

# Plymstock School

## Job Description

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| <b>Post Title:</b> | Assistant Head of Year (Fixed term until 23 July 2026) |
| <b>Location:</b>   | Plymstock School                                       |
| <b>Reports to:</b> | Head of Year   |
| <b>Grade:</b>      | Grade D - Plymouth SCP 8 - 14                          |
| <b>Hours:</b>      | 37 hours per week x 39 weeks per year                  |

### Job Purpose

To effectively manage the day-to-day pastoral provision for an allocated year group to ensure all students are appropriately supported. Promote a positive ethos within the year group which sets high standards and expectations with regards to behaviour, attitudes, welfare, attendance and personal development to be able to fully access a high quality of education.

### Job Description

#### General

- Contribute to Trust wide development by sharing best practice, professional feedback and actively participating in trust initiatives and collaboration.
- Maintain designated databases/files in accordance with Trust policies for data governance, as appropriate for the role.
- Comply with and promote all Trust policies, including Safeguarding, Health and Safety, and Equality and Diversity.
- Ensure strict confidentiality in all areas of work.
- Comply with the school's Child Safeguarding Procedures, including regular liaison with the Safeguarding Team over any safeguarding issues or concerns.
- To attend and engage in regular CPD training which is specific to the requirements of the role and responsibilities of the post.
- To maintain up to date statutory training requirements, for example, First Aid, Level 3 Safeguarding.

#### Key Roles and Responsibilities – Pastoral Manager (Assistant Head of Year)

- Positively contribute to the school and trust's mission, vision and values.
- Create and maintain effective working relationships by promoting a creative and collaborative working environment.
- Promote a positive ethos within the year group which sets high standards and expectations, acting as a role model.
- To arrange regular meetings with targeted students as appropriate, ensuring that the same subject time is not taken repeatedly.
- Establish productive working relationships with students, acting as a role model.
- To collaborate with parents/carers to secure on-going positive support.
- To meet regularly with the Head of Year to provide updates on student progress.

- To maintain accurate and up-to-date records of meetings, case notes and evidence of student intervention, support and progress.
- Ensure that up to date student information is effectively communicated with all relevant staff.
- Attend, lead and chair meetings in liaison with the Head of Year, DSL or DDSL e.g. EHAT, PEP, CIN, CP, EWO, TAM's, others.
- To support in managing the Behaviour Rooms, community detentions and after school detentions where required.
- Collaborate with the other Assistant Heads of Year in processes and procedures for confiscated items and the issue of uniform items.
- Individual responsibilities may be varied from time to time to meet the context of the specific year group, but any changes will not alter the general character of the post or the level of responsibility.

#### **Key Roles and Responsibilities – Behaviour and Attitudes**

- Support students in developing positive and respectful relationships with all members of the school community, leading to a sense of belonging and community cohesion.
- Support behaviour management in accordance with school policies and processes.
- Support the investigation process for any incident that occurs that is deemed serious (*as per the school's Culture and Expectations Policy*)
- Support the process of effectively communicating the outcome of any serious incident with parents/carers and relevant staff
- Support the reintegration process from suspension, including overseeing agreed actions.
- Work in collaboration with the Pastoral Team, Inclusion Team, Attendance Team, Safeguarding Team and the SEND Department in consistently applying the Graduated Approach to Pupil Support and Intervention.

#### **Key Roles and Responsibilities – Attendance and Punctuality**

- Actively promote the benefits of outstanding attendance and punctuality with tutors, students, and parents.
- Recognise and reward positive attendance and punctuality, as per the school policy.
- Work in collaboration with the Education Welfare Officer, internal Deputy DSL and Attendance Manager in challenging non-attendance and putting in place appropriate support and intervention in a timely and effective manner, including external referrals as appropriate.
- Monitor the setting of appropriate work for any students who are absent due to agreed long-term absence (*this includes students who may be suspended*).

#### **Key Roles and Responsibilities – Care & Welfare**

- Contribute to developing a culture of Safeguarding and Child Protection.
- Support students who require additional pastoral support: anxiety, mental health issues, self-harm, wellbeing, healthy relationships.
- Support the Early Help process relating to specific students and their individual needs.
- Ensure that pastoral, welfare and safeguarding concerns are communicated promptly and effectively to relevant members of staff.
- Act as a link between the school, stakeholders and outside agencies on all issues of a pastoral nature.

### **Key Roles and Responsibilities – Personal Development**

- Support students with opportunities to make a positive contribution to the school as well as their local and global communities.
- Support in developing Student Voice and leadership opportunities.
- Support extra-curricular activities and enrichment opportunities.
- Support the celebration and recognition of students' endeavours and achievements.
- To act as a mentor for students and support the families of students who are eligible for the Pupil Premium and are Looked After including meeting all statutory requirements for child in the care of the Local Authority.

### **Key Roles and Responsibilities – Communication and Record Keeping**

- Record student intervention and support strategies using SIMs initiatives and provision mapping.
- Record safeguarding and Child Protection incidents on CPOMS.
- Communicate clearly, effectively and promptly with parents/carers and keep them fully informed of their child's progress, and thus promoting a well-informed, positive and collaborative partnership between the home and the school.
- Maintain efficient records, in line with school procedures, of students support and intervention enabling monitoring of student progress and impact.

This is a description of the main roles and responsibilities of the post at the date of production. The responsibilities may change over time as requirements and circumstances change. The person in the post may also be asked to carry out other duties commensurate with the grade as may be necessary from time to time.

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## PERSON SPECIFICATION – Assistant Head of Year

E = Essential, D = Desirable

| <b>Method of Assessment</b><br>The table indicates the possible method/s by which the skills/knowledge/level of competence in each area will be assessed. | <b>Essential or Desirable</b> | <b>Application Form</b> | <b>Interview (or other selection activity)</b> |
|---|-------------------------------|-------------------------|--|
| <b>Qualifications:</b>  |                               |                         |  |
| GCSE in English and Mathematics Grade A* - C (or equivalent)  | E                             | ✓                       |  |
| Good standard of education (preferably to Degree Level)   | D                             | ✓                       |  |
| Pastoral related qualifications, for example, counselling, emotional logic, mental health, self-harm, suicide prevention, first aid                       | D                             | ✓                       |  |
| Level 3 Child Protection and Safeguarding (training will be provided if qualification is not held)  | D                             | ✓                       |  |
| <b>Experience:</b>  |                               |                         |  |
| Experience of working in an environment supporting children and young people (voluntary or paid)  | E                             | ✓                       | ✓  |
| Experience of working in a school environment (primary or secondary)  | D                             | ✓                       | ✓  |
| Experience of communicating effectively with parents/carers effectively and other stakeholders  | D                             | ✓                       | ✓  |
| Experience of promoting high standards and expectations   | D                             | ✓                       | ✓  |
| Experience of multi-agency meetings and outside agency liaisons   | D                             | ✓                       | ✓  |
| <b>Knowledge, Skills and Understanding:</b>   |                               |                         |  |
| Excellent interpersonal skills  | E                             | ✓                       | ✓  |
| Can work independently or as part of a team.  | E                             | ✓                       | ✓  |
| Excellent organisational skills to meet deadlines and manage workload of self and others.   | E                             | ✓                       | ✓  |
| Excellent ICT skills and the ability to apply these to educational management.  | E                             | ✓                       | ✓  |
| Excellent practitioner  | E                             | ✓                       | ✓  |
| <b>Personal Character (Qualities and Abilities):</b>  |                               |                         |  |
| Is a champion for children, caring, child centred, approachable.  | E                             | ✓                       | ✓  |
| Excellent communication skills, confident and motivational public speaker.  | E                             | ✓                       | ✓  |
| Resilient and flexible.   | E                             | ✓                       | ✓  |

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| Creative and imaginative thinker, able to anticipate problems and find solutions.                           | E | ✓ | ✓ |
| Able to gain respect of students, parents, staff and governors. Has energy, enthusiasm and optimism.        | E | ✓ | ✓ |
| <b>Further Requirements:</b>  |   |   |   |
| An awareness, understanding and commitment to the protection and safeguarding of children and young people. | D | ✓ | ✓ |
| Cares deeply about the success of every child and every member of staff.                                    | E | ✓ | ✓ |
| Committed to continuous personal and school improvement   | E | ✓ | ✓ |
| Have high expectations of self and others and provide a role model for students and staff.                  | E | ✓ | ✓ |

**Candidates must have a reference from their current Headteacher or equivalent that endorses their excellent achievements, skills and attributes and recommends them for this position without reservation.**

The school is committed to the safeguarding and wellbeing of children and young people and expects all staff to share in this responsibility. You will be required to work under child protection screening, including enhanced DBS clearance and full reference checks with previous employers.