

Job Description and Person Specification

Role

Head of Year (Teaching)

Beckfoot Trust

Salary/Grade: L1-4

Reporting to: Associate Assistant Headteacher / Assistant Headteacher

JOB DESCRIPTION

Corporate Responsibilities

- In addition to the highest standards of teaching as a talented practitioner, to develop and deliver strategies to manage and improve pupil wellbeing, helping pupils to overcome barriers to learning and supporting pupils to achieve top 10% outcomes in a remarkable learning environment.
- Uphold and fulfil professional duties and responsibilities in line with the current School Teachers Pay and Conditions Document and Teacher Standards
- Fulfil expectations of a Leader as set out in the Trust School Contract, Scheme of Delegation, Local School Committee and the Meeting Arrangements Calendar (MAC)
- Adhere to the principles of alignment in the One Trust Contract
- Ensure probity, propriety and adherence to the Nolan Principles both in your personal conduct and throughout the Trust
- Contribute to a culture of relentless improvement, where feedback is a gift
- Lead and uphold an individual and organisational commitment to safeguarding and promoting the well-being of children; being hyper-vigilant in all interactions with pupils and adults and reporting any concerns or suspicions, no matter how small, to the Designated Safeguarding Lead (Pupils) / Headteacher (Staff)
- Comply with all policies, procedures, working practices and regulations, in particular, Child Protection, Equality and Diversity, Health and Safety, Confidentiality, Data Protection, Financial Regulations in line with our Scheme of Delegation
- Be accountable to and carry out any reasonable request from the Headteacher / Line Manager

This role involves engaging with pupils in regulated activity relevant to children.

Key Duties and Responsibilities

- Provide inspirational leadership, creating a team ethic and providing challenge and support to deliver on objectives in line with the School Improvement Plan
- Plan and teach appropriate and well structured lessons demonstrating evidence informed practice and high expectations for pupils to progress
- Motivate and inspire pupils, providing high challenge, high support, developing self-regulation and metacognition
- Work with colleagues to implement an appropriately broad, balanced, relevant, and differentiated curriculum
- Set and review completed work in the classroom and at home and provide constructive feedback
- Track, assess and report on the progress, development, and attainment of assigned pupils
- Set and encourage consistently high standards of conduct from pupils and manage behaviour in line with the policy of the school.
- Provide a safe, secure, and healthy environment for pupils to maximise potential
- Responsible for welfare support of assigned pupils, working effectively with colleagues, families and other relevant agencies/professionals
- Organise, deliver and evaluate a range of interventions and enrichment activities / programmes, providing encouragement, mentoring, guidance and welfare support for pupils
- Attend to pupils' personal needs and provide advice to assist in their social, mental, health and hygiene development.
- Work proactively to assess the needs of pupils and provide accurate, detailed, and constructive feedback and guidance to colleagues and pupils, contributing to lesson planning and supporting pupil progress
- Track and monitor pupils, recording and reporting on progress, achievement and development through analysis of data
- Set challenging expectations whilst promoting self-esteem and encouraging pupils to act independently as appropriate, recognising achievement
- Promote positive values, attitudes and behaviour, maintaining a purposeful and supportive learning environment
- Recognise and provide opportunities to further promote and reinforce the inclusion, acceptance, and integration of all pupils
- Devise and implement effective management strategies, be highly visible, supporting pupils to positively interact and work cooperatively, dealing with incidents and reporting where appropriate in line with school policy
- Quality assure behaviour systems ensuring that there is consistency of approach in dealing with concerns.
- Take a lead role in the development, implementation and monitoring of systems relating to attendance and integration, such as registration, truancy, and pastoral systems
- Contribute to the delivery of alternative timetables for pupils who require intervention or additional support.
- Lead transition processes between year groups / key stages
- Undertake a lead safeguarding role alongside the DSL, acting as a named person where applicable.
- Responsibly for CEIAG for the year group.
- Line-manage and lead on recruitment, induction, and appraisal of designated support staff, providing effective communication, training, and mentoring to enable staff to carry out duties
- Take a lead role in establishing constructive relationships with pupils, families and other professionals, exchanging information, facilitating support for pupil welfare and progress through home to school and community links.
- Lead and attend meetings and undertake duties as required in line with school calendar, sharing expertise and supporting others
- Undertake pastoral duties, such as taking on the role of form tutor, supporting pupils through academic or personal challenges
- Contribute to school improvement planning, support the life of the school and work within the overall aims and objectives of the school and Trust

JOB DESCRIPTION

- Maintain accurate records using relevant systems in line with policies and records management procedures

Professional Development

- Be committed to own professional development, demonstrating the desire to be better tomorrow than you are today
- Establish and participate in training opportunities, meetings, and networks to support and maintain excellent skills, techniques and knowledge in teaching and SEND role
- Seek feedback and act on it to improve performance within and beyond formal appraisal and coaching opportunities
- Actively engage in the school coaching offer and appraisal process
- Under-go regular observations and participate in regular in-service training (INSET) as part of continuing professional development (CPD).

We are committed to safeguarding and promoting the welfare of children and we expect all staff to share this commitment. All successful staff will undertake an Enhanced Disclosure and Barring Service Check.

The Trust is committed to making any necessary reasonable adjustments to the job role and the working environment that would enable access to employment opportunities for disabled job applicants or continued employment for any employee who develops a disabling condition.

Date: January 2024

This job description is illustrative of the responsibility of the post and not necessarily a comprehensive list of tasks.

Post-holders are expected to undertake work in line with the level and pay band of the post determined by the Line Manager. The Job Description will be reviewed with the post-holder in relation to need or on an annual basis through appraisal and whole-Trust review of strategy and effectiveness.

PERSON SPECIFICATION

Head of Faculty / Department

	Essential Requirements	Desirable Requirements	How Identified
Qualifications	<ul style="list-style-type: none"> • A good honours degree in relevant subject / discipline • Qualified Teacher Status • Evidence of relevant CPD activities 		<ul style="list-style-type: none"> • Application
Experience	<ul style="list-style-type: none"> • Recent and relevant successful teaching experience / ability • Development of relevant whole school or department initiatives 	<ul style="list-style-type: none"> • Awareness of Multi-Academy Trusts 	<ul style="list-style-type: none"> • Application • Interview
Knowledge, Skills and Ability	<ul style="list-style-type: none"> • A commitment to outstanding teaching and desire for significant professional development • Excellent knowledge of subject/s, national curriculum requirements and exam specifications • Strategic planning skills • Ability to lead others to deliver high standards of learning • An understanding of the need to reduce the gap between those who are disadvantaged and those who are not. • Ability to establish and maintain positive relationships with pupils and staff • Ability to lead collaborative planning and ability to work in a team. • Knowledge and understanding of wider issues in education • Knowledge of a range of strategies to raise attainment • An understanding of how to use data to raise standards • Understanding of SEND 		<ul style="list-style-type: none"> • Application • Interview
Character/ Values	<ul style="list-style-type: none"> • High commitment to safeguarding and promoting the welfare of children • A passion for education and a deep-felt desire to make a difference for young people • Commitment to the Trust agenda for inclusion, diversity and equality • Driven by values and aligned to the seven principles of public life of selflessness, integrity, objectivity, accountability, openness, honesty, and leadership • Humility: a recognition that the more you know, the less you know! Not being afraid to say, 'I don't know' • Emotionally intelligent: know when to direct and when to challenge 	<ul style="list-style-type: none"> • Understand the importance of work/ life balance • Resilient, flexible and hardworking • Interest in the Trust's wider role in the community 	<ul style="list-style-type: none"> • Application • Interview

PERSON SPECIFICATION

	Essential Requirements	Desirable Requirements	How Identified
	<ul style="list-style-type: none"> Present a positive perspective; able to listen and show awareness of other's sensitivities; have personal pride and lead by example 		
Personal Circumstances	<ul style="list-style-type: none"> Legally entitled to work in the UK Able to perform all duties and tasks with reasonable adjustment, where appropriate, in accordance with the Equality Act 2010 Flexible to support out of hours activity on occasion 		<ul style="list-style-type: none"> References Interview