



Role Profile & Person Specification

Job Title – Head of Year – Post 16 (Non-Teaching)

Responsible to – Key stage 5 lead/Director of Sixth Form/Executive Principal

Terms and Conditions: 37 hours per week, 08:00 – 16:00 Monday to Thursday 08:00-15:30 Friday

Term time plus 4 weeks, Scale G

Our Vision

Our vision is to work together to help every child to develop into high achieving, confident, healthy, caring and resilient members of their family and community; creating a pathway to support their career aspirations, independence and contribution to society.

Our Qualities

Every member of our team is expected to demonstrate the ability to:

- Develop positive relationships with all children and adults
- Recognise and manage their own emotions, thoughts and behaviours and understand how these can impact others
- Be curious around the reasons behind others' behaviours, accepting all feelings and beliefs
- Understand others' emotions and thoughts and feel a natural desire to support
- Have the courage to reflect, make changes and be keen to learn

Core Purpose

The Head of Year (Post-16) will provide strategic pastoral and academic support for students within Y12 & Y13, promoting high standards of attendance, conduct, wellbeing and academic achievement. The postholder will support students in developing independence, resilience and the skills required for successful progression into higher education, apprenticeships and employment. They will lead a team of tutors and work collaboratively with staff, parents/carers and external agencies to ensure excellent pastoral care and student outcomes.

We are part of...

WENSUM TRUST

FOR CHILDREN, FAMILIES AND COMMUNITIES



Key Responsibilities

Strategic Leadership of Year Group

- Support the implementation of the school's Behaviour and Conduct Policy within the Sixth Form.
- Contribute to strategic planning relating to Sixth Form improvement priorities and whole-school development plans.
- Participate in policy development and implementation to enhance student achievement, wellbeing and progression.
- Develop a secure understanding of the Sixth Form curriculum and qualification pathways.
- Monitor and evaluate the effectiveness of pastoral systems and intervention strategies within the year groups.

Pastoral Care, Safeguarding, Attendance and Student Conduct

- Monitor student attendance, punctuality, engagement and conduct, implementing intervention strategies where required.
- Work closely with colleagues across the school to identify barriers to attendance and engagement.
- Provide targeted mentoring and pastoral support to students experiencing academic, emotional or personal challenges.
- Support students in developing self-regulation, resilience, accountability and professional behaviours appropriate to Post-16 study.
- Lead investigations into serious student conduct concerns and oversee restorative or disciplinary processes where appropriate.
- Identify students at risk of underachievement, disengagement or withdrawal from Sixth Form and coordinate intervention plans.
- Lead support and review meetings with parents/carers and students where necessary.
- Liaise with parents/carers regarding attendance, conduct, wellbeing and academic concerns.
- Implement, monitor and review pastoral support plans and risk assessments.
- Maintain accurate safeguarding and pastoral records using school systems (e.g. CPOMS).
- Act as a first point of contact for safeguarding concerns and make referrals to external agencies where required.
- Attend safeguarding meetings, case conferences and multi-agency meetings as appropriate.
- Promote safeguarding awareness among students, staff and families.

Academic Progress and Achievement

- Monitor the academic progress and attainment of students across Y12 & Y13.
- Use data to identify trends, underachievement and barriers to learning.
- Work collaboratively with teaching staff, Heads of Department and tutors to implement intervention strategies.
- Lead academic mentoring and progress coaching for identified students.
- Support students in developing effective study habits, independent learning skills and revision strategies.
- Coordinate and monitor academic intervention and raising achievement plans.



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- Celebrate student achievement through assemblies, displays, tutor programmes and awards.

Progression and Destinations

- Support students with progression planning, including university, apprenticeship and employment pathways.
- Contribute to UCAS, personal statement and application support processes where appropriate.
- Promote aspiration and ambition through careers education, enrichment and guidance.
- Support students in preparing for transition into higher education, training or employment.
- Track and contribute to destinations data and progression outcomes.

Tutor Team Leadership

- Coordinate and support a team of Sixth Form Tutors / Academic Tutors.
- Ensure consistency and quality in the delivery of tutor time and pastoral provision.
- Support tutors in implementing strategies to improve attendance, conduct, wellbeing and progress.
- Assist in the planning and leadership of weekly assemblies (Conference) and tutor programme content.
- Contribute to the professional development of tutors through coaching and guidance.

Enrichment and Student Development

- Support the planning and coordination of Sixth Form enrichment, leadership and wider participation opportunities.
- Promote student leadership, volunteering and community engagement initiatives.
- Encourage participation in super-curricular and extra-curricular opportunities.
- Support initiatives that enhance student wellbeing, employability and personal development.

Supporting the Development of the Pastoral Team

- Work within the ethos of the school with a student-centred and relational approach.
 - Provide expert advice to colleagues regarding student wellbeing, conduct and pastoral support at Post-16 level.
 - Attend department meetings and leadership meetings as required.
 - Participate in training, appraisal and professional development activities.
 - Support whole-school events including parents' evenings, open evenings and celebration events.
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Safeguarding

Respect confidential issues and keep confidence as appropriate

To keep up to date with the School procedures for safeguarding and child protection, reporting any concerns to the senior designated person.

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Health and Safety

1. Ensure that risk assessments are carried out in line with the school Health and Safety policy.
2. Ensure that year team members are aware of Health and Safety issues including the need to report to the Site Manager all health and safety problems, accidents, and “near misses”.
3. Be aware of the responsibility for personal Health, Safety and Welfare and that of others who may be affected by your actions or inactions

Co-operate with the employer on all issues to do with Health, Safety & Welfare

Continuing Professional Development

1. In conjunction with the Leadership Link, take responsibility for personal professional development, keeping up-to-date with developments related to school efficiency, which may lead to improvements in the day-to-day running of the school

Undertake any necessary professional development as identified in the School Improvement Plan taking full advantage of any relevant training and development available

Whilst every effort has been made to explain the main duties and responsibilities of the post, each individual task undertaken may not be identified. Employees will be expected to comply with any reasonable request from a manager to undertake work of a similar level that is not specified in this role profile.

Employees are expected to be courteous to colleagues and students, providing a welcoming environment to visitors and telephone callers.

This role profile is current at the date shown, but in consultation with you, may be changed by the CEO or Board of Trustees to reflect or anticipate changes in the job commensurate with the grade and job title.

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Person Specification

| | Essential | Desirable |
|----------------------------|--|---|
| Personal Attributes | <ul style="list-style-type: none"> • Relational and approachable • Self-aware and reflective • Curious • Accepting • Empathetic and student-centred • Reflective • Ability to resolve conflict professionally • Resilient and solution-focused • Ability to work under pressure and prioritise effectively | |
| Qualifications | <ul style="list-style-type: none"> • Excellent numeracy/literacy skills | |
| Experience | <ul style="list-style-type: none"> • Successful recent experience working with young people aged 16–19 • Experience working collaboratively within a team • Experience maintaining confidentiality and handling sensitive information • Experience working within a values-driven environment • | |
| Skills/Knowledge | <ul style="list-style-type: none"> • Excellent communication and interpersonal skills • Strong organisational and administrative skills • Ability to use ICT effectively • Ability to analyse and use student data to inform interventions • Knowledge of safeguarding and child protection procedures • Ability to mentor and motivate Post-16 students | <ul style="list-style-type: none"> • Experience working in a similar Post-16 pastoral role • Knowledge of UCAS, apprenticeships and progression pathways • Understanding of Post-16 curriculum and qualifications • Knowledge of external agencies and support services |

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| | <ul style="list-style-type: none">• Understanding of strategies to support wellbeing, attendance and academic achievement | <ul style="list-style-type: none">• Understanding of restorative and de-escalation approaches |
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