



Head of Year Job Description Maternity cover 1 year fixed term

Title:	Head of Year
Project Team:	Teaching Staff
Reports to:	Assistant Head / Deputy Head
Grade:	Teacher Pay Scale M1-UP3 (£32,916 - £51,048 + TLR1b (£12,521)
Hours:	32.5 Hours (full-time), all year round, 52 weeks per year (with some requirement to work occasional out of hours)

The post-holder will be expected to undertake duties in-line with the professional teacher standards for qualified teachers. The Head of Year will lead a year team of form tutors and associate staff taking overall responsibility for the organisation, welfare and discipline of the year group. The Head of Year will have responsibility for the identification of students who require guidance and support. The Head of Year is responsible for the academic progress and achievement of all students in their care.

The Year Leader is expected to embrace a sense of “ownership” of the year group as a whole and requires a candidate who is robust, rigorous and who believes it is important to pay attention to detail. The position is both demanding and rewarding and requires a teacher with the ability to multi-task, prioritise demands and go the extra mile. Liaising with parents and external agencies is an important aspect of the job, as is focusing on the academic achievement of all learners in your year group. Essentially you will lead your year group as a ‘mini-school’ within its own designated area of the school – for example a specific year group playground space.

PRINCIPAL DUTIES AND RESPONSIBILITIES

Attendance

- To ensure outstanding attendance is promoted across the year group by rigorous scrutiny of registers, working alongside the Attendance Officer, associate year staff, form tutors and any outside agencies.
- With the Attendance Champion, identify the correct level of intervention for those students who fall below the given values in the Attendance Policy and ensuring the required actions are taken.

Form Tutors

- To ensure the team of form tutors meet regularly and understand and implement the policies and protocols.
- To lead, assist and monitor form tutors.
- To support and take assemblies.

Students and achievement

- To address students in a suitable style and tone for occasions such as congratulating them for achievements, counselling them on their actions, social times, transitions and weekly assemblies.
- The Year Leader must monitor students’ academic progress and help devise strategies for any particular groups who may need further intervention, such as PP, LAC, SEN, HPA, MPA, LPA, boys or girls.
- To support assessment and monitoring procedures, specifically Parent Consultation Evenings for their year group or other calendared events.



- To meet with the SENDCo regularly and maintain a sound knowledge of the students in the year group on the SEN register.
- To meet as a year team with the respective senior leader with responsibility for your respective year group
review the support for students in the year group, evaluate the impact and plan further interventions as necessary.
- To closely monitor the points of students on Class Charts, to identify any students who need further pastoral support, such as a fixed term behaviour report, attendance report, punctuality report, parental meetings, initiate offers of Early Help.
- To meet weekly with the other Heads of Year to discuss and review progress

Record keeping

- To ensure student pastoral records are kept in good order, such as Bromcom / Class Charts for information on serious misbehaviour and any communication with parents/carers, physical files for investigations and suspension/exclusion information, records of any pastoral support processes.
- To lead on any investigations into serious misbehaviour within the year group, using the guidance and ensuring all paperwork is complete before presented to the Assistant Headteacher for Behaviour/Pastoral for further consideration.
- To lead on any reintegration meetings following a suspension, ensuring key data is used in the meeting such as attendance, academic progress, behaviour summary and a plan for the successful reintegration into main school, such as time in IER, fixed term report, temporary timetable adjustments.
- To prepare the paperwork for any referrals to other relevant professional external agencies, when necessary, such as change of school, Managed Moves, Clinical Team.

Parents

- To maintain flexible and appropriate communications with parents/carers. To listen to them when they are unhappy and deal with issues calmly and objectively. To arrange meetings with parents/carers to acquaint them with school policy or to discuss the welfare and general problems arising with any child. Meetings should take place before or after the school day has finished and during Parents' Consultation Evenings.

Whole school discipline

- Year Leaders are key people in the maintenance of good order and discipline in the school and must understand that their role extends beyond their year group. They must be active and involved around the school at all times, particularly at vulnerable times in the school day, such as the start of the day as students arrive, break and lunch times, transitions and the end of the day as students leave site. Therefore, the maintenance Year Leader of a high profile in corridors and playgrounds is essential.
- Year Leaders should also involve themselves in other important areas:
 - Detentions at break time, lunch time and at the end of the day
 - Break and lunch time duties, deploying the staff to supervise the areas of highest need and ensuring full coverage of the inside and outside areas.



Key Performance Indicators

- The key performance indicators, or KPIs, are based on the Langley Learning Habits. You will show how you are working with your team to improve the numbers across the following KPIs:
 - Attendance, target of 96% daily and above national FFT benchmarks for your respective year group
 - Academic targets in line with the school improvement priorities
 - Punctuality to school % to be agreed upon acceptance of role
 - Punctuality to lessons % to be agreed upon acceptance of role
 - Correct uniform or Business Dress
 - Hosting of Family Breakfast and Lunch on a regular basis weekly



Person Specification

Qualification Criteria

- Qualified to degree level or above
- Possesses QTS status or equivalent

Experience

- Evidence of successful practice as a teacher in a secondary school
- Experience of continually improving teaching practice to increase student achievement and progress
- Evidence of continually improving the teaching and learning of their subject through assisting with schemes of learning and extra-curricular/enrichment activities

Knowledge

- Up to date knowledge in the curriculum area (Inc. A Level/GCSE specifications)
- Understanding of the teaching strategies needed to establish high aspirations with regards to results and behaviour
- Evidence of working with educational research to facilitate learning
- Knowledge of the current legal requirements, national and school policies and guidance on the safeguarding and promotion of the well-being of children and young people

Leadership

- An ability to lead by example
- Effective team worker and leader
- Possesses high expectations for accountability and consistency
- Motivation to continually improve standards and inspire excellence
- Possesses an empathy and the ability to listen
- Commitment to the safeguarding and welfare of all students

Teaching and Learning

- Effective and adaptable ICT skills
- Numerate so that data analysis can be facilitated
- Effective communication skills
- Possesses energy, enthusiasm, resilience and perseverance
- A commitment to educational research in order to facilitate learning
- Excellent classroom teacher with the ability to reflect on lessons and continually improve their own practice
- Effective and systematic behaviour management, with clear boundaries, sanctions, praise and rewards
- Thinks strategically about classroom practice and tailoring lessons to student's needs
- Understands and interprets complex student data to drive lesson planning, achievement and progress
- Excellent planning and organisational skills
- The ability to produce correspondence/documents, appropriate for a specific audience and in well-written English, ensuring the tone is appropriate to the purpose