

TORQUAY GIRLS' GRAMMAR SCHOOL



Person Specification: Head of Year

E = Essential, D = Desirable

Qualifications	<ul style="list-style-type: none">• Qualified Teacher Status (E)
Experience	<ul style="list-style-type: none">• Minimum 2 years' experience of working with secondary aged children in any setting (E)• Experience of working with students with behavioural / social and emotional difficulties (E)• Experience of delivering bespoke behaviour management and engagement strategies (D)• Experience of leading a small team of people to deliver required outcomes (E)
Professional Values and Practices	<ul style="list-style-type: none">• High expectations of all students; respect for their social, cultural, linguistic, religious and ethnic background and a commitment to raising their educational achievements and personal development (E)• Ability to build and maintain successful relationships with students, treat them consistently, with respect and consideration (E)• Ability to work collaboratively with colleagues and carry out role effectively, knowing when to seek help and advice (E)• Able to liaise sensitively and effectively with parents and carers recognising their important role in student learning (E)• Able to improve their own practice through observations, evaluations and discussion with colleagues. (E)• Flexible with an ability to both adapt to change and drive forwards change (E)• Evidence that the candidate understands that the role of the Year Leader is to support all students through identifying individual needs and maximise student progress (E)• Evidence of engaging in learning beyond the workplace (D)

**Knowledge, Skills
and Abilities**

- Ability to identify, assess and diffuse potentially confrontational situations (E)
- Confident communicator, communicating effectively and concisely both in written and verbal form to a variety of audiences (E)
- Working knowledge of relevant policies/codes of practice/legislation (E)
- Understanding of statutory frameworks relating to safeguarding and child protection including Early Help Assessments (E)
- Understanding of inclusion, especially within a school setting (E)
- Ability to plan, organise and prioritise effectively (E)
- Strong administrative skills, able to complete required documentation in an appropriate, timely, efficient manner (E)
- Ability to write reports using professional language, correct spelling and grammar (E)
- Ability to both interpret and collate information and present either verbally or in writing in a concise way (E)
- The ability to manage highly confidential material in an appropriately sensitive way including the electronic filing of such documents (E)
- Ability to use technology and appropriate software to enhance learning (E)
- Ability to use Management Information Systems (e.g. CPOMs) (E)
- Ability to work effectively within a team environment, understanding roles and responsibilities(E)
- Ability to influence and motivate a team of form tutor staff, ensuring effective communication(E)
- Ability to work with children at all levels regardless of specific individual need and identify and employ those strategies that work best to engage them (E)
- Excellent personal numeracy and literacy skills (E)

**Attitude &
Disposition**

- Strongly self-motivated and personally resilient (E)
- Exceptional levels of personal integrity, discretion, honesty, reliability and self-awareness (E)
- Approachable, patient, kind and understanding (E)
- Conscientious and diligent work ethic (E)
- High standard of professional personal presentation with an excellent attendance and punctuality (E)