

# Post 18 Pathways

Following the Post 18 pathways work last week, here is a link to loads of useful info, including the documents we used on Wednesday and more.....

[Post 18 tips](#)

Also have a look at the Subjects Library on [Unifrog](#)

# UCAS

Subjects library

Unifrog's Favourite

## Anticships



CHARTERS  
SIXTH FORM



A student's guide to U...



CHARTERS  
— SCHOOL —

Head of Year  
12-13  
Information 2026



# CHARTERS

— SCHOOL —

Thank you for taking the time to look at this job opportunity at Charters School.

Charters is a school that has a strong community feel where all students are encouraged to develop their academic as well as social skills. Our ethos is set against our core values of Unity, Respect and Excellence. These values are at the heart of the Charters School community. We are very proud of our students, what they do daily and what they go on to achieve.

In joining our community, you will be part of an organisation that will support you in your career goals and help you to develop as an individual.

Relationships across the school between parents, students and staff are warm and positive which makes Charters an environment that is a pleasure to work in and develop your career at.

We believe that academic challenge, specialist guidance and excellent enrichment opportunities help students gain the knowledge and skills they need for their next stage in life after leaving us.

Along with the class teaching, which is of the highest standards, the Sixth Formers develop skills for life, their spirit of independence and their sense of community. Our spacious Sixth Form area provides a lively yet focused environment for learning. Along with the academic areas for work, The Durning Room and specialist teaching facilities, there are social spaces and quiet places for relaxation and a common room with a café to catch up with friends.

To help bridge the gap between being at school and becoming a university student or apprentice, every Sixth Former is encouraged to take on responsibilities inside and outside the school. We also encourage our students to support the school and local community.

From the first days of Year 12, we encourage students to think about what they want to achieve in higher education and beyond, so we can help them plan the best way to fulfill their goals. We support them every step of the way, encouraging, challenging and helping them to develop the personal strengths and learning skills which will set them up on their journey through life.

The Sixth Form team are highly experienced and dedicated to providing every possible opportunity for our students and supporting them in their decisions they have to make around UCAS and higher-level apprenticeships.

We ensure that they are well supported in their journey towards the next stage of their life.

I look forward to receiving your application.

Best wishes

John Fletcher

UNITY RESPECT EXCELLENCE



<b>Post Title</b>	Head of Year (Year 12 13)
<b>Salary</b>	Charters School Pay Scale 1-9, TLR4
<b>Responsible to</b>	Head of Sixth Form
<b>Line management Responsibility</b>	Tutor Team / Key Pastoral Staff

**Job Purpose**

To provide strategic leadership for the year group and overarching effective pastoral care for all students

**Key Responsibilities**

- Foster high quality social, academic and pastoral development of all students within the year group.
- Ensuring that school policies are implemented consistently within the year group. This includes student welfare, academic progress, behaviour and attendance.
- Evaluate the effectiveness of school systems that operate within the year and lead the tutor team and other pastoral staff that operate them.
- Monitoring and evaluation of student progress and other student data including behaviour and attendance.
- Effective home/school liaison with parents/carers and, where necessary, external agencies.
- Ensuring that staff are properly appraised by contributing fully to the performance review process.
- To serve as a member of the Head of Year Team and to play a full part as a member of this team to review and influence whole school development.

**Key Tasks**

- Model the behaviour that is expected of all students and staff within the year group
- Take an active role in promotion of good behaviour during lunchtimes and before school
- Support the induction of new students, and the transition process from KS4 to KS5
- Lead whole year group activities, such as assemblies, to develop student's wider education and PSHCE.
- Encourage full attendance and promote good punctuality and take action to reduce absence by liaison with parents/guardians and appropriate agencies as necessary
- Promote positive attitudes and behaviour and academic resilience and apply the school's and Sixth Form behaviour policy consistently.
- Provide support and guidance to students as they prepare for post 18 pathways.
- Work collaboratively with the Head of Sixth Form and Head of Year in the strategic development of the Sixth Form.
- Provide leadership for a team of tutors and all the students in the year group
- Meet regularly with the Head of Sixth Form to discuss the year group, raise any concerns or issues and plan activities to support the development of students
- Comply with all school policies, procedures and systems and General Data protection requirements
- Effective monitoring of the implementation of school and Sixth Form policies at Tutor time, lessons and at social times.
- To lead regular meetings with the tutor team.
- Ensure that all appropriate student records are kept, used and updated regularly and that legal requirements are met regarding student registrations.
- To present statistical information to SLT for each progress report.
- To identify trends and patterns in order to make strategic recommendations to SLT.
- To liaise with Head of Sixth Form on actions necessary for other areas of student progress, such as attendance and behaviour data.

- Provide high quality information to students and parents/carers, including briefings on Post 18 pathways.
- Champion the involvement in enrichment activities for the students including activities outside of the classroom and work experience.
- High quality and consistent communication between staff, students and parents, including effective use of reporting systems.
- Where the need arises, meet with students and if necessary, parents/external services in a timely and professional manner.
- Attend additional meetings, as required, that are focused on the academic progress and/or personal welfare of students within the year group.
- To participate in the school Performance Appraisal Scheme and in relevant training opportunities.
- To lead meetings of the teaching staff as the role demands.
- To undertake a teaching commitment as agreed with the Headteacher.
- To undertake any other reasonable duties as may be agreed from time to time with the Headteacher.

### Key Indicators / Performance Objectives

- To carry out individual responsibilities to the highest standard.
- To maintain and develop standards leading to the best possible pastoral care of all students
- The academic success/outcomes for all students
- Behaviour and attendance data

This job description sets out the duties and responsibilities of the post at present. Such duties and responsibilities may vary from time to time without changing the general character of the duties or the level of responsibility entailed. Such variations are a common occurrence and cannot of themselves justify a reconsideration of the grading of the post.

Signature: \_\_\_\_\_ Employee Date: \_\_\_\_\_

Signature: \_\_\_\_\_ Employer Date: \_\_\_\_\_



	<b>ESSENTIAL</b>	<b>DESIRABLE</b>
<b>Qualifications and Training</b>	<ul style="list-style-type: none"> <li>• QTS</li> <li>• Skills in ICT</li> </ul>	<ul style="list-style-type: none"> <li>• Additional relevant qualifications</li> </ul>
<b>Experience</b>	<ul style="list-style-type: none"> <li>• Robust experience as an excellent classroom practitioner</li> <li>• Excellent results in delivery of own classes over a three-year period</li> <li>• Proven experience in raising attainment, through analysis of data and monitoring and tracking of students</li> <li>• Experience of monitoring learning &amp; teaching through lesson observations</li> <li>• Setting up systems to raise achievement</li> <li>• Demonstrable capacity to multi-task</li> <li>• Outstanding pastoral tutor experience</li> <li>• Ability to Chair meetings</li> <li>• Hold people to account to the high standards in the delivery of Tutor time and Personal Development lessons.</li> <li>• Outstanding pastoral tutor experience</li> </ul>	<ul style="list-style-type: none"> <li>• Experience of transition process from Key</li> <li>• Stages 4-5</li> <li>• 2-years' experience as a middle Manager including Performance Management of other colleagues</li> <li>• Skill in development planning and self-evaluation systems</li> </ul>
<b>Health, Attendance and Reliability</b>	<ul style="list-style-type: none"> <li>• Good attendance and reliability</li> <li>• Professional dress</li> <li>• Professional commitment</li> <li>• Good timekeeping</li> </ul>	
<b>Quality of Relationships</b>	<ul style="list-style-type: none"> <li>• Good teacher- student skills</li> <li>• Ability to display fairness and respect for students and colleagues</li> <li>• Excellent classroom management</li> <li>• High level of communication skills with a wide range of audiences</li> <li>• Ability to develop teams working</li> </ul>	<ul style="list-style-type: none"> <li>• Ability to lead and motivate a wider school team</li> </ul>
<b>Curriculum Knowledge</b>	<ul style="list-style-type: none"> <li>• Originality and creativity in the planning of SoW and the delivery of lessons</li> <li>• Understanding of the Personal Development and PSHCE Curriculum</li> <li>• Understanding of Post-18 pathways.</li> </ul>	<ul style="list-style-type: none"> <li>• Curriculum development and planning</li> <li>• Careers knowledge of pathways and current responsibility pressures</li> <li>• University application process both at home and internationally</li> <li>• Experience &amp; Quality assurance process</li> </ul>
<b>Pastoral Knowledge</b>	<ul style="list-style-type: none"> <li>• Appreciation of the role of the tutor in monitoring student progress and shaping their personal and social development</li> <li>• Commitment to and experience of working with parents</li> <li>• Commitment to leading the development of students Life Skills</li> </ul>	
<b>Other Attributes and Values</b>	<ul style="list-style-type: none"> <li>• Conscientiousness and tenacity</li> <li>• Ability to meet deadlines</li> </ul>	<ul style="list-style-type: none"> <li>• Commitment to own professional learning and</li> </ul>

	<ul style="list-style-type: none"><li>• Sense of humour</li><li>• Stamina and flexibility</li><li>• Organisation</li><li>• Emotional and physical resilience</li><li>• Commitment to comprehensive education</li><li>• Commitment to the achievement of all students</li><li>• Capacity to see the bigger picture, whilst retaining an attention to detail</li><li>• Commitment to the values and ethos of Charters</li></ul>	that of other colleagues, including those wishing to enter the profession
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## APPLICANT INFORMATION

Thank you for your interest in our school.  
Candidates are requested to complete the Application Form in My New Term

Charters School  
Charters Road  
Sunningdale, ASCOT  
Berkshire  
SL5 9QY  
Telephone 01344 624826

[www.charterschool.org.uk](http://www.charterschool.org.uk) – email: [recruitment@charterschool.org.uk](mailto:recruitment@charterschool.org.uk)

Charters School has a responsibility for, and is committed to, safeguarding and promoting the welfare of children and young people and for ensuring that they are protected from harm.

All applicants must be willing to undergo child protection screening appropriate to the post, including checks with past employers and the Disclosure and Barring Service.

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