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| POST TITLE: | Head of Year |
| STATUS: | Permanent, Full Time |
| SCALE: | MPS/UPS Plus TLR1c |
| LINE MANAGER: | Assistant Headteacher |
| Location: | Haggerston School |

Community Schools Trust (CST) is committed to safeguarding and promoting the welfare of children and young people in our school and expects all staff and volunteers to share this commitment.

Manage your own professional development, with the support of your line manager, in order to deliver outstanding teaching and learning, the effective use of resources and improved standards of learning and achievement for all students in your classes.

In addition to the duties set out in the "School Teacher Pay and Conditions of Service" document and the Job Description for classroom teachers, this post carries with it the following responsibilities in the first instance

Main Duties and Responsibilities

In addition to the duties set out in the "School Teacher Pay and Conditions of Service" document and the job description for classroom teachers, this post carries with it the following responsibilities in the first instance:

- To provide high quality pastoral leadership and management of Year Groups to support high standards of learning and achievement for all students, fostering a culture of Aspiration, Creativity and Character.
- To assist the Headteacher and Senior Leadership Team in the operational management of the school.
- Lead on the implementation of the school's behaviour management system, tracking and monitoring the conduct of students within the Year Group and taking considered and appropriate action to address and prevent poor behaviour.
- Use data effectively to track and monitor the academic progress of students within the Year Group and work with Subject Leaders and Tutors to address underachievement and drive outstanding learning through clear action plans.
- Support the SENDCO and Inclusion Manager to ensure that support for SEND and EAL students is effective and appropriate, driving pupil progress.
- Lead tutors in the development and delivery of the school's character programme ('The Pledge') and other pastoral support programmes during tutor time.
- Ensure that accurate records of attendance and punctuality are kept by all tutors in the team and clear strategies are implemented to support students to improve attendance and punctuality, where there are concerns.
- Analyse and interpret relevant national, local and academy data, plus research and inspection evidence to inform policies, practices, expectations, targets and teaching methods.

- Maintain high educational standards, enforcing the agreed school expectations concerning uniform, equipment, attendance, punctuality and discipline within the Year Group.
- Patrol corridors and visit lessons daily to ensure high standards of behaviour and learning around the school.
- Lead assemblies and work closely with students in the Year Group to create a culture of aspiration, creativity and character, in which students are active participants.
- Organise and lead Year Group events, such as Parents' Evenings ensuring excellent parental engagement and attendance.
- Build partnerships with outside agencies such as social services, police liaison officer, volunteers, companies etc. to ensure exemplary support for students who have specific needs and high quality enrichment opportunities for all.
- Set high expectations around student participation in enrichment activities and track involvement.
- Implement the school's reward system, celebrating students' achievements and progress.
- Liaise with, and assist where appropriate, the senior leader in charge of assessment, in the conduct of public and internal examinations.
- Work with the senior leader responsible for staffing to ensure that newly qualified teachers, student teachers and new staff are given appropriate advice and support to become effective tutors.
- Ensure that appropriate tasks are set for staff who cover tutor time.
- Lead Year Team Meetings which ensure tutors are developed professionally, well informed and supported. Ensure minutes and agendas are efficiently maintained.
- Build positive relationships with parents and families to develop a partnership approach to supporting students.
- Support the smooth operational running of the school through a range of duties, including detention supervision, lunch, gate duties and on call.
- Prepare comprehensive exclusion packs in preparation for Pupil Disciplinary Committee meetings.
- Ensure allocated capitation is spent appropriately and keep the SLT line manager informed of financial needs and spending.
- Liaise with lead staff for careers and PSHCE to ensure delivery of a high quality careers and PSHCE programmes for the year group.

Professional Responsibilities

- Adhere at all times to professional standards of dress, courtesy and efficiency, in line with the culture of Haggerston School.
- Attend team and staff meetings, open evenings and student performances.
- Participate in staff training and development.
- Develop links with governors, LEAs and neighbouring schools/academies.
- Follow Health and Safety requirements and Data Protection legislation as directed.
- Promote the welfare and safety of children and young people in line with policy.
- Operate within the school's equalities policies, demonstrating commitment and contribution to improving standards of attainment for all.



- Adopt customer care and quality initiatives and contribute to the maintenance of a caring and inspiring learning environment for young people.

Whilst every effort has been made to set down the main duties and responsibilities of the post, each individual task to be undertaken may not be identified. This job description is current at the date shown, but, in consultation with you, may be changed by the Head teacher to reflect or anticipate changes in the job commensurate with the grade and job title.

The post holder will be expected to work flexibly and carry out all duties in compliance with the school and Learning Trust policies.

**PERSON SPECIFICATION
Head of Year**

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| Head of Year | Haggerston School |
| Teaching Staff | Community Schools Trust |
| Pay Scale: MPS/UPS Plus TLR1c | |

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**Person Specification
Head of Year**

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| Qualifications: | |
| • Degree or equivalent plus teaching qualification | E |
| • Evidence of continuing professional development | E |
| Experience: | |
| • Evidence of excellent teaching and classroom management skills | E |
| • Successful experience of teaching in inner city comprehensive schools | E |
| • Successful experience of teaching across the age and ability range | E |
| • Successful involvement in planning, implementing and evaluating initiatives to raise achievement | E |
| Management and leadership skills: | |
| • The ability to motivate and lead people to drive sustainable improvement | E |
| • The ability to plan collaboratively and strategically for impact | E |
| • The ability to build good relationships with students, staff and parents | E |
| Professional knowledge and understanding: | |
| • High quality classroom practitioner in specialist teaching subject | E |
| • Understanding of Key Stage 2 to 3 and 3 to 4 transition issues | E |
| • Understanding of the 14 to 19 curriculum | E |

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| <ul style="list-style-type: none"> • Knowledge and experience of self-evaluation and improvement planning | D |
| <ul style="list-style-type: none"> • The ability to use ICT effectively to support tasks and activities | E |
| Skills, abilities and personal qualities: | |
| <ul style="list-style-type: none"> • The ability to promote and maintain the highest educational standards in all aspects of the work in the school | E |
| <ul style="list-style-type: none"> • Team player with energy, enthusiasm and perseverance | E |
| <ul style="list-style-type: none"> • Very good organisational skills, encouraging positive collaborative working practices | E |
| <ul style="list-style-type: none"> • Good communication skills, showing sensitivity, strength and integrity | E |
| <ul style="list-style-type: none"> • Mentoring and coaching skills, showing ability to be both constructive and critical | D |
| <ul style="list-style-type: none"> • Experience of successful change management | E |
| <ul style="list-style-type: none"> • A commitment to developing a challenging, rigorous and inspiring curriculum | E |
| <ul style="list-style-type: none"> • Evidence of a commitment to equal opportunities policies and an understanding of their effective operation within schools. | E |