



# Samuel Whitbread Academy Application Pack

## Head of Year (non-teaching)





## CONTENTS

1. Introduction
2. About BEST
3. About Samuel Whitbread Academy
4. How to Apply
5. Job Description
6. Person Specification

[www.bestacademies.org.uk](http://www.bestacademies.org.uk)



# INTRODUCTION

Welcome to Samuel Whitbread Academy and the Bedfordshire Schools Trust. Thank you for expressing an interest in our current vacancy.

We have collated this application pack to provide you with all the information you should need to enable you to apply for this role.

However, if you would like any further information or would like to make a visit to our academy, please contact:

**Emma Saunders**  
**HR Assistant**  
**[esaunders@bestacademies.org.uk](mailto:esaunders@bestacademies.org.uk)**  
**Tel: 01462 629900**

**Samuel Whitbread Academy**  
Shefford Road, Clifton, Shefford, Bedfordshire SG17 5QS  
[www.samuelwhitbread.org.uk](http://www.samuelwhitbread.org.uk)



# ABOUT BEST

The Bedfordshire Schools Trust (BEST) is a multi-academy trust providing exceptional education across our community of 11 schools and five nurseries.

Since forming in 2016, we have grown significantly into one of the largest trusts in the county. We now educate 8,000 children across the area, from nursery age to advanced level study, and have over 1,000 members of staff.

It is our aim to grow the BEST in everyone, and everything we do is driven by our values. We will:

- Always put children first
- Collaborate to support and compete to challenge
- Provide community-based provision
- Have the courage to be compassionate

Our aims can only be achieved if we recruit, retain and develop the highest quality workforce – and we want those we employ to be valued in the workplace.

As a single employer, we are able to offer all our staff a fantastic range of benefits, including an excellent working environment, opportunities for career development and training, and discounts and deals that will help save you money.

Full details can be found in our BEST People staff benefits brochure, available for download from our MyNewTerm careers page, or on our website at [www.bestacademies.org.uk/jobs](http://www.bestacademies.org.uk/jobs)

The formative years of BEST have been a real success story – and we are looking forward to an exciting future, too.





# HOW TO APPLY

We use an application form, rather than asking for CVs, for most vacancies. This ensures all applicants present their information in the same standardised format and tell us only what we need to know.

Apply online via the MyNewTerm website at [www.mynewterm.com](http://www.mynewterm.com) before the closing date.

**Closing date:** Midnight on Sunday 28<sup>th</sup> June 2026

**Interview date:** Thursday 9<sup>th</sup> July 2026

BEST is an equal opportunities employer and we are committed to encouraging equality, diversity and inclusion among our workforce.

We are committed to safeguarding and promoting the welfare of children. All offers of employment will be subject to satisfactory pre-employment checks and references, including enhanced Disclosure and Barring Service (DBS) clearance.

Strictly no agencies.

**We look forward to receiving your application.**



# JOB DESCRIPTION

<b>Job Title</b>	Head of Year (non-teaching)
<b>Based at</b>	Samuel Whitbread Academy
<b>Salary/Grade Range</b>	NJC Scale BBU9 Points 24-27 (FTE: £35,412 - £38,220 pro rata. Actual: £33,142 - £35,770)
<b>Responsible to</b>	Assistant Principal (Behaviour & Attitudes)
<b>Liaising with</b>	SWA SLT, the SLG of the BEST Academies, BEST Trustees, Local Governing Bodies, Heads of Departments, and relevant Trust administrative, SEND, and Inclusion teams.
<b>Hours</b>	37 hours per week, term-time plus designated training days and an additional 3 weeks  The post-holder will spend at least 3 lunchtimes a week on rota duty focusing on students.

## Purpose of Role

The Head of Year provides strategic leadership, management, and pastoral care for their designated year group to secure high standards of learning, well-being, and academic achievement. Bridging pastoral guidance and academic rigour, the role is responsible for establishing high expectations, monitoring student progress, and ensuring that behaviour, punctuality, and attendance are exemplary.

The Head of Year will provide direction to their team of tutors and support staff, foster a collaborative ethos, minimise barriers to learning, and implement aims and policies consistent with national and school strategies. Depending on the specific appointment pathway, the post-holder may also undertake an appropriate programme of teaching or study support.



## Duties and Responsibilities

### Strategic Leadership & Year Group Ethos

- Create a focused, happy, safe, and committed learning environment in which students feel secure and valued.
- Write, implement, and measure the impact of the Year Group Development Plan.
- Create, foster, and build strong collaborative relationships with students and their parents/carers, resolving barriers to learning.
- Communicate the vision and values of the academy through assemblies, competitions, achievement events, and other organized meetings.
- Oversee key milestones, including the transition process, KS4 options process, and smooth transition to the Sixth Form or further education by working closely with relevant senior leaders and CEIAG staff.
- Implement Bedfordshire Schools Trust (BEST) policies and procedures, establishing a supportive ethos and ensuring Health and Safety and Risk Assessment compliance.

### Pastoral Support, Attendance, & Safeguarding

- Share responsibility for the safeguarding and well-being of the Year Group, working closely with the Assistant Principal and Designated Safeguarding Lead (DSL); willingness to train as a Deputy DSL.
- Monitor, create, and analyse attendance and persistent absence (PA) data, partnering with the Attendance Officer, EWO, and tutors to ensure attendance remains above national standards.
- Proactively identify students needing additional support and coordinate appropriate interventions alongside the SEND, Inclusion, and external support teams.
- Lead the implementation and review of personal development strategies relating to anti-bullying, equality and diversity, and positive mental health.
- Support students' access to learning, promoting self-esteem, independent study, and providing direct mentoring and feedback in relation to behaviour, attendance, and achievement.

### Behaviour & Standards Management

- Insist on high standards of cooperation, dress code (uniform), and behaviour, initiating firm and effective strategies when rules are broken.
- Conduct daily Year Group lesson visits, learning walks, and observations to praise successes and handle on-call or pastoral issues.
- Create and analyse behavioural data using computerised management systems; monitor staff input to plan support, track exclusions, and minimize disruptions to learning.



- Fully support and participate in the Academy lunchtime and after-school detention rotas.

### **Staffing & Team Management**

- Line manage, deploy, and monitor a team of up to 14 Tutors, an Assistant Head of Year, and Pastoral Support Officer(s).
- Lead team briefings, calendared meetings, and targeted professional development to ensure all team members deliver high-quality tutor time lessons.
- Undertake Professional Performance Reviews, acting as a team leader to recognize excellence, identify development needs, and directly intervene to manage underperformance.

### **Academic Rigour & Progress Monitoring**

- Monitor the attitude to learning across the Year Group to maintain absolute academic rigour.
- Rigorously track and evaluate student progress using tracking systems, value-added measures, and examination data to implement academic intervention and challenge strategies.
- Maintain a comprehensive overview of attendance and assessment data for all target groups (including EAL, FSM, SEN, Gender, EM, CLA, and High Attainers) alongside the SENCO.
- Cooperate with Heads of Departments and Key Stage Leaders to verify that progress matches or exceeds national expectations, taking appropriate action where classroom performance requires intervention.

### **Administration, Celebration, & Community**

- Maintain meticulous, confidential records using tools such as Bromcom or CPOMS.
- Plan and deliver rewarding assemblies, including termly reward and celebration events, and promote achievements through newsletters and social media.
- Coordinate student events specific to the Year Group, including Progress Review Evenings (PRE), transition days, praise trips, and Year 11 Leavers' Events.
- Liaise with outside agencies (e.g., Children's Services, CAMHS, Police) and ensure external information is distributed and actioned correctly.

*Please note, while every effort has been made to explain the duties and responsibilities of the post, each individual task undertaken may not be identified.*

*Employees will be expected to comply with any reasonable request from the Principal to undertake work of a similar level that is not specified in this job description.*



# PERSON SPECIFICATION

## Job Title: Head of Year (non-teaching)

Attributes	Essential	Desirable
<b>Education &amp; Qualifications</b>	<ul style="list-style-type: none"> <li>• Educated to GCSE level (or equivalent) with English and Maths at 9-4 (A*-C).</li> <li>• Evidence of continuous professional development.</li> </ul>	<ul style="list-style-type: none"> <li>• A-Levels (or equivalent).</li> <li>• First Degree / Higher Education qualification.</li> <li>• Training in behavioural management.</li> <li>• Further professional qualifications (e.g., Master's degree, National College Qualifications).</li> </ul>
<b>Professional Experience</b>	<ul style="list-style-type: none"> <li>• Previous experience working in an educational and/or pastoral setting.</li> <li>• Previous experience of leading, motivating, and managing a team of people.</li> <li>• Experience working with outside agencies (e.g., Children's Services, CAMHS, EWO, Police).</li> <li>•</li> </ul>	<ul style="list-style-type: none"> <li>• Minimum of 2 years' experience working with pupils with challenging behaviour.</li> </ul>
<b>Professional Knowledge, Skills and Understanding</b>	<ul style="list-style-type: none"> <li>• Ability to maintain total confidentiality inside and outside the workplace.</li> <li>• Deep understanding of children's emotional, physical, and educational needs.</li> <li>• High expectations of student performance, progress, and behaviour.</li> <li>• Exceptional interpersonal and communication skills to engage large student groups, parents, and leaders.</li> <li>• Strong organisational, deadline-driven, and time-management skills.</li> <li>• Ability to work autonomously within set boundaries, as well as collegially.</li> <li>• Ability to use data effectively to compare student performance.</li> <li>• High competency using ICT for tracking, recording, and reporting.</li> </ul>	<ul style="list-style-type: none"> <li>• Working knowledge of school systems (Bromcom, CPOMS).</li> <li>• An appreciation of how to handle staff sensitively but assertively while motivating them.</li> <li>• Experience in raising student and staff aspirations.</li> </ul>



<b>Personal Qualities</b>	<ul style="list-style-type: none"> <li>• A resilient, positive, 'solutions-driven' approach.</li> <li>• Strong commitment to self-development and a willingness to undergo further training.</li> <li>• Absolute commitment to inclusion and improving the life chances of the community.</li> <li>• Willingness to be flexible in relation to workflow, demands, and role hours.</li> <li>• Determination to tackle underperformance and find innovative solutions.</li> </ul>	<ul style="list-style-type: none"> <li>• Enthusiasm for teaching/education and commitment to student enrichment activities.</li> <li>• Experience of having successfully led a change initiative.</li> </ul>
<b>Physical</b>	<ul style="list-style-type: none"> <li>• Ability to perform all the physical duties and responsibilities of the post effectively.</li> <li>• Resilience and ability to work effectively under pressure in challenging circumstances.</li> </ul>	
<b>Other</b>	<ul style="list-style-type: none"> <li>• Robust knowledge of relevant safeguarding, child protection legislation, and best practice.</li> <li>• Deeply values and respects the views and needs of children and young people.</li> <li>• Appropriate Enhanced DBS clearance (pre-employment requirement).</li> </ul>	<ul style="list-style-type: none"> <li>• Current First Aid certificate (or willingness to complete training).</li> <li>• Clean driving licence and ability to travel independently to other academies within the Trust.</li> </ul>

***We are committed to the safeguarding and promotion of children's welfare and offers of employment are subject to DBS clearance***

