

Head of Year (Complex Needs)

Role Title	Head of Year – Complex Needs	Reporting to	Assistant Headteacher (Behaviour and Attitudes)
Section	Pastoral, Whitcliffe Mount		
Contract type	Permanent, term time plus 5 days, up to 37 hours per week. Some flexibility in hours is required (e.g. early morning visits and occasional evening meetings).	Grade / Salary	Grade G Term time plus 5 days

Part A – JOB DESCRIPTION

Overall purpose of role	Our aim as a school is to help students to be happy and successful in their time with us and their future lives. We believe success means students achieve their personal best in a variety of areas: academic study, appreciation of and participation in culturally enriching activities, relationships with other people, tolerance for others, healthy lifestyles, taking responsibility, physical activities and development of skills for the future. We want our students to lead rich and rewarding lives. This role is designed to help achieve these goals by developing strategies and working effectively with others to create a safe, happy and positive climate where success is celebrated and all students are helped to achieve their best. As a Head of Year with a particular focus on vulnerable pupils, you will be required to meet the general requirements of this post. In addition, you will be required to fulfil any reasonable expectations from the Headteacher. The post will require you to work in partnership with the Headteacher, Senior Leadership Team, governors and staff to ensure the continuous improvement of the school. You will be responsible for specific tasks and the development of whole school initiatives, which will be determined in consultation with the Assistant Headteacher (Behaviour and Attendance) and pastoral team.
Safeguarding Requirements	This post requires the post holder to work in settings with children and young adults. Any employment offer is therefore subject to the results of an Enhanced Disclosure from the Disclosure and Barring Service (DBS).

Key Outputs

1. Help to develop a culture in which every student is valued, encouraged and supported
2. Support the Assistant Headteacher (Behaviour and Attendance) and pastoral team in establishing the vision and strategies for excellent student progress, behaviour, attendance and support
3. Communicate behaviour strategies and expectations effectively to all staff to help meet the needs of identified students
4. Develop strategies to help overcome obstacles staff may experience in students achieving their personal best.
5. To identify barriers students may face in improving their attendance and /or behaviour and act on them.
6. To monitor behaviour, attendance and wellbeing of students and provide regular updates for the Assistant Headteacher (Behaviour and Attendance) and pastoral team.
7. To support the form tutors to help them achieve the best possible standards of behaviour and outcomes for their tutees

8. Help ensure the learning and special educational needs / vulnerabilities of individual students are met, particularly vulnerable groups, such as disadvantaged students, underachieving students, young carers, children that are looked after or previously been looked after and those with low attendance. This will include making timely SEND referrals and support for students in your allocated cohorts
9. To monitor the implementation of the Behaviour Policy and behaviour logs across your allocated cohorts through Arbor, provide evidence through data analysis for middle leaders, SLT and strategic SIP meetings to discuss students of concern
10. Working with other staff, ensure attendance and punctuality have a high profile throughout school. Lead on strategies to help support high levels of attendance and punctuality across all students in your year group
11. Working with the Deputy Head (Pastoral) to oversee and quality assure the alternative provision/external support provided for specific students in your allocated cohort
12. To discuss/share sensitive issues with parents/carers, for example, behaviour, uniform, wellbeing, safeguarding, attendance etc.
13. Working with the Designated Safeguarding Lead to effectively implement the School's Child Protection and Safeguarding procedures, by following up any minor logs of concern
14. To attend Parents' Evenings for where required to support students and families in your allocated cohorts
15. To develop effective working relationships with outside agencies, parents/carers etc to best support students with specific needs
16. Act as the staff lead for My Support Plans where required for students in your cohort and review these regularly
17. Celebrate successes amongst the students, through effective communication with home/delivering assemblies
18. Evaluate own performance and undertake professional development to help achieve the highest possible standards in the role
19. To undertake any other duties associated with the role, as may be decided by the senior leadership team/Headteacher
20. To support the transition of students from one year group to the next
21. To ensure high standards in detentions, working with the other heads of year to ensure consistency
22. To ensure high standards in Reflection, working with other heads of year to ensure consistency and strategic oversight of the isolation provision
23. To deliver targeted interventions with allocated students to support improvements in academic performance, attendance, behaviour and wellbeing
24. To work in collaboration with the Inclusion team and SENDCo to support the complex needs of those students within your allocated cohorts
25. To lead on the new student induction process for identified students

Dimensions (Financial/Statistical/Mandates/Constraints/No. of direct reports)

- Range of Teachers and Support Staff approximately 150 across the whole school.
- Range of students approximately 1250; 250 in a year group. Number of SEN students varies with each new intake but is usually around 250-300 students.

Work/Business contacts

Internal: All teachers and support staff to advise how effectively to support students to achieve their personal Best.

External: External staff, External agencies, other Schools, Parent/carers and families.

Expertise in Role Required (At selection - Level 1)
Essential or Desirable

Be qualified in GCSE English and Mathematics (Grade 4/C)	Essential
Experience of working with children of mixed age ranges preferably in a school environment	Essential
Experience of promoting high standards of attendance	Essential
Experience of dealing with sensitive issues	Desirable
Experience of working with families	Essential
Experience of leading assemblies or similar for groups of students	Desirable
High level of Safeguarding understanding	Essential
Understanding of relevant policies/code of practice and awareness of relevant legislation	Essential
Understanding of child development and learning including Special Educational Needs	Essential
Experience of providing support and advice to students and their families	Essential
Experience of planning, monitoring and evaluating work	Essential
Experience of short, medium and long term planning at an operational level	Essential
Ability to work as a member of a team and/or independently	Essential
Experience of delivering defined projects to a deadline and managing a complex workload	Essential

Other (Physical, mobility, local conditions)

Is willing to work flexibly within scope of overall hours, e.g. early morning visits and occasional evening meetings, deliver assemblies	Essential
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Expertise in Role - After initial development - Level 2

- An understanding of how to effectively coach students and their parent/carer(s)
- Knowledge of issues affecting the personal and economic development students
- Knowledge of Equal Opportunities issues and legislation
- Good working relationships with outside agencies who are able to support students and families
- Knowledge of potential influences on students' attendance and progress.

Expertise in Role (Advanced - Level 3)

- Has been actively involved with the development and implementation of pupil support strategies
- Ability to prioritise workload as appropriate.

Deputy Headteacher - Pastoral

Assistant Headteacher – Behaviour and
Attendance

Head of Year

Signatures

Approved by : CEO

Approved by : Post Holder/or Representative
