



Job Description

Role	Head of Year	School/Department	River Academy
Grade	Please refer to the advert	Reports to	The Headteacher
Purpose	In addition to the requirements of a main scale/UPR teacher (as appropriate): <ul style="list-style-type: none">To contribute to the collective ethos of the school and Trust by requiring the highest professional standards from colleagues and behaviour from students.To provide high quality leadership and management of an allocated year group, adopting and modelling a positive and solution focused approach to work, which puts maximising students’ life chances first.To ensure effective and robust implementation of school and Trust policies.To support all students in the year group to make exceptional progress, in the spirit of a no excuses culture, and to reduce any differences in performance linked to contextual issues.To ensure the Personal, Spiritual, Moral, Social and Cultural (PD) programme is delivered to the highest level (including through assemblies and enrichment days).To liaise with colleagues across the school, Trust and in outside agencies as required.To carry out such other associated duties as are reasonably assigned by the Headteacher.		
Scope	Staff responsibilities:	Financial Accountability:	
	As directed by the Headteacher	As directed by the Headteacher	
Key accountabilities	The Head of Year will be accountable for: <ul style="list-style-type: none">The standards of progress reached by all students given their respective starting points, including disadvantaged and SEND students.The standards of behaviour, attitudes to learning, uniform and discipline of students within their Year group.The attendance and punctuality of students.The safety and wellbeing of all students in their year group.The standard of tutoring in their Year group.The preparedness of students for the next phase of their education or the world of work.The quality of communication with parents.The effective use of resources.		
Relationships	The postholder will build positive, professional relationships with a wide range of stakeholders, including Trust and school leaders, colleagues across Maiden Erlegh Trust, students, parents and carers, plus external partners. These relationships are central to		



	creating a collaborative, supportive environment that enables shared success and strong outcomes for all.
Supporting Maiden Erlegh Trust	The postholder may occasionally support other Maiden Erlegh Trust schools, promoting collaboration, professional growth, and the sharing of effective practice. This cross-Trust work provides opportunities to learn from colleagues, contribute to improvement initiatives, and strengthen our community.
Main duties and accountabilities	<p>Leadership and management</p> <ul style="list-style-type: none">• The engagement of students in the year group with the Trust values and ethos.• The personal and academic development of all students and vulnerable groups in the year in liaison with the relevant Assistant Headteacher and tutor team.• The safety and wellbeing of all students and vulnerable groups of students in the year in liaison with the Inclusion and Safeguarding Leads.• The implementation of school and Trust policy and regulations regarding uniform, behaviour, manners and general presentation of the students and ensuring tutors do so also with their tutor groups.• The line management of their pastoral team, ensuring that there is consistency in the support of students and delivery of PD across the year group and across year groups.• The implementation of the tutor and assembly programme in line with the Personal Development programme.• The organisation and evaluation of parents' evenings, parent information evenings and any other year group events or extraordinary assemblies.• The supervision of internal examinations and supporting the examinations administrator in the organising of external and internal examinations.• The shared responsibility, with the other middle leaders, for the care of the internal and external environment of the school, health and safety of students.• The keeping up to date with relevant developments in education and ensuring that tutors and students receive all relevant information.• Supporting the House system, student voice, student leadership and rewards for one year group• The provision of information required by the Headteacher or member of the School Leadership Team.• Ensuring student effort, commitment and progress is recognised through the use of merits, certificates, letters of praise, and meetings with senior staff.• Monitoring and acting on the detailed record of incidents which occur involving the students in the year group, including a record of detentions set.• When Head of Year 7, the postholder will manage: primary school liaison, assigning of tutor groups, houses and teaching groups,



visits of Year 6 students transferring to the setting in the summer term, the new parents' evening in the summer term.

- When Head of Year 9 or Year 11 the postholder will, along with the relevant Assistant Headteacher, manage transitions between key stages or into other institutions or the world of work.
- To contribute to the extra-curricular/ enrichment and Electives Programme at the setting and ensure student participation.

Student Achievement

- The review of student and vulnerable student achievement after each Data Collection Point, with the relevant Assistant Headteacher and Standards Team.
- In conjunction with SLT and other middle leaders, the development and monitoring of intervention strategies to tackle underachievement and reduce differences in performance.
- In collaboration with SLT, the adaptation of the pastoral and assembly programme to meet the specific needs of the year group (e.g.: to support study skills).
- When Head of Year 11, the postholder will work with SLT, the SENCO, their Assistant Headteacher and the Head of Careers/Employability to ensure there are no NEETs in their year group.

Conduct, Attitudes to Learning, Attendance & Safety

- The modelling of positive and assertive behaviour and attendance management.
- The establishment of the highest expectations of conduct, attitudes to learning and attendance, dealing with all deviations from the accepted and expected standards in line with Trust /school policy.
- The encouragement of student participation in extra-curricular activities and working to reduce any differences in participation.
- To play a full role in leading line ups, lunchtime activities, detentions and celebration assemblies
- The initiation of appropriate strategies to address issues of non-attendance and poor punctuality, including liaison with outside agencies as appropriate.
- The proactive and constructive work with parents to celebrate exceptional behaviour and attendance and to support students who do not meet those standards.
- The early identification of behaviour and inclusion needs and the implementation and monitoring of appropriate intervention strategies (including working with outside agencies).
- The establishment and monitoring student IBP, PSPs and risk assessments in liaison with the relevant Assistant Headteacher(s).
- The upkeep of up to date, centralised and secure records and logs for students in line with school policy and data protection procedures (e.g.: for behaviour, safeguarding, attendance and punctuality communication with parents etc).



	<ul style="list-style-type: none">• Undertaking agreed duties before and after school and during unsupervised time.
Other requirements and responsibilities	<ul style="list-style-type: none">• Enhanced DBS clearance required.

Person Specification

Role	Head of Year	School/Department	Please refer to advert
Qualifications, training and education	<p>Essential:</p> <ul style="list-style-type: none">• Qualified Teacher Status• Right to work in the UK• Successful experience of teaching at KS3 and/or KS4 and/or KS5 (as applicable).• Evidence of leading whole school initiatives which have positively impacted on student outcomes.• Experience of forming positive, motivating relationships with parents.• Team leadership.• Experience of pastoral support.• Good understanding of external and internal data.• Good classroom and behaviour management skills.• Interest and willingness to contribute to extra-curricular activities.• Ability to build rapport with students and colleagues.• Willingness to learn.• Genuine passion and belief in the potential of every student. <p>Desirable:</p> <ul style="list-style-type: none">• Evidence of further training/ vocational training such as NPQ's.• Experience of working with a range of agencies to remove barriers to learning for students.• Proficient use of data analysis tools.		
Skills and abilities	<ul style="list-style-type: none">• Team leadership skills.• Experience of pastoral support.• Good understanding of external and internal data.• Good classroom and behaviour management skills.• Interest and willingness to contribute to extra-curricular activities.• Ability to build rapport with students and colleagues.• Willingness to learn.• Genuine passion and belief in the potential of every student.		



**Requirements
specific to the role**

All staff and volunteers are expected to be committed to safeguarding, equality and promoting the welfare of children and young people.

To ensure awareness of local safeguarding policies and procedures and to report any concerns or information received as required

Maiden Erlegh Trust retains the right to implement changes in job descriptions and person specifications to reflect changes in the demands of the post. Where this is necessary this will be done in consultation with you.

Signed:
Post holder

Date: