team, we support our colleagues in those initial tricky meetings with parents or challenging children.
- Our senior team pride themselves on being "visible" throughout the day. They support their team.
- Our staff have organised a range of staff sports, which many participate in.
- As a senior team, we have developed a centralised detention system, which supports our staff to implement the highest standards in behaviour. We have reduced the administration around this too, by collecting the detention slips and processing them centrally.
- As a senior team and governors, we have developed the use of a behaviour for learning room and "buddy rooms" to support all staff with expecting the best behaviour for our pupils.
- As a senior team and governors, we have disaggregated inset days, which maximises our time for school priorities throughout the year.
- As a senior team and governors, we hold weekly subject solutions, that supports our middle leaders in maximising pupil outcomes.
- As a senior team and governors, we have introduced late to lesson bells, to support our staff in implementing our behaviour policy

Our New Staff Training Programme

At Park Hall in particular, we pride ourselves on providing a comprehensive training programme for all new staff, which is in addition to the weekly staff CPD sessions.

During the first term, we typically provide the following additional training:

- Understanding Park Hall's standard operating procedures
- How to make an effective start to your lesson
- Understanding how to use the pastoral team to support you in the classroom
- Enhanced understanding of Safeguarding
- Enhanced understanding of the Prevent Strategy
- Developing your behaviour strategies in the classroom
- Understanding how to support pupils with special educational needs
- How you can mark effectively
- Understanding our rewards system
- Developing your understanding of our Sixth Form
- What makes an effective lesson?
- What makes effective assessment?
- Understanding how pupils can response to feedback effectively
- Preparing for your first Parents Evening
- Understanding our community (including a mini bus tour)



Our Curriculum Principles

Our aim is to encourage students to achieve the highest standards of which they are capable. We make every effort to ensure that work is stimulating, enjoyable and matched to their individual needs, so that all students fully engage in the learning process.

We have designed our curriculum to embrace the following five curriculum principles to ensure that pupils:

Become Subject Experts

Through the development of knowledge and skills, allowing them to develop subject mastery, through a spiral learning curriculum, leading to strong grades.

Maintain and build a “Love for Learning”

Through the delivery of the very best planned and delivered lessons, which are designed to help pupils of all abilities, make the journey primary school into early adulthood.

Have an enriched “Park Hall” experience

Through the delivery of subject linked enrichment, which build resilience and respect, developing pupil’s understanding of British Values.



Become a broad and balanced citizen

Through the delivery of a broad and balanced curriculum, equipping pupils to become a broad and balanced citizen, who contributes to society in a positive way.

Be prepared for their future

Through developing employability and life skills, that allow students to maximise their potential, and prepare them for the next stage of their education, career and for their future life.

Our Curriculum

The curriculum at Park Hall Academy aims to provide all students with a rich and broad curriculum that engages them and prepares them for their life and employment. It has been planned carefully with due regard to the context of the Academy as well as national legal requirements and financial probity.

At Park Hall Academy, we pride ourselves on the breadth and choice in our curriculum. We believe that, as our students move through the school, they need to study courses that stimulate their interest, support their future aspirations and give them strong foundations for their future education and career choices. This commitment to a wide range of courses, coupled with high quality teaching and learning within each course, supports student achievement and thus the best possible results.

We are delighted that this commitment to matching flexible curriculum courses to student need has been recognised by Ofsted. We also strive to ensure that each child can maximise their Progress 8 score by undertaking a broad and balanced curriculum.

Subjects	Park Hall Academy 2025-26						
	Key Stage 3			Key Stage 4		Key Stage 5	
	7	8	9	10	11	12	13
Art and design	✓	✓	✓	Optional	Optional	Optional	Optional
Design and technology	✓	✓	✓	Optional	Optional	Optional	Optional
English	✓	✓	✓	✓	✓	Optional	Optional
Enterprise (ICT, Business and Computer Science)	✓	✓	✓	Optional	Optional	Optional	Optional
Food Technology	✓	✓	✓	Optional	Optional	Optional	Optional
Geography	✓	✓	✓	Optional	Optional	Optional	Optional
History	✓	✓	✓	Optional	Optional	Optional	Optional
Languages	✓	✓	✓	Optional	Optional	Optional	Optional
Maths	✓	✓	✓	✓	✓	Optional	Optional
Media Studies	-	-	-	Optional	Optional	Optional	Optional
Performing Arts (Dance, Drama and Music)	✓	✓	✓	Optional	Optional	Optional	Optional
Physical education	✓	✓	✓	✓	✓	Optional	Optional
RE	✓	✓	✓	✓	✓	Optional	Optional
Science	✓	✓	✓	✓	✓	Optional	Optional
Social Education (Citizenship and PSHE)	✓	✓	✓	✓	✓	✓	✓
Social Sciences	-	-	-	Optional	Optional	Optional	Optional

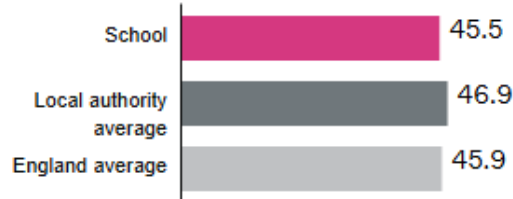
Our Curriculum Outcomes

Our pupils achieved very well in 2025, achieving outcomes that are the highest in the local area. We are committed to doing the very best for our pupils, which resulted in us having one of the lowest rates of exclusions in Solihull Local Authority 2024-2025.

Here is a summary of our provisional 2025 curriculum outcomes from the Department for Education.

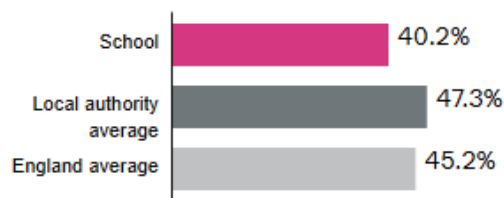
Attainment 8 ?

Schools get a score based on how well pupils have performed in up to 8 qualifications.



Grade 5 or above in English & maths GCSEs ?

This tells you the percentage of pupils who achieved grade 5 or above in English and maths GCSEs.



Staying in education, or entering apprenticeships or employment ?

This shows the number of pupils who either stayed in education, or went into apprenticeships or employment after finishing key stage 4 (after year 11, usually aged 16).



Job Description

Job Title	Head of Year
Reporting Arrangements	Senior Leadership Team Line Manager

Job Purpose
<ul style="list-style-type: none">• To lead and co-ordinate a team of Year Tutors• To promote positive behaviour and excellent attendance of all students within a specified year group• To coordinate a case load of students who are vulnerable to not making the required amount of progress• To ensure student progress through effective discipline, conduct, monitoring, target setting and intervention• Be responsible for maintaining high standards of behaviour, uniform, attendance and punctuality.• Develop effective working partnerships with teachers, parents, senior leadership, outside agencies.

Main (Core) Duties

Management of others

- Be responsible for the management of a team of form tutors, ensuring that information on students and their progress is effectively communicated to and from tutors.
- Contribute to the performance management of form tutors and pastoral managers where appropriate.
- Be responsible for managing transition, and with the SENCO, work to ensure smooth transition between key stages, as well as mid-year starters.

Supporting Learning

- Be responsible for promoting excellent behaviour for learning amongst students in the designated year group.
- Be responsible for monitoring student progress using the school's established student tracking and data systems.
- Be responsible for taking appropriate action arising from the monitoring of student progress either at individual, small group or whole cohort level.

Job Description

- Be responsible for ensuring that academic success is celebrated.
- Be responsible for providing pro-active opportunities that enhance students' learning (for example, curriculum information evenings, problem solving activity days etc.)
- Contribute to the SLT's programme of learning walks to ensure that students' learning is monitored.
- Contribute to the fulfilment of the Teaching and Learning objectives as stated in the School's Development Plan.
- Contribute to the provision of extra-curricular activities including Enrichment week and a year group residential activity.
- Build strong and effective links with parents/ carers to support home and school communication.

Supporting Attendance and Punctuality

- Contribute to the Senior Leadership Team's work in ensuring excellent attendance and punctuality figures in the designated year group.
- Alongside other leaders, be responsible for monitoring the attendance and punctuality in the designated year group of long-term absentees and other students whose attendance is of concern and be responsible for making appropriate interventions.

Supporting Behaviour

- Be responsible for establishing and maintaining a climate and ethos which encourages students to take responsibility for their actions and helps students to modify and improve their behaviour.
- Make use of appropriate behaviour management strategies, including using, contributing to and supporting whole school behaviour policies and practices.
- Be accountable for identifying, and where necessary working with, individual students and groups of students to ensure their behaviour and other pastoral factors do not present barriers to learning.
- Be responsible for ensuring clear communication between school and home in respect of behaviour issues.

Diminishing the difference between student groups

- Work with others in the school community to ensure that there is a strong focus on students who are disadvantaged, who have a special educational need, or who are in another vulnerable category, which is reported to SLT, Governors, Trustees and School Improvement.

Job Description

Transitions

- Be accountable for students' smooth transition from Year 6 to Year 7, including effective communication with the SEND department to drive early intervention.
- Communicate with the appropriate pastoral staff to support transition as students move into new year groups/ key stages through their education.
- Be accountable for a programme of school visits to ensure all prospective students have had contact with a member of school staff.
- Be accountable for a programme of meetings between SLT and selected parents of prospective students.
- Contribute to the creation of tutor group lists and teaching group lists based.
- Contribute to the correct and timely entry and maintenance of student information onto school systems.

Communication with stakeholders and outside agencies

- Be responsible for effective communication with parents/guardians.
- Be responsible for providing a brief annual report to parents/guardians as part of a student's annual report.
- Be responsible for communication with outside agencies whose work with the school helps facilitates student progress (for example SOLAR, Local Authority).
- Liaise with outside agencies in respect of pastoral matters or removing barriers to learning.
- Be accountable for the organisation of parents' evenings.
- Attend parents evening and other events for parents and/or students.

Other

- Seek out and attend appropriate training and professional development where necessary.
- Undertake any other reasonable duties under the direction of the headteacher.

This job description will be reviewed annually and may be subject to amendment or modification at any time after consultation with the post holder. It is not a comprehensive statement of procedures and tasks but sets out the main expectations of the school in relation to the post holder's professional responsibilities and duties. Elements of this job description and changes to it may be negotiated at the request of either the Associate Headteacher/ Executive Headteacher or the incumbent of the post.

Person Specification

	Criteria	Essential	Desirable
Qualifications	5 GCSE (or equivalents) at C/ 4 grade or above	✓	
	GCSE English and Mathematics at C/ 4 Grade or above		✓
	Willingness to undertake further training to support pastoral developments	✓	
	Level 3 qualifications		✓
Experience	Extended experience of working in an educational environment	✓	✓
	A detailed understanding or working with children and young people	✓	
Knowledge	Knowledge of educational systems and procedures	✓	
	Knowledge of the SEND Code of Practice		✓
	Knowledge of local authority policies relating to children and education	✓	
Leadership & Management	Be able to work under pressure	✓	
	Ability to support all policies throughout the area, to impact beneficially on staff and students.	✓	
	Ability to meet deadlines effectively.	✓	
	A willingness to develop and support new initiatives.	✓	
	Ability to inspire and motivate students and retain the trust of parents.	✓	
Analytical Skills	Ability to use data and strategic information to raise student achievement.	✓	
Personal Qualities	Excellent communication skills, both oral and written.	✓	
	Outstanding emotional intelligence.	✓	
	Ability to learn from students, parents, governors and other partners.	✓	
	Readiness to show sensitivity and flexibility to suit the circumstances.	✓	
	Resilience and stamina when faced with complex and demanding situations.	✓	
	Have a clear view of appropriate personal work/life balance.	✓	
	Willingness to do extra-curricular activities.		✓

Our School Layout

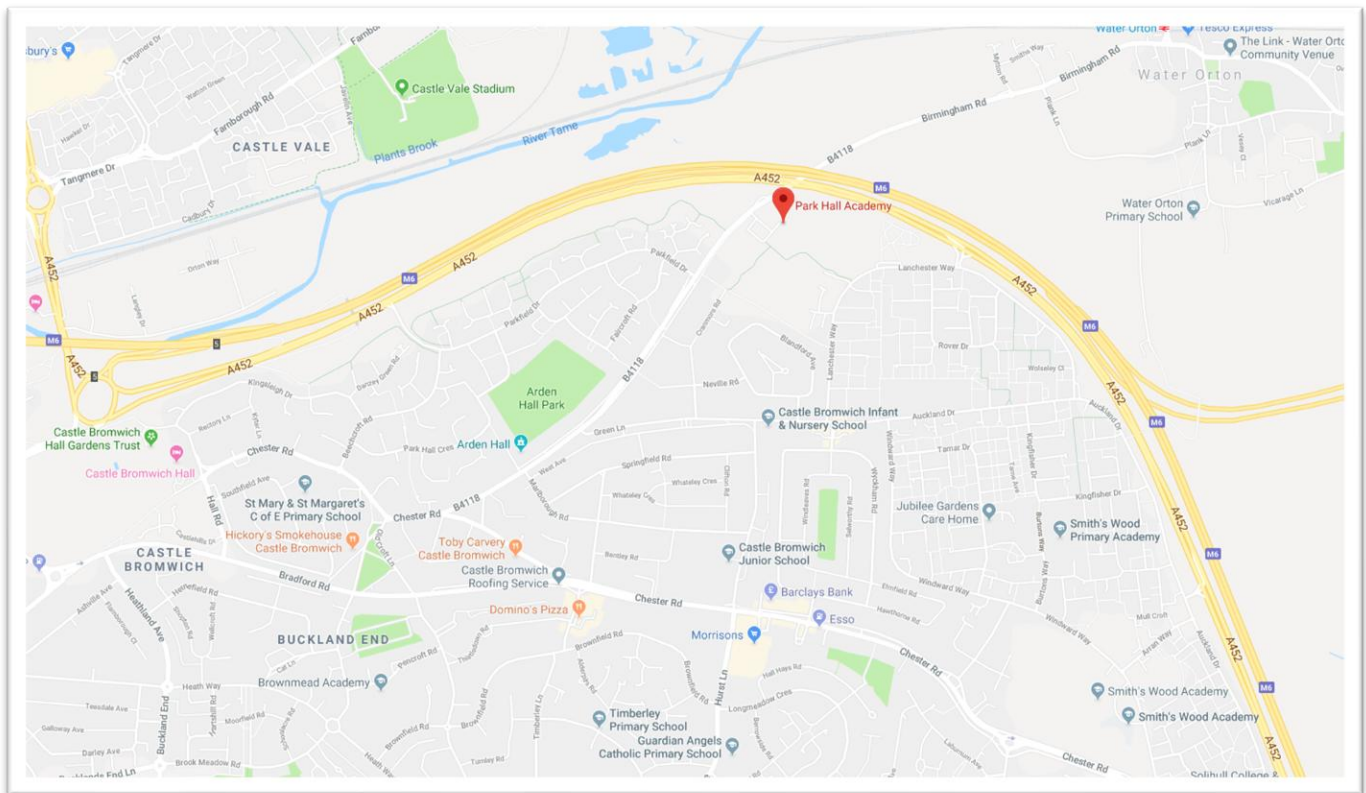
PARK HALL ACADEMY



Science	English
LG1	GG3
LG3	GG4
LG6	GG5
LG7	GG6
L12	GG8
L14	G13
L18	G14
L21	G15
L23	
L24	Media
L26	G16
L27	G17
	Maths
General	GG10
LG4	G110
L13	G12
L15	G210
L16	G22
	G23
Business	G24
L17	G25
L25	G26
	G28
	SEN
Sports	GG2
SH	
SG2	IT
SG3	GG7
S14	G27
S212	
	Music & Drama
S26	LG5
S27	BG8
S28	B16
S29	B26
S210	
S211	Social Science
RS	BG2
	BG3
S213	BG4
S214	BG5
	BG6
	BG11
Technology & Art	Humanities
S11	B11
S12	B15
S13	B19
S21	B21
S22	B22
S24	B23
	B24
S25	B25
S217	B27
S218	B29
S219	MFL
S221	B12
	B13
MWC	B14
Male WCs	
FWC	
Female WCs	



Where Can You Find Us?



Directions from the M6 north bound:

At junction 5 on the M6, take the A452 exit to Birmingham (E)/Sutton Coldfield. At the roundabout, take the 1st exit onto A452. Turn right onto Parkfield Drive. Turn left onto Water Orton Rd/B4118. Turn right. Park Hall Academy will be on the right, with blue gates.



Details for your sat nav:

Park Hall Academy,
Water Orton Road,
Birmingham,
B36 9HF