



**Non-Teaching Head of Year**  
**Mark Hall Academy**  
**Candidate Information Pack**

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# Welcome from the CEO

I never originally set out to establish a Multi Academy Trust. That simply was not the plan – at least not at first.

The journey began in 2010 at Burnt Mill Academy in Harlow. At that time, the school faced significant challenges and required rapid improvement. From the outset, it was clear that transforming outcomes for children depended on having talented, committed staff who shared a strong belief in what young people could achieve. With a clear vision, high expectations and a relentless focus on improving teaching and learning, the school quickly began to flourish, leading to significantly improved outcomes for pupils and recognition from Ofsted.

Inspired by what could be achieved through strong leadership, collaboration and a shared commitment to excellence, BMAT Education was established with a clear purpose: to provide exceptional educational opportunities for children and young people across our communities.

Today, our schools work closely together to share expertise, develop staff and create the very best experiences for pupils. While each school retains its own unique identity and strengths, all are united by a commitment to high standards, inclusion, ambition and continuous improvement.

At BMAT, we believe exceptional staff transform lives. Whether in teaching, leadership or support roles, every colleague plays an important part in helping children thrive academically, socially and emotionally. We are committed to attracting and developing talented professionals who are passionate about making a positive difference.

This candidate pack has been designed to give you an insight into Mark Hall Academy, the role of Non-Teaching Head of Year, and the values and culture that underpin our work. We hope it provides a clear understanding of our ambitions for our pupils, staff and wider community.

If you are inspired by what you read in this pack and share our commitment to delivering the very best for children and young people, we would be delighted to hear from you.

I wish you all the very best with your application and thank you again for your interest in Mark Hall Academy and BMAT Education.

**Helena Mills CBE**

# Welcome from our Executive Headteacher

Welcome to Mark Hall Academy

Thank you for your interest in joining Mark Hall Academy.

Mark Hall is a school with real energy, character and potential. It serves a community that deserves a strong, ambitious and successful school at its heart, and we are proud to be part of that work.

At Mark Hall, we are focused on building a culture of aspiration, respect and success. We want every student to feel known, challenged and supported, and to leave us with the confidence, character and qualifications they need for the next stage of life.

We believe young people achieve their best when schools get the important things right: strong teaching, a carefully planned curriculum, high standards of behaviour, good attendance, effective pastoral care and positive relationships with families. These are the foundations of a successful school, and they sit at the heart of our work.

We are looking for staff who share that sense of purpose. Colleagues joining Mark Hall will be part of a school that is ambitious for its students and serious about improvement. This is a place for people who believe in young people, value consistency and want to make a visible difference through their work.

As part of BMAT Education, Mark Hall benefits from the support, challenge and expertise of a wider family of schools. The Trust helps us raise expectations, strengthen systems, develop staff and share the best practice that makes a real difference in classrooms and across school life.

We also know that schools improve through people. We want staff to feel supported, valued and clear about what matters most. Leadership will be visible, expectations will be clear, and colleagues will be supported to do their jobs well. High standards matter, but so does working together with trust, honesty and care.

Mark Hall has students with talent, personality and potential. It has staff who care deeply and a community that wants its young people to succeed. There is a great deal to be proud of and a great deal to look forward to.

If you are ambitious for young people, committed to inclusive education and want to be part of a school with purpose, drive and heart, we would be delighted to hear from you.

Thank you again for your interest in Mark Hall Academy. We hope this pack gives you a sense of who we are, what we value and why Mark Hall is such a rewarding place to work.

**Mike Yerosimou**

# About Our Trust

BMAT Education runs a community of schools which provide an outstanding education for every individual attending a Trust school. Our schools are places of aspiration, where individuals matter and confidence flourishes so that achievement for all is outstanding.

The trust currently oversees seven secondary academies and five primary academies, located in Harlow, Newham and Stansted. BMAT's vision is to work together to smash through the barriers that prevent children from becoming confident, high achieving and independent individuals.

Core to our ethos is that we believe that exceptional leaders create exceptional schools, and our leaders are given the support they need to serve these communities at the highest level. BMAT is driven by the ambition to be the best.

## Our Schools:

- Burnt Mill Academy
- Cooks Spinney Primary Academy and Nursery
- Epping St Johns Church of England School
- Freshwaters Primary Academy
- Forest Hall Academy
- Little Parndon Primary Academy
- Magna Carta Primary Academy
- Mark Hall Academy
- Royal Docks Academy
- Roydon Primary Academy
- Sir Frederick Gibberd College
- STEM Academy



# Job Description

|                   |                                                                                                       |
|-------------------|-------------------------------------------------------------------------------------------------------|
| <b>Job title</b>  | Non-Teaching Head of Year                                                                             |
| <b>Reports to</b> | Senior Leader                                                                                         |
| <b>Pay scale</b>  | Band 4 MAX, Point 19 to 28 (£30,123 to £36,637 Annually (Actual))                                     |
| <b>Location</b>   | Mark Hall Academy                                                                                     |
| <b>Terms</b>      | 37 hours per week, 42 weeks per year (term time plus inset days plus 3 weeks throughout the holidays) |
| <b>Contract</b>   | Fixed-term 1 <sup>st</sup> September 2026 until 31 <sup>st</sup> August 2027                          |

## Purpose of the Job

- To ensure the Personal Development of the pupils in a year group.
- To ensure the quality of education they receive and the behaviour is excellent.
- The post will require you to work in partnership with all staff to ensure the continuous improvement of the school and the achievement of pupils.
- To liaise with the Head Teacher, SENCO, SLT, PWO, EWO and outside agencies such as CSS, social services and the police.
- Maintain strong relationships with parents of your Year Group and support colleagues in meetings with parents.

## Liaison With

- The post-holder will be expected to network and liaise across the range of external providers, schools, community and coordinator networks, to ensure a consistency of approach regarding standards, support, and transition.

## KEY RESPONSIBILITIES AND ACCOUNTABILITIES

This list is not exhaustive, but includes:

### Specific Responsibilities

#### Oversight of

- All pupils in a year group

#### Safeguarding and Compliance

- Monitor safeguarding systems (e.g. MyConcern) to ensure concerns are logged accurately and acted upon promptly.
- Ensure full compliance with safeguarding policies and statutory requirements.
- Liaise with the Designated Safeguarding Lead (DSL) to follow up on pupil's concerns and ensure timely interventions.
- Attend safeguarding briefings and contribute to internal audits and reviews of procedures.

#### Detentions and Student Supervision

- Supervise pupils during detentions to ensure expectations are upheld and reflection is encouraged.
- Monitor behaviour and punctuality of students attending detention.
- Escalate repeat or serious issues to senior staff as appropriate.

#### Assemblies

- Before pupils enter the hall, they should be quiet and calm.
- Your role is to maintain this level of behaviour before, during and on exiting the assembly.
- If pupils are talking/being disruptive you may need to remove them from assembly and set the relevant sanction. Try to manage behaviour with minimal disruption and speak to pupils after where possible.
- SLT will lead assemblies, you may need to add any relevant notices to your year group at the close.

#### Classroom Walks

- Be present and involved in your year groups learning
- Complete walks of the school and where suitable go into lessons and engage with pupils – this would be more fitting in active lessons such as tech, art or a science practical. Ask your pupils what they are learning, how they are enjoying it and to teach/show you something they have learnt
- If a class is in a quiet working mode, still look in and show your support to teachers and pupils but do not disturb learning.
- If you see unacceptable behaviour then address it directly to the pupil with a prompt/direction or request a pupil step outside and speak to them.

## **Parent/Carers Engagement**

- Make proactive and reactive phone calls or send emails home, share feedback from teachers/tutors. If a pupil receives positive behaviour points or shows a great attribute, then let parents/carers know.
- Update parents/carers regarding behaviour, attendance, progress, and pastoral concerns during phone calls.
- If a parent calls/emails, respond at your earliest convenience – even if it is just a holding message to acknowledge their communication and assure you will be in touch.
- Hold a termly coffee morning/drop in for parents so they can come and meet you, ask questions and provide them the opportunity to feel a part of our school community.

**We want to build effective and positive relationships with home in the hope we can work together to gain the best outcomes for their children**

## **Behaviour management**

- As Head of Year, it is vital you are aware of early low-level behaviour or repeat offenders.
- We want to address and support pupils before behaviour declines or they reach crisis point.
- Working closely with your pupil welfare team to ensure the correct support is offered is vital.
- A tracking tool can be used to monitor negative and positive behaviour points, this should be reviewed weekly and then actions set with targeted pupils.
- Reports can be used as an effective tool to support behaviour. Be consistent in checking and sharing feedback with pupils on reports, encourage them and highlight their positives/achievements.
- Delivering interventions to educate young people is an important part of managing and modeling behaviour. As a trust we have a variety of resources you can complete 1-2-1 or with groups of pupils.
- Behaviour should be discussed at the weekly Pupil Welfare Meetings, use this time to seek support and advice from the pupil welfare officers and other HOY/SLT.
- Positive behaviour points should be given at every opportunity and celebrated within your year group.
- Celebration assemblies, shout outs, and pupil of the week are all encouraged to spur on the children.

## **Fixed Term Suspension & Reintegration Meetings**

- All evidence including statements/CCTV should be presented to SLT.
- Review previous behaviour before setting the number of days.
- If a pupil receives an FTS, then it is vital that all paperwork is completed fully and signed by Leadership.

- The FTS should be logged on to Bromcom, a phone call home and reintegration arranged.
- If the child has a social worker they should also be informed of the suspension.
- Keep the call to home short, with a brief explanation of the event which led to the FTS, reassure parents the reintegration meeting is the platform to discuss concerns.
- The pupil should leave with work or links to work to be completed.
- Address the pupil and ensure they understand why they are being suspended and that the behaviour exhibited is not acceptable and will not be tolerated. Remind them of expectations and the impact their behaviour has on others and the pupil's future at the academy.
- If a pupil is permitted to leave the academy, check they have all belongings, their phone and have been signed out.
- Before the reintegration be familiar with the event which led to the suspension and think about targets/actions which the pupil will need to complete to improve their outcomes moving forward.
- Review if any interventions are relevant to support the pupil's reintegration, do they need to be educated around their behaviour. Use the meeting to explain to parents about the intervention and gain permission.
- The reintegration meeting is an opportunity to reinforce school policies and expectations, to check the pupil is sorry for their actions and parents understand the reason for the suspension. This time should be used to create a plan to ensure a pupil has a successful return to school, including targets for the pupil and actions for school where needed to achieve a more positive outcome in the future.

### **Alternative Provisions, Reduced Timetables and Managed moves**

- As HOY you will liaise with the SLT, the DSL and pupil welfare team when implementing the above interventions.
- You will be accountable for completing the paperwork, arranging meetings and communicating with parents/carers for the full time the provision is in place.

### **The role encompasses the following values:**

#### **1. Shaping The future**

- Establishing a vision for the future of the year group.
- Contribute to the self-evaluation of the school and year group.
- Contribute to the identification of key areas of strength and weakness in the year.
- Promote a culture of teamwork, in which views of all members of the faculty are valued and taken into account.
- Work to a high standard in implementing agreed policies, priorities and expectations, so as to set a good example to other colleagues.
- Working with other leaders to develop this vision across the school.

## **2. Leading, Learning and Pupil well being**

- Contribute to target setting for the year group.
- Lead on promoting high standards of behaviour, dress and attitudes to school.
- Promote the active involvement of pupils in their own learning, their individual and collective responsibility to the learning of self and others.
- Provide support for colleagues.

## **3. Developing self and managing others**

- Promote and safeguard the safety and welfare of pupils and people in your year group.
- Contribute to the creation of a positive year team ethos, in which every individual is treated with dignity and respect, and the safety and welfare of children and young people is paramount.
- Support the development of collaborative approaches.
- Set high expectations for your own performance and that of others.
- Engage in relevant professional development activity as necessary.

## **4. Managing the organisation**

- Contribute to a regular review of the year team to ensure it meets statutory requirements.
- Contribute to the planning process for events relevant to the year group to ensure the event provides the appropriate information and support for pupils and parents.
- Being a presence in the school corridors at the start/end of the day, lesson change over, break and lunch times.

## **5. Securing Accountability**

- Work alongside the Headteacher and line manager to secure improvement through Performance Management; take responsibility for the performance management of staff you directly line manage.
- Use a range of data sources to set realistic yet challenging targets for pupils, analysing outcomes for individuals and groups.

## **6. Strengthening Community**

- Contribute to strengthening partnerships with year groups in other schools within BMAT.
- Contribute to policies and practices, which promote equality of opportunity and tackle prejudice.
- Promote and model good relationships with parents, which are based on partnerships to support and improve pupils' achievement.

### Other Responsibilities

- Ensure there is a career, enrichment and PSHE offer for the pupils.
- Co-ordinate events including Parents Evenings; Awards Evenings; Prefects; Proms; Y9 Graduation, or Year 11 transition to Post 16, option evenings.
- To lead the transition programme between Years 6 and 7, if Head of Year 7
- To assist in the decision-making regarding pupil groupings across the year.
- To assist with duties before and after school.
- To attend and monitor pupils in detention.
- Lead on discipline issues within the year group ensuring that appropriate action is taken.

### Other specific duties:

- To continue personal development as agreed and actively engage in the performance review process.
- Complete additional duties as directed by the Headteacher or Senior Leadership Team to support the smooth running of the school.
- To comply with the School's Health and Safety Policy and undertake Risk Assessments as appropriate.
- To be aware of and work in accordance with the school's child protection policies and procedures, and to raise any concerns relating to such procedures which may be noted during the course of duty.
- To be aware of the responsibilities for all staff to protect personal data under the GDPR, work in accordance with the school's data protection policy and ensure that any suspected data loss or theft is reported immediately, as directed

### Safeguarding Children

BMAT is committed to safeguarding and promoting the welfare of children and young people. We expect all staff to share this commitment and to undergo appropriate checks, including enhanced DBS checks.

The above responsibilities are subject to the general duties and responsibilities contained in the Statement of Conditions of Employment. The duties of this post may vary from time to time without changing the general character of the post or level of responsibility entailed.

The person undertaking this role is expected to work within the policies, ethos and aims of BMAT and to carry out such other duties as may reasonably be assigned. The post holder will be expected to have an agreed flexible working pattern to ensure that all relevant functions are fulfilled through direct dialogue with employees, contractors and community members.

**English Duty** This role is covered under part 7 of the Immigration Act 2016 and therefore the ability to speak fluent spoken English is an essential requirement for this role. The duties above are neither exclusive nor exhaustive and the post-holder

may be required to carry out appropriate duties within the context of the job, skills and grade.

### General responsibilities common to all members of staff

All staff are responsible for the safeguarding and wellbeing of pupils and must follow BMAT guidance and policies. This job description will be reviewed annually and may be subject to amendment or modification at any time after consultation with the post-holder.

# Person Specification

## Non-Teaching Head of Year

| Qualifications                                                                   | Essential | Desirable |
|----------------------------------------------------------------------------------|-----------|-----------|
| GCSEs (or equivalent) in English and Mathematics at Grade C/4 or above           | ✓         |           |
| Additional qualifications related to education, counselling, or youth work       |           | ✓         |
| First Aid Certificate (or willingness to complete training)                      |           | ✓         |
| <b>Experience</b>                                                                |           |           |
| Experience working in a secondary school setting                                 | ✓         |           |
| Experience of pastoral support or behaviour management in an educational setting | ✓         |           |
| Understanding of safeguarding procedures and child protection policies           | ✓         |           |

|                                                                                                                |   |   |
|----------------------------------------------------------------------------------------------------------------|---|---|
| <b>Knowledge. Skills / Competencies</b>                                                                        |   |   |
| Strong understanding of behaviour management strategies and their implementation                               | ✓ |   |
| Ability to monitor, track, and analyse pupil behaviour and progress data                                       | ✓ |   |
| Excellent communication skills, both written and verbal                                                        | ✓ |   |
| Ability to work collaboratively with staff, pupils, and parents                                                | ✓ |   |
| Strong knowledge of school policies regarding behaviour, uniform, and expectations                             | ✓ |   |
| Proficient in the use of IT systems for record keeping and communication (e.g., Bromcom, CPOMS, or equivalent) | ✓ |   |
| Knowledge of alternative provisions, reduced timetables, and managed moves                                     |   | ✓ |
| <b>Personal Qualities</b>                                                                                      |   |   |
| A firm but fair approach to student management                                                                 | ✓ |   |
| Ability to remain calm under pressure and manage difficult situations effectively                              | ✓ |   |
| Strong leadership and team-work skills                                                                         | ✓ |   |
| High level of professionalism and integrity                                                                    | ✓ |   |
| Passionate about supporting young people and improving their outcomes                                          | ✓ |   |
| Proactive and solution-focused approach to challenges                                                          | ✓ |   |

## How to Apply

Non-Teaching Head of Year

We look forward to hearing from you.

**Closing date for applications:** 28<sup>th</sup> July 2026

**Interviews:** As soon as possible

Please carefully review the following information before submitting your application.

### **Application form**

To apply for this position, you must complete the official application form in full via MyNewTerm. Please note that CVs will not be accepted as part of the application process. We recommend retaining a copy of your completed application for your records should you be shortlisted for interview.

The application form includes several sections relating to your employment, education, and personal history. The information you provide will be used to assess your suitability against the requirements and competencies outlined for the role. Please ensure your full employment history is included, with clear explanations for any gaps in employment. You should also highlight any relevant skills, qualifications, and achievements that demonstrate your suitability for the position.

### **Supporting Statement**

Please submit a letter of application or supporting statement of no more than 1,000 words. In your statement, outline your motivation for applying for this role and demonstrate how your experience, skills, training, and personal attributes align with the job description and person specification.

You should also include clear examples from your current or previous roles that evidence your impact. This may include, for example, measurable outcomes such as improvements in pupil progress and attainment within teaching roles, or reductions in exclusions and improved outcomes for pupils within pastoral roles.

### **Disclosure of Relationships**

All prospective employees are asked to declare any personal or professional relationships with trustees, governors, senior leaders or employees of the Trust. This ensures BMAT Education can uphold transparency and fairness throughout the recruitment process.

### **Safeguarding Commitment**

BMAT Education is committed to safeguarding and promoting the welfare of children and young people. All staff are expected to share this commitment and undergo appropriate checks, including enhanced DBS checks.

### **Pre-Employment Checks**

Applicants must provide details of two referees, one of whom should be their current or most recent employer. References from relatives or friends will not be accepted.

References will normally be requested for all shortlisted candidates unless otherwise stated.

This role is exempt from the Rehabilitation of Offenders Act 1974 and is therefore subject to an enhanced Disclosure and Barring Service (DBS) check. Any information disclosed will be treated in the strictest confidence. A criminal conviction will not automatically prevent appointment; however, it will be considered in relation to the requirements of the role and suitability to work with children.

Under the Criminal Justice and Court Services Act 2000, it is a criminal offence for individuals who are disqualified from working with children to apply for, or undertake, a role that involves such work.

Fluent spoken English is a requirement for this role in line with Part 7 of the Immigration Act 2016.

Thank you for taking the time to review this information. We look forward to receiving your completed application form and supporting documentation. Should you have any questions regarding the process, please do not hesitate to contact us.

BMAT Education is committed to safeguarding children; successful candidates will be subject to an Enhanced Disclosure and Barring Service check. In line with Keeping Children Safe in Education (KCSIE) guidance, we may also conduct an online search about any shortlisted candidates as part of our due diligence to identify any matters that might relate directly to our legal duty to meet safeguarding duties, in accordance with Keeping Children Safe in Education (KCSIE)

