

LEADERSHIP: JOB DESCRIPTION & PERSON SPECIFICATION

Position Title	Head of Year
Reporting to	Assistant Principal
Hours	Full-Time
Salary	Leadership Range – L4 to L8

This job description is not a comprehensive definition of the post. Discussions will take place on a regular basis to clarify individual responsibilities within the general framework and character of the post as identified below.

Summary of Role:

- The Head of Year is responsible for setting and ensuring high standards of behaviour and for leading a positive culture of learning and inclusion which enables every young person to have a strong sense of belonging and care.
- They ensure high standards of personal tutoring and supportive academic mentoring.
- They are also responsible for ensuring clear connections between curriculum outcomes and inclusion so that there is a holistic understanding of a young person's experience and how they are best enabled to be successful.
- They develop and ensure a strong College ethos through assemblies, cultural events and competitions as well as community service within the school and beyond.
- Heads of Year create and drive strong, trusting relationship with families and the community and ensure that the school is an inclusive and welcoming place where all young people are valued and are able to flourish.

Main Duties and Responsibilities:

Core duties and purpose:

- Contribute to the values and beliefs of the school and the Trust
- Provide strategic leadership and vision to the Year group
- Be responsible for the operational leadership and management of the Year group, its staff and students, in line with policies and procedures
- Consistently role-model and uphold a relational approach and hold colleagues to high standards in their own practice
- Develop a strong College identity and ethos which actively creates a sense of belonging and pride and which celebrates diversity and inclusion.
- Contribute to whole School self-evaluation and ensure that Year group plans are in line with School expectations
- Ensure smooth transition from year 6 into year 7 and between key stages where applicable for relevant year groups
- Lead Year group assemblies and use these as a powerful vehicle for setting expectations, building culture and sharing key messages
- Act as a powerful advocate for young people in the school and in the wider community
- Work closely with Academic Directors and their teams to ensure a clear synergy between the work of the inclusion teams and the curriculum teams to support all young people to be successful



- To monitor and track multiple data points which expose the quality of inclusion across curriculum planning and implementation.

Relationships with stakeholders

- Establish and maintain positive working partnerships with families
- Initiate meeting with parents/carers to inform, consult and liaise with them regarding student progress, achievements and concerns according to School policy and procedures
- Be the first point of contact for students and their families and external agencies supporting them and ensure that queries/concerns from home are dealt with rapidly and appropriately
- Attend and organise appropriate Consultation Evenings, Awards Evenings, Open Evenings, and other parent/carer partnership events

Attendance and Safeguarding

- Act as Deputy Designated Safeguarding Lead and work closely with the Designated Safeguarding Lead
- Work closely with the Strategic Attendance Lead to ensure the robust implementation of the school's attendance policy and practices
- Check daily attendance and start of the day punctuality of students in the Year group
- Closely monitor and eradicate lateness to lessons
- Maintain accurate and up to date records for students in the Year group and ensure efficient record keeping in line with statutory requirements
- Ensure that the Year group meets all its legal obligations, including compliance with Child Protection and Health and Safety regulations
- Undertake regular safeguarding training as required
- Ensure that statutory and Ofsted requirements for Safeguarding are met
- Ensure high levels of student attendance and punctuality in the Year group
- Work in close partnership with curriculum and inclusion leaders in the school including the SENDCo to ensure the highest quality provision for all young people

Behaviour and Culture

- Ensure a calm, purposeful learning atmosphere
- Ensure all students have high standards of behaviour and conduct, that they are rewarded, that they feel safe, that their talents are nurtured and developed
- Ensure excellent behaviour for learning and behaviour and safety around the College site of all students in the Year group by being a visible presence during and beyond the school day, visiting lessons on a daily basis, and organising and assisting with appropriate behaviour and inclusion procedures
- Support every student in the Year group in their spiritual, moral, social and cultural development and welfare
- Ensure the success of all students in the Year group by overseeing a programme of 1-1 mentoring, including mentoring selected students in the Year group
- Ensure and monitor continuously the impact of intervention plans with individual students
- Ensure that all students know that anything they report, e.g. occurrences of bullying, will be followed up robustly
- Be responsible for maintaining high standards of uniform within the Year group
- Lead new student induction to the Year group to ensure smooth transition
- Ensure students know how to keep healthy and stay safe
- Devise and implement anti bullying strategies.

Data Protection / General Data Protection Regulations Compliance

The Privacy Notice sets our general principles in relation to Data Protection and the General Data Protection Regulations. You should also abide all Trust policies relating to the use of data including but not limited to:

- Acceptable Use Policy
- Records Retention Policy
- Personal Data Breach Procedure
- Employee Code of Conduct
- E-safety Policy
- Social Media Policy
- Use of Personal Devices Policy

Our Privacy Notice for Employees explains how we use your personal data.

You should note that a duty of confidentiality applies to all personal data seen prior to the first day of employment (for example, pupil lists for the purposes of lesson planning or other activities to support teaching and learning). This reflects the custom and practice of those contracts of employment starting on the first day of term while recognising the need to be aware of and plan to support pupil needs.

The conditions of employment of teachers in the School Teachers' Pay and Conditions of Service Document apply to this post. Teachers must abide by the Teachers' Standards throughout their career. Teachers (and staff appointed under Teaching Staff Terms and Conditions) must have an understanding of, and always act within, the statutory frameworks which set out their professional duties and responsibilities.



Person Specification:

CRITERIA	ESSENTIAL	DESIRABLE
Professional Qualifications and Learning	<ul style="list-style-type: none"> • Good degree or relevant vocational qualification pertaining to the subject to be taught • Qualified Teacher Status (QTS) • Level 3 safeguarding training 	<ul style="list-style-type: none"> • Further professional level qualifications (e.g. master's qualifications) • Experience as a DDSL
Experience	<ul style="list-style-type: none"> • Ability to set clear vision and direction with appropriate implementation planning • Ability to deliver consistently high-quality lessons to students of all ages and abilities. • Proven record of establishing and maintaining cultures of inclusion and belonging rooted in relational practice • Proven commitment to continued professional development and a readiness to reflect and self-evaluate to change, improve and develop. • Good knowledge of current educational developments and initiatives • An understanding of the ways children learn and how individual needs may be assessed and met. • An understanding of the strategies needed to establish consistently high aspirations and academic / behavioural standards and a commitment to relentlessly implementing these strategies. • Experience of delivering staff training and undertaking the professional development of other professionals • Clear and robust understanding of all the frameworks and expectations which inform the role 	<ul style="list-style-type: none"> • Experience of having designed, implemented and evaluated ambitious and impactful change-management projects • Experience of leading a team in the development and implementation of initiatives
Skills	<ul style="list-style-type: none"> • Excellent interpersonal and listening skills and a high degree of emotional intelligence • A proven ability to use data confidently to inform and diagnose weaknesses that need addressing, and an ability to plan effectively • The ability to develop positive relationships with all young people 	



	<ul style="list-style-type: none"> • An effective leadership and management style that encourages participation, innovation and develops colleagues' confidence • The ability to lead, coach and motivate staff within a performance management framework, providing professional development and effectively challenging and managing any underperformance, whilst developing the leadership skills of others • Well-developed planning and organising skills including time management, prioritisation, delegation and administration • A clear passion for education and inclusion • The ability to enthuse and inspire others • Passion, resilience, maturity and optimism to lead through day-to-day challenges while maintaining a clear strategic vision and direction. • Confidence and self-motivation to work well and be decisive under pressure • A high level of honesty and integrity • A firm and constant belief in the unlimited potential of every student and a commitment to inclusive educational provision • A relentless approach to securing the improvement of provision for young people • Committed to teamwork and working collaboratively with colleagues within the school and across the Trust 	
<p>Personal Qualities</p>	<ul style="list-style-type: none"> • Displays understanding & commitment to the protection and safeguarding of children and young people. • A highly professional approach to their work • Reliable and trustworthy • Embodies the Trust's vision and values. • Awareness to and commitment to equality • Demonstrates a 'can do' attitude 	<ul style="list-style-type: none"> • Committed to personal and professional development. • Able to manage time effectively A belief in the ability of children and young people to achieve and overcome obstacles to their learning

Dartmoor Multi Academy Trust is an equal opportunity employer.

All schools in The Dartmoor Multi Academy Trust are committed to safeguarding and promoting the welfare of children and young people and expect all staff and volunteers to share this commitment.

You will have undertaken an Enhanced Disclosure via the Disclosure Barring Service (DBS).

Signed.....

Dated.....