



# HEAD OF YEAR (NON-TEACHING)

# CANDIDATE PACK



Central Region  
Schools Trust

*Founded by the RSA*



Waseley Hills  
High School



# Advert

**Title:** Head of Year (non-teaching)  
**Salary:** SO1 (£34,434 - £36,363 FTE)  
**Start date:** September 2026  
**Contract:** Permanent

Waseley Hills High School is seeking to appoint an adaptable and empathetic non-teaching Head of Year who can lead our students with their academic success, wellbeing and behaviour. The appointed candidate will work with the wider pastoral team, SLT, students aged 11 to 18 and in collaboration with specialised external agencies. The successful candidate will have experience of working with teenagers, be a good listener and communicator with young people and must want the best outcome for students.

Waseley Hills is a wonderful place to learn and teach. We have a very hardworking team of teachers and support staff who provide a caring and welcoming atmosphere to our students.

All support staff are subject to the Conditions of Employment set out in their contract of employment and the National Joint Council for Local Government Services (The Green Book) Document. The Trust and its schools comply with these requirements as a minimum but optionally offer an incredible wellbeing package including free tea and coffee facilities, free eye tests, flu jabs, cycle scheme and a 24/7 employee assistance programme that offers a wide range of free support from emotional to financial and legal.

We are committed to safeguarding and promoting the welfare of children and young people and expect all staff and volunteers to share this commitment. Online checks will be carried out on shortlisted candidates and an enhanced DBS will be required for the successful candidate. All successful candidates will be required to present their birth certificate along with evidence of any name changes.

**Please note** that applications must be the creation of the candidate applying. While technology, including artificial intelligence, may be used to help the candidate select certain phraseology, if substantial use of AI is used, the application will be disregarded.

The completed form should be submitted by midnight on Sunday 21<sup>st</sup> June. However, early applications are encouraged as we reserve the right to interview earlier for this post should suitable candidates apply.



## Job Description

### Specific Responsibilities

#### Strategic direction and development

- To develop a strategic view for the year group which supports the vision, ethos and policies of the school.
- To use relevant school, local and national data to inform targets for development and further improvement for individuals and groups of students.
- To use the systems and processes which provide good information gathering about attendance, punctuality, behaviour, attainment and achievement within the year group.
- To support, facilitate and monitor the attendance, punctuality, behaviour, attainment and achievement within the year group to ensure it makes a significant contribution to the school's action/development plans.
- To regularly review the attendance, punctuality, behaviour, attainment and achievement within the year group with the SLT line manager to ensure that they are fully aware of all successes, issues and concerns.
- To ensure attendance at the Heads of Year meeting in order to keep abreast of debate and be part of any decision making.
- To hold regular tutor meetings; keeping tutors up-to-date with attendance, punctuality, behaviour, attainment and achievement within the year group.
- To ensure that parents/carers are well informed about the curriculum, attendance, punctuality, behaviour, attainment and achievement within the year group.

#### Student behaviour

- To monitor behaviour, attendance and punctuality to inform appropriate intervention and support.
- To make appropriate contact with parents/carers to discuss any behaviour, attendance and punctuality issues and implement action/support plans where necessary.
- To monitor the behaviour logs to ensure weekly feedback is given to tutors and inform appropriate intervention and support.
- To make appropriate contact with parents/carers to discuss any behavioural issues and implement action/support plans where necessary.
- To complete suspension/exclusion paperwork and file appropriately.
- To conduct suspension reintegration meetings with students and parents/carers.
- To participate with other staff and outside agencies to ensure that individual pupils receive appropriate support.
- To meet regularly with the SLT line manager to outline any students who are a cause for concern and review the interventions and support.
- To be responsible for the care of students within the year group, promoting self-discipline and positive behaviour in accordance with the school's policies and protocols.



### Student guidance and support

- To know all students in the year group as well as possible in order to support and guide them both academically and pastorally.
- To participate with other staff and outside agencies to ensure that individual pupils receive appropriate support.
- To establish a positive and purposeful ethos through tutorial sessions and assemblies.
- To complete risk assessments to support student's return to school following injury or serious illness.

### Student progress

- To manage the processes and procedures for the student progress group.
- To monitor the progress of individual students using information from the regular analysis of the data.
- To participate, with other staff and outside agencies, in the comprehensive assessment of all students to identify and address barriers to learning and progress.
- To meet regularly with the SLT line manager to outline any students who are a cause for concern and review the interventions and support.
- To arrange and promote activities within the year group.
- To support the SLT line manager in the monitoring of the quality of learning across the year group, including the analysis of performance data.
- To establish a partnership with parents/carers to involve them in their child's learning.
- To celebrate student attainment and achievement and promote the values of the school through the planned leadership of tutorial sessions, rewards and assemblies.

### Staff

- To maintain and integrate the collaborative effort of the form tutors so that involvement, commitment and team spirit are promoted.
- To liaise with the relevant members of staff where necessary.
- To develop positive working relationships with and between all students and staff in the year group.
- To lead groups of staff in developmental activities and evaluate the effectiveness of the training.

### Resource Management


- To ensure that the year group area(s) are kept in good order.
- To support the SLT line manager in the deployment of staff (eg form tutors, achievement assistants, attendance officer, family liaison officer etc) to meet the objectives of the school.
- To ensure the effective and efficient management of resources for the year group by setting in place appropriate procedures for auditing and storage.



Whilst every effort has been made to explain the main duties and responsibilities of the post, each individual task undertaken may not be identified. Staff 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 job description. This job description will be reviewed annually and the Principal reserves the right to alter the content of this job description, after consultation with the post-holder, to reflect changes to the job or services provided, without altering the general character or level of responsibility.

## Person Specification

We are seeking to appoint someone who is able to demonstrate the following qualities and experience. Please note that if you are shortlisted any relevant issues arising from your internal references will be taken up at interview.

Criteria	Essential	Desirable	Method of Assessment
 <p><b>Experience</b></p>	<ul style="list-style-type: none"> <li>• Suitability to work with young children</li> <li>• Evidence of being, or having the potential to be, an outstanding head of year</li> <li>• Experience of improving behaviour and instilling high expectations in a challenging environment</li> <li>• Able to form and maintain appropriate relationships and personal boundaries with children and young people</li> <li>• Positive attitude to use of authority and maintaining discipline</li> <li>• Proven record as a pastoral team member whose students reach high standards of learning and achievement</li> <li>• Experience of working across the full age and ability range of a secondary school</li> <li>• Efficient administrator</li> </ul>	<ul style="list-style-type: none"> <li>• Involvement in or leadership of developments at departmental or whole school level</li> </ul>	<p>Application form, references and interview. In addition to candidates' ability to perform the duties of the post, the interview will also explore issues relating to safeguarding and promoting the welfare of children including:</p> <ul style="list-style-type: none"> <li>• Motivation to work with children and young people.</li> <li>• Ability to form and maintain appropriate relationships and personal boundaries with children and young people.</li> <li>• Emotional resilience in working with challenging behaviours; and</li> <li>• Attitudes to use of authority and maintaining discipline.</li> </ul>



**Skills and Abilities**

- Alignment with the school's ethos
- Relentless drive to do whatever it takes to ensure all students succeed.
- The belief that with the right environment all of our students are able to excel at university, or in a meaningful alternative
- The courage and conviction to make a difference.
- Commitment to improving student learning and raising achievement
- Enthusiasm to inspire in students a desire to learn and participate
- An effective communicator and motivator of students
- Ability to enable and empower others
- A team player with the ability to establish good working relationships with staff, pupils and parents.
- The ability to communicate clearly and concisely both verbally and in writing at all levels
- The ability to support students and respond to parents/carers through fluent and accurately spoken English

- Knowledge and understanding of recent legislation, development and initiatives in secondary education

Application form, references and interview.




**Personal Qualities**

- A capacity for hard work
- Ability to have the vision to plan the way ahead and to get things done
- The ability to listen and communicate effectively
- Empathy and the ability to understand the needs, aspirations and motivation of individuals and groups.
- The ability to influence and motivate others
- Able to work as a team and get the best out of staff and students
- Sustain energy, optimism and motivation in the face of pressure and setbacks.
- Stay calm in difficult situations and maintain clarity of vision
- Enthusiasm for, and readiness to accept, change
- A commitment to justice, quality of opportunity and to comprehensive education
- Good ICT skills
- Ability to work on own initiative

Application form, references and interview.



	<ul style="list-style-type: none"> <li>• Ability to take responsibility for planning own workload and commitments</li> <li>• Ability to keep to deadlines</li> <li>• Ability to be supportive</li> <li>• Good record of attendance and punctuality</li> <li>• Willingness to reflect upon his/her experiences in a critical and constructive manner</li> </ul>		
 <b>Education and qualifications</b>	<ul style="list-style-type: none"> <li>• GCSE grade C or equivalent in English and Maths</li> <li>• Evidence of continuing professional development</li> <li>• Evidence of keeping up to date with educational thinking and knowledge</li> </ul>	<ul style="list-style-type: none"> <li>• Further Education</li> <li>• Relevant qualifications in pastoral care</li> </ul>	Application form, references and interview.

Central Region Schools Trust is committed to safeguarding and promoting the welfare of children, young people and vulnerable adults and expects all staff and volunteers to share this commitment. As part of our stringent recruitment process, all applicants undergo thorough child protection screening, encompassing checks with previous employers and an enhanced DBS disclosure, in strict alignment with the 'Keeping Children Safe in Education' guidelines, which also includes an online search for all shortlisted candidates. At Central Region Schools Trust, we stand as proud advocates for diversity and inclusivity across all our schools, serving as an equal-opportunities employer and we encourage applications from individuals of all backgrounds and communities.

**Need more advice?**  
Please see our website  
[www.waseleyhillsschool.org.uk](http://www.waseleyhillsschool.org.uk)



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Central Region Schools Trust  
B.06 Assay Studios  
141 – 143 Newhall Street  
Birmingham, B3 1SF



**Waseley Hills**

High School

School Road  
Rubery  
Birmingham  
B45 9EL

[centralregionschoolstrust.co.uk](http://centralregionschoolstrust.co.uk)