

WESTCOUNTRY SCHOOLS TRUST
Job Description

Post Title:	Head of Year (non-teaching)
Location:	Plymstock School
Reports to:	Deputy Headteacher – Excellence in Culture
Grade:	Grade F SCP 22 - 25
Responsible for:	Assistant Head of Year
Hours:	37 hours x 39 weeks
Key Relationships	Team of Tutors

Job Purpose

To deliver outstanding pastoral provision for an allocated year group and to ensure all students make expected or excellent progress. Promote a positive ethos within the year group which sets high standards and expectations with regard to behaviour, welfare, attendance and personal development.

Duties and Responsibilities

1. Key Roles and Responsibilities – Leadership and Management

- 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.
- Meet regularly with the line manager to report on progress achieved towards current projects and set targets for the next phase of development.
- Lead a pastoral manager and team of tutors in ensuring students are fully supported to access their learning.
- Promote a positive ethos within the year group which sets high standards and expectations.
- Support the Senior Leadership team with the organisation of open evenings, parents’ evenings and year group specific events.

2. Key Roles and Responsibilities – Behaviour, Attitudes and Attendance

- Support students in developing positive and respectful relationships with all members of the school community, leading to a sense of belonging and community cohesion.
- Triage student queries on a daily basis to provide relevant information, advice, and guidance. Identifying and meeting the welfare needs of students within their care.
- Capturing accurate records and maintaining confidentiality appropriately. Processing of sensitive and potentially distressing information, highlighting relevant concerns to senior leaders where applicable.
- Use behaviour and attitude data to proactively inform actions to provide appropriate support and intervention to lead to student improvement
- Support behaviour management in accordance with school policies and processes.

- Maximise each student's learning and personal development by creating a well-ordered Behaviour and Relationships Policy.
- Monitor and analyse attendance and punctuality data and address concerns in order to improve student attendance. Taking a lead responsibility in this?
- Actively promote the benefits of outstanding attendance and punctuality with tutors, students, and parents.
- Work in collaboration with the Striving for Excellence team, Attendance Team, Safeguarding Team and the SEND Department in consistently applying the Graduated Approach to Pupil Support and Intervention.
- Work in collaboration with the Education Welfare Officer and internal Deputy DSL (Attendance) in challenging non-attendance and putting in place appropriate support and intervention in a timely and effective manner, including external referrals as appropriate.

3. Key Roles and Responsibilities – Care & Welfare

- Lead on developing a culture of safeguarding and Child Protection.
- Support students who require additional pastoral support: anxiety, mental health issues, self-harm, wellbeing, healthy relationships.
- Lead on, monitor and review the Early Help process relating to specific students and their individual needs.
- Attend, and where necessary chair, Children In Need, EHAT and PEP meetings to provide relevant information on students and their progress, including the coordination of minutes and future meetings.
- Undertake external agency referrals for students and/or their families as specific needs are identified.
- 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.

4. Key roles and Responsibilities – Personal Development

- Work in collaboration with the Deputy Headteacher to develop a programme of purposeful assemblies that promote the school's vision and values and lead whole year group assemblies and targeted assemblies.
- Provide students with opportunities to make positive contributions 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.
- Lead the celebration and recognition of students' endeavours and achievements.
- Monitor tutors are delivering the daily tutor programme effectively and so ensure that it contributes to student personal development.

5. Key Roles and Responsibilities – Academic Progress and Achievement

- Create a culture of high aspirations in which students have a strong desire to achieve their potential. Proactively monitor progress data and support students within the allocated year group to achieve their potential.
- Use the data provided by the Assistant Headteacher following each whole school data drop for the year group to inform decisions about targeted support and intervention for underperforming students. Communicate planned actions to students, parents/carers and relevant staff. Analyse the impact of targeted support and intervention and continue regular monitoring.
- Coordinate and monitor the engagement and progress of any students attending alternative provisions. Design phased timetables for pupils and monitor their implementation.
- Ensure that students are consistently recognised and rewarded to create a culture of celebration and achievement.
- Support the school Admission Policy. Ensure effective induction of new students and the supportive transfer of students leaving the school.

6. Key Roles and Responsibilities – Communication and Record Keeping

- Record student intervention and support strategies using SIMs initiatives and provision mapping.
- Record safeguarding incidents on CPOMS, including the production of reports on students for multi-agency meetings. Use CPOMS logs effectively to identify patterns and inform interventions.
- 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. Be the first responder and point of contact for parents who contact the school with concerns about students, providing solutions and information.
- Maintain efficient records, in line with school procedures, of students support and intervention enabling monitoring of student progress and impact. Ensure appropriate confidentiality in the management of complex and sensitive information.

7. 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.

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.

PERSON SPECIFICATION – Head of Year (non-teaching)

E = Essential, D = Desirable

Method of Assessment The table indicates the possible method/s by which the skills/knowledge/level of competence in each area will be assessed.	Essential or Desirable	Application Form	Interview (or other selection activity)
Qualifications:			
English & Mathematics GCSE A*to C (or equivalent)	E	✓	
Attainment of level 3 qualifications or equivalent (eg: A levels, AVCE)	E	✓	
Pastoral related qualifications, for example, counselling, emotional logic, mental health, self-harm, suicide prevention	D	✓	
Level 3 Child Protection and Safeguarding (training will be provided if qualification is not held)	D	✓	
Experience:			
Experience of working in a busy, fast paced environment	E	✓	✓
Experience of communicating effectively with parents/carers effectively and other stakeholders	E	✓	✓
Experience of promoting high standards and expectations	E	✓	✓
Experience of multi-agency meetings and outside agency liaisons	E	✓	✓
Experience of leading student progress and achievement	E	✓	✓
Experience of leading a team.	E	✓	✓
Knowledge, Skills and Understanding:			
Up to date knowledge of Pastoral Care systems. Clear knowledge of Inclusion agenda.	E	✓	✓
Able to manage challenging behaviour of students and support colleagues to manage behaviour	E	✓	✓
Able to use data effectively to track student progress and provide effective intervention.	E	✓	✓
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	✓	✓
Personal Character (Qualities and Abilities):			
Is a champion for children, caring, child centred, approachable.	E	✓	✓
Excellent communication skills, confident and motivational public speaker.	E	✓	✓
Strong leadership qualities.	E	✓	✓
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	✓	✓
Further Requirements:			
An awareness, understanding and commitment to the protection and safeguarding of children and young people.	E	✓	✓
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	✓	✓
VALUES-BASED BEHAVIOURS:			
Compassion:			
Recognising need in others and acting with positive intention to promote well-being and improve outcomes	X		X
Aspiration:			
Works to high expectations, modelling the delivery of high-quality outcomes	X		X
Showing passion, persistence and resilience in seeking creative solutions to strive for continuous improvement and excellence	X		X
Integrity:			
Acting always in the interests of children and young people,	X		X
Acting with a consistent and uncompromising adherence to strong moral and ethical principles	X		X
Communicating with transparency and respect, creating a working environment based on trust and honesty	X		X
Collaboration:			
Creating a shared vision and working effectively across boundaries in an equitable and inclusive way to skilfully influence and engage others	X		X

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.