

Job Description

Job Title	Pastoral Head of Year – Sixth Form
Grade	G
Responsible To	Assistant Headteacher
Staff Manage	None
Job Family	Pastoral Support
Job Purpose:	To support the welfare and progress of students in their learning, behaviour and transitions
Job Context:	<p>To provide high quality leadership of KS5, setting a strong ethos and culture of respect in line with the aims of the school.</p> <p>To ensure high standards of individual pastoral care: providing a quick response to issues raised; the effective operation of good pastoral recording, tracking and monitoring; and the delivery of pro-active planned interventions.</p> <p>In doing so, to support high standards of student progress and attainment, supporting the school systems established by the senior leadership team and in liaison with Faculty Leaders.</p>
Accountabilities / Main Responsibilities	
Key strategic element of the job	<ul style="list-style-type: none"> • Provide strong and effective leadership for KS5 students. • To set the tone for the students in the year group in terms of culture and positive attitudes, in line with those of the whole school. • To meet with each student in the year group on an individual basis once per term to support their pastoral care, good attendance and academic progress and achievement. • To set the tone for staff working with KS5 to ensure the highest expectations of all students and the highest standards of behaviour and academic achievement are met. • To actively support the leadership of the school, upholding school policies and procedures. • To lead the delivery of assemblies for the year group, ensuring the highest standard of behaviour for other staff and visiting speakers who might be delivering the assembly. • To deliver assemblies personally as and when required, taking the opportunity to reinforce key messages for the year group. • To contribute to the Pastoral Team & Sixth Form meetings as required. • To support the external exam results processes on the day of the GCSE or A Level results • Under the Direction of the Director of KS5, to be responsible for ensuring appropriate care and guidance strategies (relating to behaviour, attendance, health, mentoring, transition, family and agency liaison) are delivered within the year groups. • Liaise with relevant staff regarding data on student attendance together with student progress and performance in relation to tracking against targets set for each individual and to be responsible for planning and implementing follow-up procedures and interventions are delivered in a timely fashion and followed through as appropriate. • To ensure the highest standards of student behaviour within the year group. • To monitor and to take responsibility for the standard of student behaviour within the year group in form time, during breaks and lunch and when travelling to and from school. • To provide ‘on call’ cover as required as part of the duty rota. • To contribute to lunch duty cover as part of the lunch duty rota. • Support the admission process for new students joining the year group, including external providers & marketing the 6th Form. • To prepare highly effectively for the receipt of a new year group cohort, liaising closely with the colleague passing the year group on (or with external schools as appropriate in the case of students joining the school in Yr7 or Yr12). • To investigate all breaches of behaviour in the year group and ensure they are dealt with quickly and effectively including communicating outcome decisions to all parties. • To support Faculty Leaders and teachers to ensure high standards of student behaviour

	<p>in lessons.</p> <ul style="list-style-type: none"> • To implement agreed procedures to monitor standards within the year group and to support the quality assurance and self-evaluation procedures of the school. • To liaise with the careers lead and to be responsible for facilitating age appropriate career education input and guidance for students in the year group, including advice and guidance to ensure that students move on to appropriate courses. • To develop and maintain links with other partners in order to support the educational progress of students. • To ensure all students irrespective of gender, race, ability or disability have equal access to appropriate support and guidance. • To support the development of best practice form tutoring within the year group, effectively managing the form tutors to support the pastoral care and progress of students within the year group • To assist with the planning & organising of the pastoral programme for the year group in liaison with the AHT Engagement and Wellbeing and other Year Leaders • To attend relevant briefings and school meetings as required • To actively support the senior leadership team and the governing body in promoting a positive image of the school.
Communications	<ul style="list-style-type: none"> • Plan and organise parent teacher consultation evenings, review days and other appropriate parental information events for the year group and to ensure regular communication between home and school, including, for example year group newsletters. • To actively support the ethos and policies of the school amongst the student body, the parents and the wider community.
Partnership or Corporate Working	<ul style="list-style-type: none"> • Work with external agencies to support students and their families seek the help that they require. • Maintain and develop links with other partners in order to support the educational progress of students.
Skills Development	<ul style="list-style-type: none"> • Practice Continuous Professional Development • Attend team meetings
Safeguarding	<ul style="list-style-type: none"> • To be committed to safeguarding and promote the welfare of children, young people and adults, raising concerns as appropriate
Systems and Information	<ul style="list-style-type: none"> • To record, analyse and monitor attendance and behaviour of all students, individuals and identified cohorts (eg. disadvantaged, SEND, ethnic minority students) within the year group, using data deliver appropriate interventions. • Plan, develop and lead the development of independent study skills in students.
Planning and Organising	<ul style="list-style-type: none"> • Contribute to the development of behaviour and attendance policies and procedures for the school
Data Protection	<ul style="list-style-type: none"> • To comply and support the Trust's policies and supporting documentation in relation to Information Governance this includes Data Protection, Information Security and Confidentiality.
Health and Safety	<ul style="list-style-type: none"> • Be aware of and implement your health and safety responsibilities as an employee and where appropriate any additional specialist or managerial health and safety responsibilities as defined in the Health and Safety policy and procedure. • To work with colleagues and others to maintain health, safety and welfare within the working environment.
Equalities	<ul style="list-style-type: none"> • We aim to make sure that services are provided fairly to all sections of our community, and that all our existing and future employees have equal opportunities. • Ensure services are delivered in accordance with the aims of the Equal Opportunities Policy Statement.

	<ul style="list-style-type: none"> • Develop own understanding of equality issues.
Flexibility	<ul style="list-style-type: none"> • Whilst this job outline provides a summary of the post, this may need to be adapted or adjusted to meet changing circumstances. • Reasonable additional duties commensurate with the grading of the job role may be requested from your line manager. • Permanent & significant changes would be subject to consultation. All staff are required to comply with Policies and Procedures
Customer Service	<ul style="list-style-type: none"> • The Trust requires a commitment to equity of access and outcomes, this will include due regard to equality, diversity, dignity, respect and human rights and working with others to keep vulnerable people safe from abuse and mistreatment. • The Trust requires that staff offer the best level of service to their customers and behave in a way that gives them confidence. Customers will be treated as individuals, with respect for their diversity, culture and values. • Understand your own role and its limits, and the importance of providing care or support.

Person Specification

Job Title	Pastoral Head of Year – Sixth Form	
Grade	G	
Responsible To	Deputy Headteacher / Assistant Headteacher	
Staff Manage	None	
Job Family	Pastoral Support	
	Essential	Desirable (if not attained, development may be provided for successful candidate)
Qualifications		
	<ul style="list-style-type: none"> To hold a degree level qualification or equivalent (which could include substantial experience of pastoral leadership experience in a relevant setting). 	<ul style="list-style-type: none"> Further professional qualifications
Personal Qualities & Attitude		
	<ul style="list-style-type: none"> Committed to safeguarding and promoting the welfare of children and young people High level of emotional intelligence/ self-awareness Friendly and outgoing Committed to achieving excellence Able and willing to establish good professional relationships Self-motivated and able to work on own initiative without supervision Exemplary attendance record 	<ul style="list-style-type: none"> To be self-reflective, with the ability to evaluate own achievements and deliver improvement
Knowledge & Experience		
	<ul style="list-style-type: none"> Experience of working with children/young people Developing and maintaining positive working relationships with a range of students in order to provide guidance and support A sound knowledge & understanding of post 16 & post 18 educational systems, including university applications, employment & apprenticeships, using this knowledge to help guide individuals through the learning process Experience of dealing with behaviour issues in an academic environment Experience of communicating with a range of individuals, including parents/carers and outside agencies in an appropriate manner Experience of school monitoring systems and using this data to identify issues promptly and accurately 	<ul style="list-style-type: none"> Evidence of Safeguarding/ Child protection and the Data Protection Act Experience of recognising early signs of disengagement Knowledge of the academic and pastoral ethos of a school environment Experience of work in a school environment or educational establishment Ability to demonstrate strong presentation skills to large groups of students and adults Knowledge of attendance monitoring Awareness of KIS5 education systems
Skills & Ability		
	<ul style="list-style-type: none"> Ability to lead a team of form tutors effectively Good judgement with sound decision making and negotiation skills Ability to work under pressure with experience of prioritising and managing a busy workload whilst maintaining high standards Ability to relate sensitively to students with complex emotional, behavioural and health problems 	<ul style="list-style-type: none"> Strong presentation skills Knowledge of School Management Information Systems

<ul style="list-style-type: none"> • Ability to identify realistic but challenging self-development needs and take responsibility for own learning • Ability to demonstrate commitment to Equal Opportunities and customer service practices • Ability to maintain confidentiality at all times • E-literate and competent in IT packages • Ability to assimilate information • Knowledge of adolescent behaviour and management systems • Knowledge of working with families to promote cohesion and achievement 	
<p>Other Requirements</p>	
<ul style="list-style-type: none"> • Enhanced DBS clearance • To be committed to the school's policies and ethos • To be committed to Continuing Professional Development • Motivation to work with children and young people • Ability to form and maintain appropriate relationships and personal boundaries with children and young people • Emotional resilience in working with challenging behaviours and attitudes • Ability to use authority and maintaining discipline • Willingness to work flexibly 	