

Advertisement

Title of post- Deputy Head of Year 8 – Bridge Learning Campus

Salary: BG9 N19 - N23 £32,061 - £34,434 FTE (actual £28,986 to £31,131).

Bridge Learning Campus is looking to appoint a skilled Deputy Head of Year to join our pastoral teams and contribute to the academic progress and welfare of our students by helping them to overcome barriers to learning. You will give direct support to our Head of Year 8, building lasting and purposeful relationships with this cohort as they grow through the school.

The successful candidate will need to demonstrate

- patience, excellent communication and listening skills;
- the ability to connect with young people;
- tenacity with strategies to modify behaviours, and
- a genuine interest and belief that all students can achieve.

You will need to be empathetic and resilient with a firm but fair approach, which in turn will provide you with job satisfaction, knowing you have made a difference.

Bridge Learning Campus is a rapidly-improving all-through school where 3-16 year olds grow into confident young adults. The relationships we build help to empower our staff, pupils and their families with a firm sense of belonging and place within our community.

We are a member of Trust in Learning (Academies) and take a research-led approach to long- term, sustainable strategies – not ‘quick fixes’.

What We’re Looking For

We wish to appoint a skilled individual to join our pastoral team and contribute to the academic progress and welfare of our students by helping them to overcome barriers to learning. You will give direct support to one of our Pastoral leaders, building lasting and purposeful relationships with young people. The new vacancy provides opportunities to work with KS3 students.

The successful candidate will need to demonstrate, patience, excellent communication and listening skills; the ability to connect with young people; strategies to modify behaviours and a genuine interest and belief that all students can achieve. You will need to be empathetic and resilient but have a firm but fair approach, which in turn will provide you with job satisfaction, knowing you have made a difference.

Key Responsibilities

The purpose of this role:

- To promote excellence throughout the campus, upholding the high expectations we have for all aspects of an excellent education
- To encourage pupils to follow the Bridge Values in order that they model and promote being respectful, inspiring others, daring to push themselves on, graft in all that they do and empowering themselves and others
- Monitor and track the conduct of pupils within the year group(s) and taking appropriate action where necessary
- To ensure the Behaviour Management system is implemented consistently in the Year Team(s) so that effective learning can take place

- To support and promote the rewards system
- To support strategies which enhance the positive relationships between campus, parents and the local community
- Support in the management of detentions within the year team
- Leading interventions for identified students and monitoring the impact these have
- Manage positive report cards and other strategies that support pupils to manage their behaviour for learning

What We Offer

We offer:

- Enhanced CPD, including access to professional networks across the Trust
- Paid induction and training suited to the role
- Confidential access to an Employee Assistance Programme
- Free parking
- Use of the Cycle Scheme
- Paid completion of a DBS check
- Flu vaccination vouchers
- Free eye tests (where the employee is desk-based)
- Where eligible, automatic enrolment to the relevant pension scheme
- Honouring of continuous service earned in the Local Authority

How to Apply

To apply, please read the 'How to Apply' section carefully in the Application Pack. If you have any questions about the role, or would like a discussion about how this role might suit your career plans, please reach out to recruitment@tila.school

Key Dates

Closing date: 23.01.2026
Interview dates: 27.01.2026
Start date: As soon as possible

Trust in Learning (Academies) is committed to safeguarding and promoting the welfare of children. All appointments will be subject to satisfactory vetting checks, including an enhanced DBS disclosure.

How to Apply

To apply please complete:

- **Online Application Form**

Applications will only be accepted from candidates completing the Trust's Application Form. Please complete ALL sections of the Application Form which are relevant to you as clearly and fully as possible. CVs will not be accepted in place of a completed Application Form, unless the advertisement states otherwise. Referees' contact details must be included. If you have any concerns about references, please contact our recruitment team on recruitment@tila.school

- **A letter of application**

Add your letter of application to the end of the application form, or attach it separately, if this is easier. The letter of application should address how you are equipped to meet the person specification, showing us where your knowledge and experience, abilities and aptitudes, values and personal qualities will support you to carry

out the job description. We are particularly interested in why you want to work in education, and why our trust. Most applicants write about two sides of A4 to show how they meet the person spec criteria.

Then send your application to recruitment@tila.school before the closing date as written in the job advertisement.

Interview Process

After the closing date, short listing will match your skills/experience against the criteria in the Person Specification. You will be selected for interview entirely on the contents of your application.

If you are invited to interview, please let us know prior to the interview day if we can provide any access arrangements to enable you to perform your best at interview.

We will seek references on shortlisted candidates and may approach previous employers for information to verify particular experience or qualifications before interview. Any relevant issues arising from references will be taken up at interview.

You should be aware that provision of false information is an offence and could result in your application being rejected or summary dismissal if you have been selected, as well as possible referral to the police and/or DBS and/or other relevant investigating bodies.

Job Description

Job title	Deputy Head of Year 8
Location	Bridge Learning Campus
Salary	BG9 N19 - N23 £32,061 - £34,434 (actual £28,986 to £31,131).
Reporting to	Head of Year
Responsible for	Promoting excellence throughout the campus, upholding the high expectations we have for all aspects of an excellent education. Encouraging pupils to follow the Bridge Values in order that they model and promote being respectful, inspiring others, daring to push themselves on, graft in all that they do and empowering themselves and others. Supporting improving attendance and punctuality within the Year team, liaising with the Attendance Officer, meeting parents and tutors where appropriate
Role Summary	To contribute to the pastoral teams and academic progress and welfare of our students by helping them to overcome barriers to learning. students.
Responsibility for	You will give direct support to one of our Pastoral leaders, building lasting and purposeful relationships with young people. The new vacancy provides opportunities to work with KS3
Working pattern	Full Time
Safeguarding	<i>We are committed to safeguarding and promoting the welfare of children, young people and adults and expect all staff and volunteers to share this commitment. All posts at Trust in Learning (Academies) are subject to pre-employment checks including, but not limited to, initial and periodic enhanced level checks with the Disclosure and Barring Service.</i>

Ethos and culture

- Model and promote the Bridge Values of Build, Respect, Inspire, Dare, Graft and Empower with colleagues, young people, their families and the community we serve
- To ensure the ethos, values and goals of the campus, as reflected in the vision statement, are communicated positively to colleagues, parents, the community and pupils/pupils.

- To model positive interactions with pupils, acting as a role model for pupils and setting an example for staff in how to establish and maintain strong relationships within clear boundaries.
- Actively support whole-school developments and strategies, engaging, supporting and contributing to staff CPD as necessary.
- Work positively and closely with external agencies and practitioners in support of our pupils' well-being, development and progress.
- Promote equality, equity, inclusivity and diversity in all areas of campus life.
- Take an enhanced role within the campus duty rota, promoting a positive ethos throughout the site.

Pupil Behaviour

- Monitor and track the conduct of pupils within the year group(s) and taking appropriate action where necessary
- To ensure the Behaviour Management system is implemented consistently in the Year Team(s) so that effective learning can take place
- To support and promote the rewards system
- To support strategies which enhance the positive relationships between campus, parents and the local community
- Support in the management of detentions within the year team
- Leading interventions for identified students and monitoring the impact these have
- Manage positive report cards and other strategies that support pupils to manage their behaviour for learning

Attitudes to learning (including pupil attendance)

- To monitor pupil attendance together with pupils' progress and performance in relation to targets set for each individual; identifying students on attendance stages and implementing strategies and support to improve attendance; ensuring that follow-up procedures are adhered to and that appropriate action is taken where necessary
- Support and manage sanctions for absence and/or poor punctuality as necessary
- Carry out home visits, accompanied by a colleague, to follow up on absences where no reason has been given.
- Lead restorative justice meetings to help resolve conflicts or challenges between pupils and/or between pupils and staff.

Personal development and well-being

- Uphold and discharge the highest standards of safeguarding practice for all pupils
- Contribute to the assessment of need for pupils in the year group(s), leading to the identification of those that require further intervention
- Plan and lead targeted interventions (or similar) with identified individuals and/or small groups
- Support the team of tutors in delivering a high standard of tutoring and cover
- Supporting the delivery of appropriate provision and processes at year specific transition points e.g. Induction, testing, target setting, alternative provision, increasing flexibility, GCSE, next steps, etc.
- To contribute to the spiritual, moral, social and cultural curriculum of the year group(s)
- Ensure pupils have a forum to voice their views and that these contribute to school improvement decisions

Professional Development and well-being

- Uphold and discharge the highest standards of safeguarding practice for all pupils
- Contribute to the assessment of need for pupils in the year group(s), leading to the identification of those that require further intervention
- Plan and lead targeted interventions (or similar) with identified individuals and/or small groups
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- To contribute to the spiritual, moral, social and cultural curriculum of the year group(s)

- Ensure pupils have a forum to voice their views and that these contribute to school improvement decisions

Pupil Progress

- In conjunction with appropriate members of the Leadership Team, be responsible for monitoring the whole learning experience of the Year groups and liaising with form tutors, the inclusion team and Heads of Department to ensure that each individual pupil's/pupil's needs are being met
- Through Year team routines and monitoring processes ensure that pupils are ready to learn (uniform, equipment)
- Work with colleagues in school and liaising with external agencies and parents to identify barriers to learning.
- Supporting and monitoring the effectiveness of tutor interventions with individual pupils around target setting and achievement

Additional Duties

- To ensure effective communication/consultation as appropriate with the parents/carers of pupils
- To support the development of effective community links with partner schools, external agencies and the community
- Attendance where necessary at liaison events in partner schools and the effective promotion of the campus at Open Days/Evenings and other events
- To engage actively in CPD and the Professional Development Review (PDR) process.
- Complete periods of Duty and directed time in the Intervention rooms.
- Work as a cover supervisor when required.

Person Specification

Key: A = Application form, I = Interview, R = Reference		Essential	Desirable
Qualifications and Training			
Good Level 2 qualifications in English and Maths (minimum GCSE Grade C/Grade 5 or equivalent)	A	✓	
Full, clean driving licence (preferably with D1)	A	✓	
Level 3 qualifications or higher	A		✓
First-aid qualification(s)	A		✓
Up-to-date training in positive handling	A		✓
Minibus driving qualification	A, I		✓
Relevant Experience			
Experience of developing and successfully implementing strategies to re-engage pupils in learning	A, I	✓	
Evidence of engagement with recent and relevant continuing professional development and research	A	✓	
Knowledge and understanding of how children form and develop positive relationships with adults and how to obtain best outcomes for all pupils, including disadvantaged pupils	A, I	✓	
Experience of using restorative approaches to resolve conflicts	A, I	✓	✓
Evidence of further professional development in an area linked to pupils' personal development and well-being	A, I		
Detailed understanding of specific SEND needs e.g. ODD, ASD	A, I		✓
A working knowledge of SEND	A, I		✓
Abilities and Attributes			
Resilience, tenacity and an unwavering belief in the potential of all young people	A, I	✓	
The ability to set and maintain high standards of behaviour and conduct across the campus	A	✓	
Creativity, originality and the ability to think and act innovatively	A, I	✓	
Good literacy and numeracy skills	A, I	✓	
Excellent communication skills using a range of media	A, I	✓	
High level administrative and organisational skills, including the ability to use ICT to manage records, evaluate progress and generate reports	A, I	✓	
Ability to work as a proactive team worker and independently	A	✓	
Ability to listen, adapt and reflect	A, I	✓	
Ability to contribute to cross-curricular and enrichment work	A, I		✓
Knowledge and experience of using school management system(s)	A, I		✓
Personal integrity and sensitivity	A, I	✓	
Adaptability and initiative	A, I	✓	
An enthusiasm to inspire pupils and their parents	A, I	✓	

Educational Vision and Values			
Setting high expectations, maintaining high standards of participation, achievement and behaviour	A, I	✓	
Commitment to inclusive education and belief that all pupils can succeed	A, I	✓	
Commitment to continuing professional development and awareness of your own training needs	A, I	✓	
Commitment to embedding equity and inclusion in all aspects of your work	A, I	✓	
Allyship for diversity and an active commitment to anti- discrimination	A, I	✓	
A willingness to work in the whole school community and to support the school's ethos, vision and values	A, I	✓	

Child Protection and Safeguarding

The Trust is committed to Safeguarding and Promoting the Welfare of all of its pupils and students. Each pupil/student's welfare is of paramount importance.

The Trust's Child Protection and Safeguarding Policy applies to all adults, including volunteers, working in or on behalf of the Trust. The policy can be found on our website: www.tilacademies.co.uk

The five main elements of our policy are to:

- ensure we practice safe recruitment in checking the suitability of staff and volunteers to work with children
- raise awareness of child protection issues and equip children with the skills needed to keep them safe
- develop and implement procedures for identifying and reporting cases, or suspected cases, of abuse
- support pupils who have been abused in accordance with the agreed child protection plan
- establish a safe environment in which children can learn and develop.

Safer Recruitment:

Trust in Learning (Academies) is committed to safeguarding children and young people. All post holders are subject to a satisfactory enhanced Disclosure and Barring Service clearance. Our policy and practice is in line with the Department for Education's 'Keeping Children Safe in Education' most recent Guidance.

We ensure that all appropriate measures are applied in relation to everyone who works for the Trust who is likely to be perceived by the children as a safe and trustworthy adult including e.g. volunteers and staff employed by contractors.

Safer recruitment practice includes scrutinising applicants, online checks, verifying identity and academic or vocational qualifications, obtaining professional and character references, checking previous employment history and ensuring that a candidate has the health and physical capacity for the job.

Fluency Duty

This role has been identified as falling within the definition of requiring fluency in spoken English. You will be required to speak English with confidence and be able to conduct a conversation and answer questions for extended periods of time using technical language where required.