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ILKLEY GRAMMAR SCHOOL

A MOORLANDS LEARNING TRUST ACADEMY

**FURTHER
PARTICULARS FOR
THE POST OF:**

**ASSISTANT HEAD OF
YEAR**

JANUARY 2026

Ilkley Grammar School
Assistant Head of Year
Actual Annual Salary £24,708.67 - £27,175.27 per annum
Scale Pay Point 12 (Range 12 -17)
Pattern of hours will be 37 hours each week
8.00am to 4.00pm with a 30-minute unpaid lunch each day and an early finish
of 3.30pm one day each week
Term time only plus 5 days

Thank you for requesting details for the post of Assistant Head of Year. We are looking for a colleague to join our pastoral team at this successful, oversubscribed, comprehensive academy.

This role is integral to student services across Years 7-11, with the main foci on supporting staff and students across a year group to be decided, leading on communication with parents/carers and staff, and working with the Heads of Year and an Assistant and Deputy Headteacher. The successful candidate will have excellent communication and administrative support skills, high expectations, emotional intelligence and an unwavering commitment to all staff, students and stakeholders. They will support with student attendance monitoring, through daily routines including liaison with home; supporting progress and achievement, working across all year groups and with all Heads of Year as appropriate. The Assistant Head of Year will report directly and be responsible to a designated Head of Year, with oversight from the appropriate Assistant Head.

This is an exciting time in the school's development. In July 2022 it was announced that IGS has been selected for the next phase of the national Schools Rebuilding Programme and will receive substantial capital investment to rebuild and /or refurbish parts of the school. This will have a transformative impact on the learning environment at IGS and will substantially reduce our carbon footprint.

We deeply care for our staff as well as our students and take their wellbeing seriously, engaging regularly and meaningfully with all colleagues. We have a strong associate staff team employed across student support and pastoral roles, administration, premises management, IT support, finance, catering and operational management. We are sensitive about the importance of managing staff workload. We have a comprehensive wellbeing offering for staff to access across the school year. The school also closes earlier for students on Wednesdays to facilitate whole school and departmental staff development and training.

Despite our considerable success, we are not complacent and the commitment to our Personal Best values and our motto "Growing in Wisdom and Stature" means that we continue to drive school improvement to further raise standards. It is important to us that students are equipped with the confidence, skills and personal qualities to make a positive difference to their own lives and to that of others. We can guarantee high-quality support in the role, committed and effective colleagues, well-motivated and aspirational students, opportunities for partnership working and a very supportive community. In return, we will expect a positive and enthusiastic approach, an unwavering commitment to our Personal Best values and a passion for working with young people to make a positive difference to their lives.

If you are inspired by this opportunity and have the qualities to contribute to our high-quality provision, then we would be delighted to hear from you.

How to Apply

As part of your online application in the Personal Statement section (no more than 2 sides of A4) please explain:

How your skills, qualities and experiences make you a suitable candidate for this post.

The closing date for this post is: Friday 23rd January 2026 at 8am
Provisional interview is scheduled for Friday 30th January 2026

Please be aware that we reserve the right to close early, and so early applications are encouraged.

If you do not receive an invite to interview by Monday 2nd February 2026 we regret your application will have been unsuccessful on this occasion, but we wish you every success in your future career.

Thank you again for your interest in our school.



Carly Purnell
Headteacher

Key Accountabilities

□ Student Progress & Achievement:

- To support the Heads of Year in the designated Key Stage and the AHT and DHT to ensure all students are well supported to make excellent progress and achieve their Personal Best.
- Support the curriculum provision and learning support for targeted students at risk of significant underachievement, behavioural difficulties, disaffection and/or poor attendance which places them at risk of exclusion from school.
- Support student tracking re: achievement, Personal Best, Personal Development and attendance
- Work with individuals and small groups of students for intervention as appropriate.
- Support staff in understanding the diverse learning needs of students.

□ Student Welfare

- Work with students and their families to overcome such issues as attendance and other barriers to learning and thus raise the level of students' achievement. This will include liaising with families/carers by phone and making home visits where appropriate.
- Have full knowledge and appreciation of a range of activities, courses, opportunities, organisations and individuals that could be drawn upon to provide extra support for students.
- Assist with the students' personal, behavioural and social development through appropriate guidance and advice:
 - Support individual students to manage behaviour through anger management, self-esteem and awareness training.
 - Mentor students on emotional issues affecting their wellbeing and learning.
 - Work with individual or small groups of students to support behaviour management, bullying, or other concerns.
 - Run appropriate workshops for identified students to raise awareness and educate in important life issues such as relaxation, fitness and nutrition, smoking or vaping and self-esteem.
 - Set up activities to improve students' life and social skills.
- Link to Social Services and relevant agencies
- Support and assist the Heads of Year as follows:
 - Monitor attendance, working with administration support to ensure all students are accounted for daily, and attend regularly, and provide information for Form Tutors in this respect.
 - Liaise with the Heads of Year and Behaviour and Attendance Officer/AHT regarding students who are failing to attend regularly and in consultation with this post-holder, take the appropriate action.
 - Plan appropriate intervention strategies with appropriate and key staff.
 - Liaise with parents/carers and attend home visits as necessary.
- Support the initial investigations into behavioural and other matters by seeing students, taking statements, contacting the police as appropriate.
- Act as First Aider following appropriate training.

□ Communications

- Maintain regular contact with families/carers of students in need of extra support, to keep them informed of the child's needs and progress, and to secure positive family support and involvement.
- To respond to parents, carers, colleagues and other stakeholders' communications in a timely manner in line with the expectations of the Trust communication policy.
- Set up home learning support.
- Liaise with key staff including pastoral teams, the Inclusive Learning Team (SEND), attendance and safeguarding teams, teachers and Heads of Department/Curriculum Leaders.
- Keep accurate and timely records e.g. relating to attendance and interventions.

❑ Other Responsibilities

- Support transition events.
- Support or organise events, visits, extra-curricular activities, charity fundraising, enrichment etc. as appropriate including Challenge and Celebration week.
- Support the GCSE results day in August.
- Support duty patrols and hub staffing, including break, lunchtimes and after school.
- Provide cover for Heads of Year when not available where possible.

General Responsibilities

- Be aware of and comply with policies and procedures relating to child protection, health, safety and security, confidentiality and data protection, reporting all concerns to an appropriate person
- Be aware of and support difference and ensure equal opportunities for all
- Contribute to the overall ethos/work/aims of the school
- Appreciate and support the role of other professionals
- Attend and participate in relevant meetings as required
- Participate in training and other learning activities and performance development as required, for example Fire Marshall
- To support, uphold and contribute to the development of the Academy's Equality policies and practices in respect of both employment issues and the delivery of services to the community.

General Accountabilities

- Demonstrate and reinforce the 6 IGS Personal Best values of **Pride, Respect, Courage, Responsibility, Kindness, and Resilience.**
- Be aware of the school's duty of care in relation to staff, students and visitors and to comply with the health and safety policy at all times;
- establish and maintain positive, constructive and professional working relationships with staff, visitors, students, parents and other professionals of the school;
- be aware of and comply with the code of conduct, regulations and policies of the school;
- develop self within the post, undertaking training/appraisal as appropriate to ensure that relevant knowledge and skills are updated in order to support school development.

VARIATION IN ROLE

Given the dynamic nature of the role and structure of Ilkley Grammar School as an Academy, it must be accepted that, as the Academy's work develops and changes, there will be a need for adjustments to the role and responsibilities of the post. The duties specified above are, therefore, not to be regarded as either exclusive or exhaustive. They may change from time to time commensurate with the grading level of the post and following consultation with the post holder.

Recruitment and Selection Policy Statement

The Academy's Board of Governors is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment

As with most associate staff roles. this post is subject to the satisfactory completion of a six-month probationary period.

PERSONNEL SPECIFICATION ASSISTANT HEAD OF YEAR

Qualifications	Essential/ Desirable E/D	How Identified
<input type="checkbox"/> GCSE grade C or equivalent in English and Maths	E	Application form and selection process
<input type="checkbox"/> First Aid qualification or willingness to undertake First Aid at Work qualification	E	
<input type="checkbox"/> An understanding of child protection, health, safety and security	D	
Experience	Essential/ Desirable E/D	How Identified
<input type="checkbox"/> Some experience of secondary school-age children	D	Application form and selection process
<input type="checkbox"/> Understanding of children's needs and problems	D	
<input type="checkbox"/> Successful experience of motivating, coaching and encouraging students to achieve more	E	
<input type="checkbox"/> Aware of requirements under Health & Safety regulations	D	
<input type="checkbox"/> Knowledge of First Aid procedures	D	
<input type="checkbox"/> Evidence of the ability to work cooperatively with multi-disciplinary professionals, governors and other agencies	E	
<input type="checkbox"/> Experience of working in a high-pressured environment	E	
<input type="checkbox"/> Experience of managing own workload to meet conflicting demands and deadlines to ensure completion of tasks	E	
<input type="checkbox"/> Defusing difficult situations in a calm manner	D	
<input type="checkbox"/> Presenting yourself effectively	E	
<input type="checkbox"/> ICT competence or ECDL level or equivalent	D	
<input type="checkbox"/> Experience of working in a school-based environment	D	
<input type="checkbox"/> Experience of e-learning including mobile technologies	D	
Training	Essential/ Desirable E/D	How Identified
<input type="checkbox"/> Willingness to participate in CPD	E	Application and selection process
<input type="checkbox"/> Evidence of relevant CPD	E	
Skills	Essential/ Desirable E/D	How Identified
<input type="checkbox"/> Able to understand and carry out instructions	E	Application form and selection process
<input type="checkbox"/> Able to think logically and calmly when under pressure.	E	
<input type="checkbox"/> Able to keep accurate & appropriate records	E	
<input type="checkbox"/> Able to use initiative within school policies and practices	E	
<input type="checkbox"/> Good standard of written and spoken English	E	
<input type="checkbox"/> Proven ability to use ICT in the organisation and management of their role	E	
<input type="checkbox"/> Good numeracy skills	E	
<input type="checkbox"/> Able to act in an understanding and patient manner whilst remaining firm and fair	E	
<input type="checkbox"/> Able to take initiative and to work independently	E	
<input type="checkbox"/> Good interpersonal skills and confident communicator	E	
<input type="checkbox"/> Good problem solver	E	
<input type="checkbox"/> Understand and manipulate numerical & statistical data	E	
<input type="checkbox"/> Evidence of the ability to promote a positive ethos and pride in the school together with high standards of education, care and behaviour	E	

<input type="checkbox"/> Development planning, monitoring and evaluation	D	
Professional Qualities	Essential/ Desirable E/D	How Identified
<input type="checkbox"/> Abide by the school's policies	E	Application form and selection process
<input type="checkbox"/> 'Can do' attitude	E	
<input type="checkbox"/> Teamwork/collaboration	E	
<input type="checkbox"/> Emotional intelligence	E	
<input type="checkbox"/> Professional appearance	E	
<input type="checkbox"/> Sense of humour and perspective	E	
Equal Opportunities	Essential/ Desirable E/D	How Identified
<input type="checkbox"/> Candidates should indicate an acceptance of, and a commitment to, the principles of the Academy's Equal Rights policies and practices as they relate to employment issues and to the delivery of services to the community	E	Selection process
<input type="checkbox"/> Commitment to equal opportunities policies relating to gender, race and disability in an educational context	E	
Circumstances - Personal	Essential/ Desirable E/D	How Identified
<input type="checkbox"/> Will not require holiday leave during term time.	E	
<input type="checkbox"/> Must be legally entitled to work in the UK (Asylum and Immigration Act 1996).	E	Selection process and completion of an Enhanced DBS disclosure
<input type="checkbox"/> No contra-indications in personal background or criminal record indicating unsuitability to work with children/young people/vulnerable clients/finance (DBS check required).	E	
<input type="checkbox"/> If driving is a feature of this post – must be licensed and appropriately insured (e.g., business use).	E	
Safeguarding	Essential/ Desirable E/D	How Identified
<input type="checkbox"/> Has appropriate motivation to work with children and young people, and can relate to them	E	Completion of an Enhanced DBS disclosure
<input type="checkbox"/> Ability to maintain appropriate relationships and personal boundaries with children and young people	E	
<input type="checkbox"/> Displays commitment to the protection and safeguarding of children and young people	E	
<input type="checkbox"/> Has up to date knowledge of relevant legislation and guidance in relation to working with young people	E	