

**Ofsted**  
Outstanding  
Provider



**Moorlands**  
Learning Trust



**ILKLEY GRAMMAR SCHOOL**

A MOORLANDS LEARNING TRUST ACADEMY

**FURTHER  
PARTICULARS FOR  
THE POST OF:**

**HEAD OF YEAR  
(YEAR 10)**

**JUNE 2026**

**Ilkley Grammar School**  
**Head of Year**  
**Scale Pay Point 23 (Range 23-25)**  
**Actual salary £30,026 - £32,144**  
**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 Head of Year. The successful candidate will have high expectations and an unwavering commitment to all students maximising their potential through outstanding support, encouragement, collaboration and mentoring. Non-teaching Heads of Year posts form part of an inclusive, pastoral structure and the postholder will work with one year group and roll with the students through school (Year 8-11), to aid continuity. This role is an exciting one and the successful candidate will begin as the Head of Year 10.

The successful candidate will demonstrate consistently high expectations, strong interpersonal and organisational skills, and a high level of emotional intelligence, alongside an unwavering commitment to students, staff and the wider school community. They will play a key role in attendance monitoring through robust daily routines, including proactive liaison with families. The Head of Year 10 will report directly to the Assistant Headteacher (KS4 & Safeguarding).

This is an exciting time in the school's development. In July 2022, it was announced that IGS had been selected for the next phase of the national Schools Rebuilding Programme, and we will receive substantial capital investment to rebuild and refurbish parts of the school. Work commenced in the summer term 2025 and, on completion, will have a transformative impact on the learning environment at IGS, as well as substantially reducing our carbon footprint. In addition, following further capital investment from BMDC, we have recently expanded our specialist School Resource Provision (SRP), providing 24 places for students with autism. This is in line with our commitment to inclusive education and to meeting the needs of all young people within our community.

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: 8am Monday 8<sup>th</sup> June 2026  
Provisional interview is scheduled for w/c 8<sup>th</sup> June 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 Wednesday 10<sup>th</sup> June 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

## **RESPONSIBLE TO ASSISTANT HEADTEACHER KEY STAGE 4, THE POST HOLDER WILL:**

### **Key Accountabilities**

- **Student Progress & Achievement:**
- Working with the Assistant Headteacher KS4 & Safeguarding, identify students and groups of year 10 students who are underachieving
- Liaise with appropriate staff to ensure that underachieving students are being supported effectively including curriculum TLR holders and Inclusive Learning
- Work directly with students to monitor and oversee their performance – for example, those on positive monitoring reports
- Support targeted students at risk of significant underachievement, behavioural difficulties, disaffection and/or poor attendance through external agencies, including liaison with external agencies, or internal support
- Support student tracking re: achievement, Personal Best, and attendance
- Work with individuals and small groups of students for intervention as appropriate
- Communication with staff in understanding the learning needs of particular students and groups of students where appropriate

### **Behaviour, Student Welfare and Attendance**

- To establish and maintain an ethos of high standards across the year group
- To ensure the consistency of the relationships policy – that sanctions are applied consistently and fairly, with reasonable adjustments made as appropriate in line with the Equality Act
- To ensure that rewards are celebrated consistently to raise aspirations
- To ensure that students have opportunities to develop their leadership skills
- To oversee the accreditation in PBT, working with the Assistant Headteacher
- Have full knowledge and appreciation of a range of activities, courses, opportunities, organisations and individuals, both external and internal that could be drawn upon to provide extra support for students
- Support individual students to manage behaviour through appropriate training, eg. anger management, self-esteem and awareness training
- Mentor students on emotional issues affecting their well-being and learning
- Link to Social Services and relevant agencies as appropriate
- Run appropriate workshops for identified students to raise awareness and educate in important life issues such as relaxation, fitness and nutrition, smoking and self-esteem
- Set up activities to improve students' life and social skills

### **In liaison with the Assistant Headteacher KS4 & Safeguarding:**

- Monitor attendance and provide information for Form Tutors
- Work directly with students and families to ensure good attendance by planning appropriate intervention strategies
- Liaise with parents and other external agencies as needed, including at times in the home as appropriate
- Work with individual or small groups of students to support behaviour management, bullying and other concerns
- Support the initial investigations into behavioural and other matters by seeing students, taking statements, contacting the police and other agencies as appropriate
- Act as First Aider where possible
- Plan breaks at appropriate times to ensure availability to students at key times such as break time / lunchtime

- **Communications**

- Liaise with key staff including the Inclusive Learning Team (SEND), attendance and safeguarding teams and subject leaders
- Be responsible for assemblies, both in delivering when appropriate and scheduling/ content, in conjunction with the Assistant Headteacher
- 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
- Set up home learning support where necessary
- Keep accurate and timely records such as CPOMS

- **Other**

- Ensure the smooth running of sanctions, in conjunction with other HoYs and Senior Leaders.
- Take a share of the detention/duty rota as required
- Support or organise school events, Parents' Evenings, Options Evenings, visits, extra-curricular charity fundraising, enrichment etc as appropriate
- Support duty patrols, including break, lunchtimes and before and after school as required
- To support, as required, alternative and catch-up provision as appropriate
- Positively promote the school including through contributions to the parent/carer bulletin and the school's official social media channels
- 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
- 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.

### **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
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- 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 – 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"/> Mental Health First Aid qualification or willingness to become suitably qualified	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	E	Application form and selection process
<input type="checkbox"/> Understanding of children's needs and problems	E	
<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		
<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	
<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	
<b>Professional Qualities</b>	<b>Essential/ Desirable E/D</b>	<b>How Identified</b>
<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	
<b>Equal Opportunities</b>	<b>Essential/ Desirable E/D</b>	<b>How Identified</b>
<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	
<b>Circumstances - Personal</b>	<b>Essential/ Desirable E/D</b>	<b>How Identified</b>
<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	
<b>Safeguarding</b>	<b>Essential/ Desirable E/D</b>	<b>How Identified</b>
<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	