



PARK LANE
A C A D E M Y

Respect | Ambition | Pride

APPLICATION PACK

Head of Year

Start Date: 1st Sep 2026

37 Hours p/w, term time plus 5 days

Grade 6, SCP18-22 (27,776-£29,681
actual)

Respect - Ambition - Pride



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- Submit your application by Midnight on 11th Jun 2026
- If you have any queries regarding the application process please contact our HR on 01422 362215 or jdungan@parklane.spacademies.org



WELCOME

Dear Potential Colleague,

Firstly, thank you for your interest in working at Park Lane Academy a proud member of the highly regarded South Pennine Academies Trust. If you are impressed by our exciting work over the last two years, understand our vision and want to be a part of our exciting '**Journey to Good**', then we are keen to hear from you.

Park Lane Academy was inspected by Ofsted in October 2022 and we were described as an 'improving school' where leaders act with integrity and are focused on creating an inclusive school and a place where pupils talk positively about the changes that they are seeing.

Our motivation is to continue our transformational journey with our mission to strive for excellence in everything that we do. At PLA we ensure that positive relationships are at the core of what we do each and every day underpinned by our core values of Respect, Ambition and Pride as we passionately believe that, as educators, we have a powerful role to play to inspire our students to be the best they can be.

We are looking for a passionate, energetic and dedicated candidate with a strong character and someone who has the ability to motivate and inspire our students to achieve their full potential. Most importantly we are keen to hear from candidates that are driven by a strong sense of purpose and the genuine ambition to help the Academy drive standards and turn our vision into reality.

If this is a position that appeals to you and you have the passion to make a positive difference to the life chances of our students, we would very much look forward to hearing from you.

If you wish to discuss any of the opportunities we have on offer, please contact us at jdungan@parklane.spacademies.org or call 01422 362215. Please also visit our website www.parklane.org.uk and our social media pages to learn more about life at PLA.

Yours faithfully,

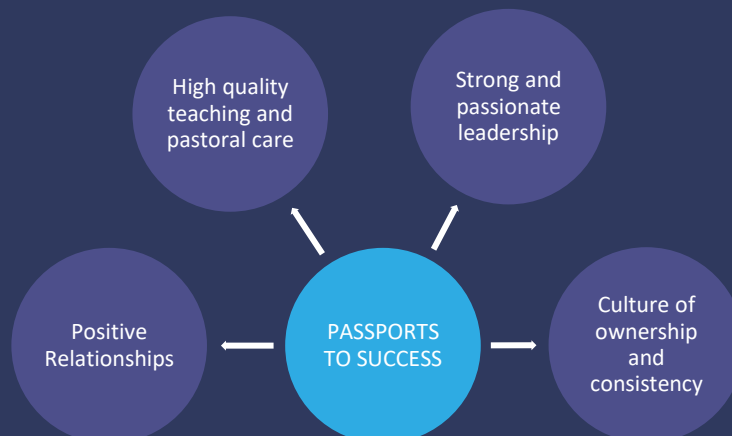
Mr Stuart Hillary
Principal

ABOUT PARK LANE ACADEMY

OUR VISION AND VALUES

Our **vision** is to maximise every child's potential to ensure we can say

“WE GAVE EVERY STUDENT THEIR GCSE PASSPORT TO SUCCESS”



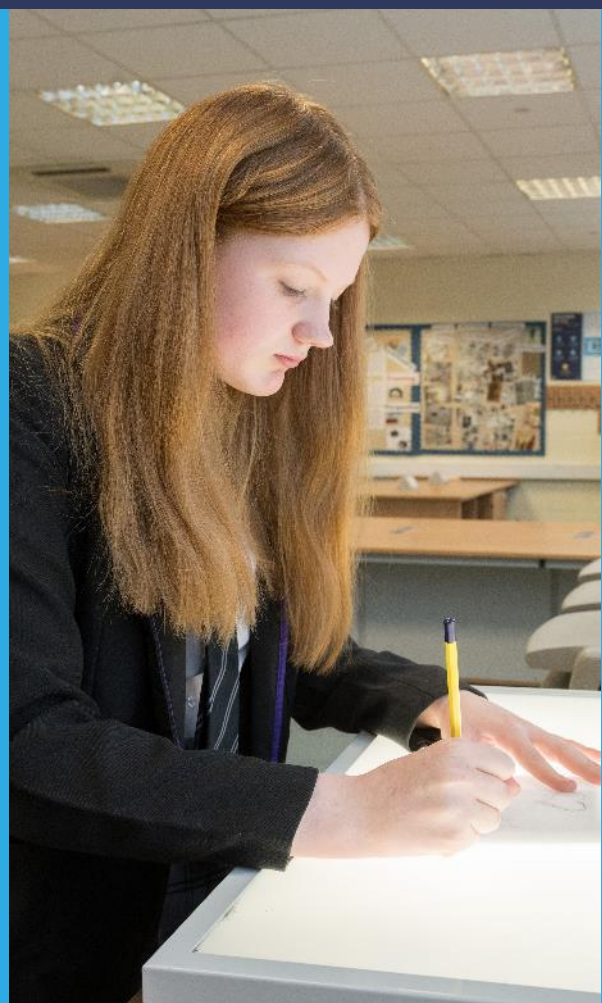
Our core **values** of Respect, Ambition and Pride underpin everything that we do, and we passionately believe that, as educators, we have the power and responsibility to inspire our students to be the best they can be - to enable our learners to pursue their dreams and achieve their passports to success.

WHY JOIN US

- **Culture:** We are a small school but have the culture of a big family - small school, big family!
- **Relationships:** Positive relationships are at the core of what we do each and every day underpinned by our core values of Respect, Ambition and Pride, creating a positive environment for learning.
- **High expectations:** The Academy has structured routines and high expectations of both staff and students.
- **Equality:** Staff work extremely hard as a team to meet the needs of ALL students.
- **Moral purpose:** We pride ourselves on being non-selective and this reflects our moral purpose and commitment to our local community.
- **Attendance:** Our students enjoy coming to school, attendance is above national average and outcomes have improved year on year.
- **CPD:** We invest in all staff and offer bespoke CPD to provide opportunities for progression
- **Leadership:** Senior leaders are highly visible, supportive and have an open-door policy.



Video Link

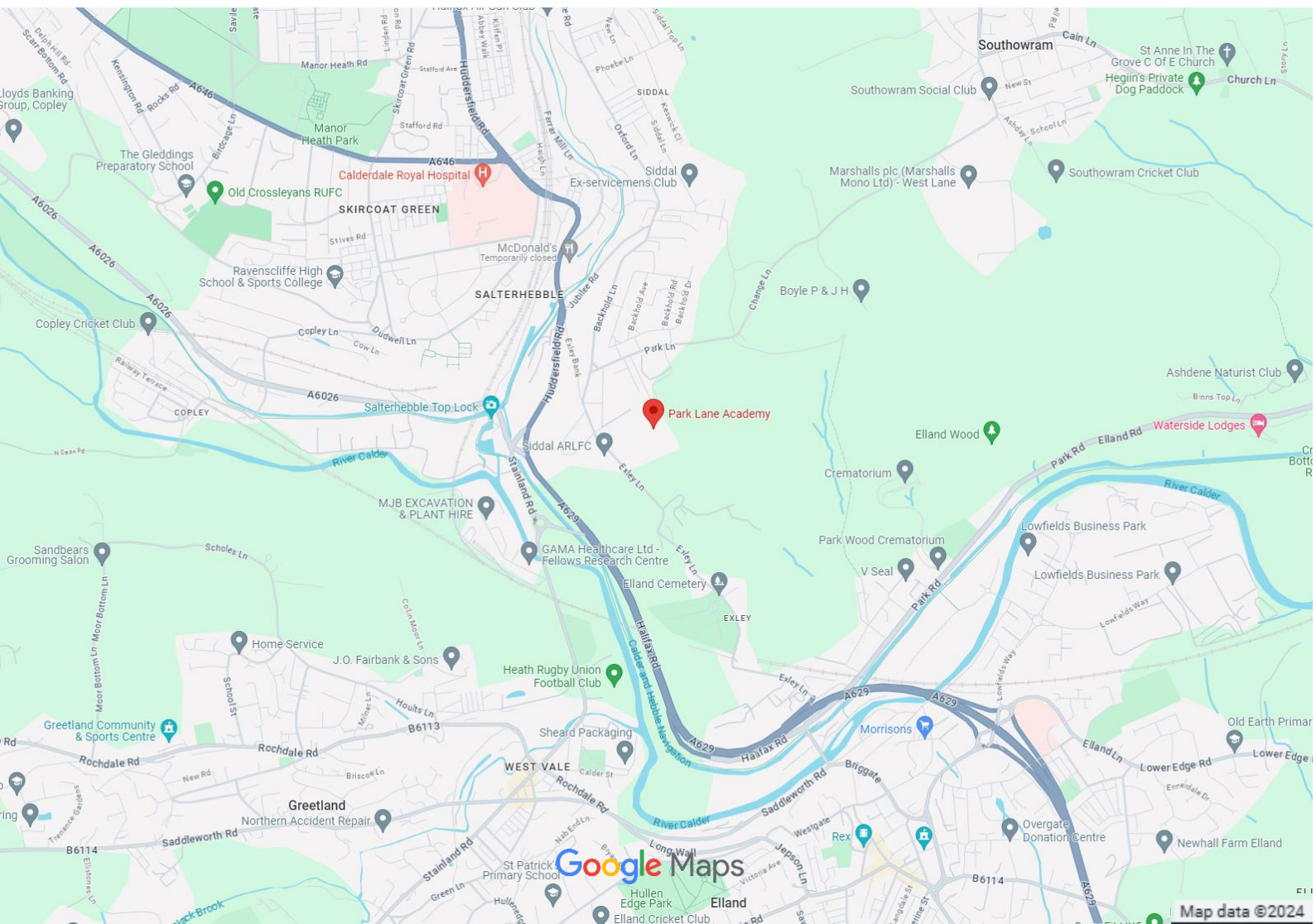


OVERVIEW OF THE DEPARTMENT:

As a member of our dedicated department, you will play a pivotal role in motivating, empowering and guiding our students to reach their full potential - as well as being part of a forward thinking and innovative team.

If you're enthusiastic about this role, understand our vision, and want to be part of our exceptional Academy, then we would welcome your application.

HOW TO FIND US



HOW TO APPLY

- Thank you for taking time to read about the Academy and Trust. If you wish to apply you should;
- Complete the application form fully, via My New Term www.mynewterm.com ensuring all details are accurate and all declarations are signed.
- Please ensure you enclose at least two professional referees with one being your current employer and any other employers in the last two years (with email addresses if possible).
- Do not enclose additional CVs.
- Ensure you fully complete the relevant skills and experience section of the form, addressing the key characteristics and experiences outlined in the person specification and the unique contribution that you could make to the future success of our Trust.
- Please ensure that you also include information on how you will develop the role and how your previous experience has equipped you for this.

The Academy is committed to safeguarding and promoting the welfare of all students and staff must share this commitment. Appointment is subject to a satisfactory enhanced Disclosure & Barring Service check and the Academy's Safer Recruitment policy and procedures. Please note two references will be taken up prior to the interview process, please ensure your referees are prepared and aware of your application.



Head of Year

Job Description

To provide an effective first point of contact for pupils, their parent/carers and colleagues; promoting positive attendance and conduct, responding to concerns, emergencies and enquiries. Liaising effectively with all stakeholders, including external agencies, to remove barriers to learning by ensuring information is shared and the needs of pupils are addressed in relation to attendance, conduct, personal development and well-being.

JOB PURPOSE:

- Deliver effective pastoral care so that individual pupils and groups of pupils are supported to actively participate in learning and reach their full potential.
- Positively promote, and ensure consistent implementation of, School policies relating to safeguarding, attendance [punctuality, preparation for learning, conduct, uniform and anti-bullying.
- Lead specific year groups and support the raising of standards in the school through effective pastoral care to individuals and their families/carers.
- Promote and celebrate pupil success and achievement through a culture of praise and reward.
- Identify, manage and minimise the barriers to learning of individual pupils in order to maximise their potential.
- Actively challenge and improve pupil punctuality, attendance and conduct, promote pupil wellbeing and support the raising pupil achievement and progress.
- Contribute to effective transition from and to other schools, ensuring pupil emotional and social well-being is safeguarded at all stages

Key Responsibilities:

- Develop a student culture, personal development, welfare, and behaviour across the year group that enables students to excel.
- Support a safe, calm and purposeful environment for all students and colleagues. Advise the Leadership Team on all matters connected with the day to day, development and welfare of children in the year group.
- Be a role model for the highest of standards of behaviour with colleagues and students around the academy through consistently high visibility and upholding the Academy expectations.
- Ensure that safeguarding is effective, that children feel listened to and safe, including preventing bullying and the use of derogatory language; dealing with it effectively if it happens.
- Arrange and deliver collective assembly programmes, to ensure spiritual, moral, social, cultural, fundamental British values, student health and their safety, is at the heart of all we do.
- Organise, co-ordinate and run termly celebration of achievement assemblies — including the administration and collection of information from subject teachers, production and distribution of certificates and prizes; and organising assembly input including (if required) external speakers. Provide progress and impact reports as requested by the Leadership Team
- Ensure comprehensive, up to date pupil records are maintained and where appropriate, analysed and evaluated.
- Lead the student and parent voice, identify areas for intervention and provide feedback to colleagues in order to promote progress and outcomes and ensure that equality of opportunity and diversity are exceptionally well promoted.
- Work closely and effectively with outside agencies, under the direction of the Leadership Team
- Lead on parental meetings following fixed term exclusions including the collation of all necessary documentation in advance of a fixed term exclusion and to record the meeting and actions at a Readmit Meeting.

- To oversee the day-to-day running of the Isolation Room as per rota and as requested via the Leadership Team
- To oversee lunchtime and after school detentions as per rota
- To ensure a positive start and end to the school day as per rota
- To oversee break/lunchtime duties as per rota.
- Establish positive relationships with Form Tutors and associated colleagues and ensure Tutors follow expectations of their role in accordance with Academy policy.
- Monitor and quality assure the Morning Tutorial Programme.
- Monitor Attendance and Punctuality
 - Monitor SIMS and other data sources relating to attendance and punctuality; identifying patterns and trends to ensure early intervention is in place to address concerns
 - Closely monitor attendance and punctuality of individuals, year groups and cohorts within year groups, producing weekly and half termly class and year group attendance and punctuality reports.
 - Work with Tutor teams to promote attendance, arrange class and year group displays of performance on Tutor boards and on Year display boards and devise and organise attendance drives.
 - Make daily follow-up phone calls to parents of absent pupils who have been identified as at-risk of failing to achieve academically, to challenge absences and encourage early return to school.
 - Maintain an up to date risk register of high-risk pupils i.e. those pupils whose attendance or punctuality is of concern and those who are at-risk of under-achieving academically, where actions taken so far have been ineffective — discuss these weekly with the Leadership link.
 - Support the timely movement of learners from lesson to lesson through presence on the corridors between each lesson and at the beginning and end of each session.
 - Support the development of effective transition.
 - Lead on all parental events for the year groups.
 - Participate actively and work collaboratively throughout the Trust and beyond, by attending relevant meetings, and, as appropriate, delivering Trust-wide training and initiatives to the benefit of colleagues and students.
 - Contribute to the academy's intervention, mentoring extra-curricular and enrichment programme, lead student training, facilitate the use of bespoke programmes and mentoring or providing mentoring for students who need additional support to develop impeccable conduct and student self-discipline.
 - Seek improvement in your own performance through feedback and professional development.
 - Ensure the effective use of resources and Academy facilities, providing training and advice where required.

Footnote

- (i) The above details are not exhaustive and the post-holder may be required to undertake tasks, roles and responsibilities as may be reasonably assigned to her/him by the Principal or Assistant Principal.
- (ii) This job description may be reviewed at any time via consultation between the governing body and/or the SLT and the post-holder as may be necessary and appropriate to the needs of the Academy.

Person Specification

A – Application Form; B – Test/Exercise; C – Interview; D – References

E = Essential

D = Desirable

You should be able to demonstrate that you meet the following criteria:

Qualifications		
D	• Good degree in relevant subject	A
E	• GCSE Level of Education or above	A
Experience/Knowledge		
E	• Recent successful experience of supporting students overcome a range of personal barriers to achieve academic success	A C
E	• The ability to develop positive relationships with a wide range of young people.	A C
E	• Experience in developing bespoke personalised intervention to overcome barriers to learning	A C
E	• Experience of working and leading in an education setting with challenging students	A C
D	• Experience in improving the behaviour and attendance of groups of students	A C
E	• Experience of co-ordinating internal and external alternative provision to support students in better behaviour.	A D
E	• Successful contributions to team work	A B
E	• Knowledge, understanding and commitment to equality, diversity and inclusion informed by practical experience and application	A D
E	• Knowledge, understanding and commitment to safeguarding and promoting the welfare of students	A C
Skills, Attributes and Abilities		
E	• Ability to work under pressure and meet deadlines	A B C
E	• Strong interpersonal skills and ability to communicate effectively with children and adults	A
E	• Work well as part of a team.	A C
E	• Successful experience of developing appropriate strategies for children with SEMH needs	A C
E	• Strong interpersonal skills and ability to communicate effectively with children and adults	A
E	• Ability to take initiative and work independently.	A C
E	• An ability to keep accurate and up to date records	A C
E	• Ability to use ICT for recording, monitoring and reporting	A C
E	• Effective interpretation, analysis and use of data	A C
E	• Be resilient, reliable, in good health, and possess a sense of humour	A C
E	• Ability to use progress data of students to benchmark, track and improve attendance of students for whom responsible	A C
E	• Emotional resilience in working with challenging behaviours; and attitudes to the use of authority and maintaining discipline	A C
E	• Able to deal sensitively with people and achieve positive outcomes	A C
E	• High level of motivation and commitment	A C
E	• Commitment to own personal development and learning	A C
E	• To promote equality, diversity and inclusion and demonstrate this within the role.	A C
E	• To be responsible for promoting and safeguarding the welfare of students	A C
E	• Ability to form and maintain appropriate relationships and personal boundaries with students	A C
General		
E	• Respectful towards all students, with total belief in their entitlement to a high-quality education, whatever their circumstances and ability	A C
E	• Committed to the principles of the Academy programme	C

E	<ul style="list-style-type: none"> • Possess personal integrity, warmth and a willingness to grow and learn 	A C
E	<ul style="list-style-type: none"> • Commitment to the education of the 'whole child,' i.e. social, emotional and citizenship development 	A C
E	<ul style="list-style-type: none"> • Enhanced CRB Disclosure 	C

SAFEGUARDING NOTICE

Important Safeguarding notice/ Statement of Intent

As part of your wider duties and responsibilities you are required to promote and actively support the Trust's responsibilities towards safeguarding. Safeguarding is about keeping people safe and protecting people from harm, neglect, abuse and injury. It is about creating safe places, being vigilant and doing something about any concerns you might have. It isn't just about the very old and the very young, it is about everyone who may be vulnerable.

South Pennine Academies is committed to ensuring a culture of safer recruitment and as part of that implement recruitment procedures that deter, reject or identify people who might abuse children. All Academies across the Trust adopt a consistent and rigorous approach in the recruitment and selection processes, with the aim of ensuring that those recruited are suitable for such an important and responsible role. The purpose of safer recruitment is ultimately to:



- **Deter:** From the beginning of the recruitment process, it is important to send the right message – that the organisation has a rigorous recruitment process and does not tolerate any form of abuse. Wording in adverts and recruitment information must aim to deter potential abusers.
- **Identify and Reject:** It will not always be possible to deter potential abusers. Therefore, careful planning for the interview and selection stage, in terms of asking the right questions, setting appropriate tasks and obtaining the right information can assist in finding out who is suitable for the role and who is not.
- **Induct:** Induction is an essential part of our recruitment process, we ensure that comprehensive induction processes are in place, together with appropriate policies and procedures, raising awareness through staff training and generally developing and maintaining a safe culture within the organization, which will all help to prevent abuse or identify potential abusers. The Academy is committed to safeguarding and promoting the welfare of all students and staff must share this commitment. Appointment is subject to a satisfactory enhanced Disclosure & Barring Service check and the Academy's Safer Recruitment policy and procedures. Please note two references will be taken up prior to the interview process, please ensure your referees are prepared and aware of your application.

The intention of this policy is to ensure that all stages of the recruitment process contain measures to deter, identify, prevent and reject unsuitable people from gaining access to pupils within the organisation. The policy and the practical implementation of recruitment and selection processes also aim to meet all legislative requirements, any statutory or other guidance that may from time to time be issued in order to keep children safe and safer recruitment in education, as well as principles of general good practice.

As part of our shortlisting process, in accordance with KCSIE Guidance, an online search will be completed on all shortlisted candidates.

Equality

The Board of Trustees and school are committed to a policy of equality and aims to ensure that no employee, job applicant, pupil or other member of the school community is treated less favourably on grounds of sex, race, colour, ethnic or national origin, marital status, age, sexual orientation, disability or religious belief. Any behaviour, comments or attitudes that undermine or threaten an individual's self-esteem on these grounds will not be tolerated.

We aim to provide equal access to high quality educational opportunities and to ensure that everyone feels that they are a valued member of the school community. We seek to provide a safe and happy environment where all can flourish and where cultural diversity is celebrated.

Disabled applicants

Disabled applicants are guaranteed an interview if they meet the essential requirements of the Personnel Specification. As an equal rights employer our school is committed to make any necessary reasonable adjustments to the selection process, the job role and the working environment that would enable access to employment opportunities for disabled people. Where a disabled applicant is being assessed the selection panel's decisions will be based on an assessment of that person's expected capabilities once reasonable adjustments have been made.

Privacy notice

Our school aims to ensure that all personal data collected about staff, pupils, parents, governors, visitors and other individuals is collected, stored and processed in accordance with the General Data Protection Regulation (GDPR) (EU 2016/679) and the provisions of the Data Protection Act 2018 (DPA 2018). This policy applies to all personal data, regardless of whether it is in paper or electronic format. For further information please see the full privacy policy on our school website.



Respect | Ambition | Pride

Park Lane, Exley, Halifax, HX3 9LG
Telephone: 01422 362215,
Email: admin@parklane.spacademies.org
Website: parklane.org.uk



PARTNERS OF THE SPA TRUST

South Pennine Academies is a charitable multi academy trust established in 2012. We currently work with eleven primary and secondary converter and sponsored academies located in Calderdale, Kirklees and Oldham. The Trust also operates Huddersfield Horizon SCITT, rated a good ITT provider by Ofsted.

The team at South Pennine Academies are committed to delivering school improvement through the development of effective partnerships with our academies, the communities we serve and external organisations. Our academies are an integral part of their local communities. We value the diversity and distinctive opportunities that working within our local communities brings. Development of local solutions to meet local needs is a key aspect of our work.

BENEFITS OF JOINING THE TRUST:

- **Professional Development** - The Trust is committed to developing all staff within their roles and creating continued fantastic opportunities for further career progression.
- **Pension** – Every employee of South Pennine Academies has access to the Teachers' Pension Scheme or the Local Government Pension Scheme.
- **Wellbeing Benefits** – Through our wellbeing provider, Smart Clinic, staff can access a number of generous wellbeing benefits including physiotherapy, 24-hour GP helpline, cancer support, stress counselling support and weight management.
- **Free Will Writing service** – Provided via solicitors Dunham McCarthy – a free and completely confidential service for all SPA employees. The free service is provided remotely, either by telephone or video call, at a time to suit you. You will have an adviser to help you complete each step from start to finish.
- **Cycle to Work Scheme** – The Trust has registered to join this scheme as a provider for staff to be able to take advantage of the salary sacrifice tax-relief arrangement. For more information, eligibility criteria and details of how to apply, please contact the central HR team.
- **Annual Flu Vaccinations** – Annual Flu vaccinations offered to staff either by visit from nurse on site or via vouchers, accepted at various GP surgeries or pharmacies.
- **Flexible Days** – Our Trust is trialing a Scheme which allows all staff up to 2 days paid time off during term time for life events.



PARK LANE ACADEMY

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