

HEAD OF YEAR

Job Description

Reporting to: Assistant Headteacher Behaviour, Attendance & Transition

Salary: MPS/UPS TLR 1b

Job Purpose

- To ensure that all students within the year group are fully focused on their learning and are therefore able to reach their potential.
- To provide intervention and support where necessary to keep students 'on track'.
- To support, hold accountable and develop a team of tutors focusing on the highest standards of social, personal and academic development of students so that they can access the destinations they are aiming for.
- To be highly vigilant and develop this culture within your year team so that ALL students are kept safe and become responsible citizens, representing themselves, their families and us in the right way.

General responsibilities:

- To lead both the team of tutors and cohort of students. This involves giving a clear vision and direction to work, identifying key areas of improvement, and planning appropriate actions to meet them.
- To manage both the people and resources associated with each year group.
- To monitor the quality of learning experienced by each year group, liaising with subject leaders to implement the behaviour policy through appropriate rewards and sanctions.
- To promote the ethos of the academy through leading high-quality assemblies.
- To set the standards within your year group in order that students are empowered to focus on their learning.

Leadership and Management

- To be a visible presence within the academy at key points including but not exclusively, before and after school, at social times and at changeover of lessons.
- To act as a role model for tutors by demonstrating high quality pastoral care of students, continuous professional development, and professional presence in the year team.
- To lead and manage a team of tutors and maintain regular formal and informal contact with them.
- To ensure all tutors understand and are actively implementing the key aspects of the school's policies including those for behaviour, attendance and safeguarding.



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- To set the agenda for tutor meetings which should include a development item.
- To make a significant contribution to the induction of tutors referring any individual training needs to the member of SLT with responsibility for staff INSET.
- To have an overview of all the different care and guidance for students' e.g., learning mentor, SENCO, teaching assistants, DSL & external agencies etc.
- To provide a link for parents, tutors, SENDCO, teachers, subject leaders, SLT and external agencies.
- To initiate and respond to communications with parents ensuring that they are kept fully informed and involved in the progress of their children.
- To contribute to the organisation of any parent information evenings whether they are online or in person by encouraging and monitoring parent attendance to such events.
- To monitor student attendance and punctuality on a weekly basis and to take all the appropriate steps to ensure that attendance and punctuality of students in the year group are at the highest levels. To liaise with the EWO and School/Trust attendance lead in this respect.
- To monitor student behaviour, uniform, attendance and achievement using the school's Behaviour Log and, in consultation with key staff, decide on appropriate sanctions, interventions and rewards.
- To oversee students on report and make contact with parents when necessary.
- To play the leading role in the disciplining of students referring situations to the appropriate member of SLT when appropriate.
- To contribute to the management of key school events.

Administration

- To organise and, through a team of tutors, implement a framework for daily tutorial activities. This includes both day to day administrative tasks (signing of planners, checking absences etc) and year specific tasks (preparation for exams, options, learning conversations etc)
- To ensure that all tutors have access to relevant materials in order to deliver high quality tutorial activities.
- To maintain individual student records as necessary and ensure that they are kept up to date.
- To oversee 'in year' admissions for new students. This will include liaising with the member of staff responsible for admissions, meeting potential students and parents and in conjunction with key staff organising timetables and setting.
- To manage and lead assemblies delivered by the Head of Year, other staff or external speakers.
- To work with form tutors to ensure appropriate follow-up to reporting procedures and to play an important part in the evaluation of reporting procedures.
- To actively report on the year group, providing the necessary updates to senior staff.
- To liaise with relevant staff through transition from Year to Year, Key Stages and into Post-16.
- To have an involvement in pastoral policy development and decision making across the school.



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Line Management

The Heads of Year will be line managed by the Assistant Head and overseen by the Head of School/Headteacher

CONTEXT:

All classroom teachers are role models to pupils within the school and at all times the values, vision and ethos of the school must be evident in their attitude and behaviour.

In order to promote and achieve the school vision and purpose the teacher should meet the core (C) standards as per the National Professional Standards for Teachers in England from September 2012.

The Job-holder will ensure that the schools policies are reflected in all aspects of his/her work, in particular those relating to; Equal Opportunities, Health and Safety, Data Protection Act (GDPR 2018)

This job profile needs to be read in conjunction with the generic job description for teachers. The Chiltern Learning Trust is committed to working in wider partnership which will promote wellbeing outcomes for young people.

All personnel may be required to work across the Trust by agreement with the Chief Executive.

SAFEGUARDING CHILDREN

All teaching staff are part of a whole school team. They are required to support the values and ethos of the school and school priorities as defined in the School Development Plan. This will mean focussing on the needs of colleagues, parents and pupils and being flexible in a busy pressurised environment.

Because of the nature of this job, it will be necessary for an enhanced DBS check to be undertaken. This post will be exempt from the Rehabilitation of Offenders Act 1974 and therefore applicants are required to declare all unspent cautions and convictions; and also any adult cautions (simple or conditional) and spent convictions that are not protected as defined by the Rehabilitation of Offenders Act 1974 (Exceptions) Order 1975 (as amended in 2020). A person's criminal record will not in itself prevent a person from being appointed to this post. Applicants will not be refused posts because of offences, which are not relevant to, and do not place them at or make them a risk in, the role of which they are applying. However in the event of the post being taken up, any failure to disclose such offence, as detailed above, will result in dismissal or disciplinary action by the Trust.

The School is committed to safeguarding and promoting the welfare of children and expects all staff to share this commitment. Applicants must be willing to undergo child protection screening appropriate to the post, including checks with past employers and the Disclosure and Barring Service. CVs will not be accepted for any posts based in schools.

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PERSON SPECIFICATION

This acts as selection criteria and gives an outline of the type of person and the characteristics required to do the job.

Essential (E) = without which candidate would not be shortlisted
 Desirable (D) = useful for choosing between two good candidates

Please make sure, when completing your application form, you give clear examples of how you meet the essential and desirable criteria.

JOB TITLE: Head of Year


Attributes	Essential	How Measured	Desirable	How Measured
Education/Qualifications	QTS	4		
Experience/Knowledge/Attributes	Successful experience of handling difficult and sensitive situations.	1,2	3 years' experience as a teacher	1,2
	Understanding of the role of students' skills in promoting self-esteem and future success of students.	1,2	Bromcom knowledge.	1,2
	Knowledge and understanding of school data.	1,2	Experience of speaking to large groups of people.	1,2
	Experience of chairing meetings, handling administration, making phone calls to parents.	1,2	Knowledge of SEND	1,2
	A secure knowledge of Safeguarding	1,2		
Skills	Good standards of IT skills (word processing and spreadsheets).	1,2		
	Good organisational skills and ability to prioritise workload.	1,2		
	Ability to work as a member of a team.	1,2		

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	Ability to work to tight deadlines.	1,2	x.com/cedars_upper instagram.com/cedarsupperschool facebook.com/cedarsupperschoolLB
	Ability to work on your own initiative within set boundaries.	1,2	
Motivation	Willingness to undertake further training	1,2	

(1 = Application Form 2 = Interview 3 = Test 4 = Proof of Qualification 5 = Practical Exercise)

We will consider any reasonable adjustments under the terms of the Equality Act (2010), to enable an applicant with a disability (as defined under the Act) to meet the requirements of the post.

The Job-holder will ensure that school policies are reflected in all aspects of his/her work, in particular those relating to:

- (i) Equal Opportunities
- (ii) Health and Safety
- (iii) Data Protection Act (GDPR 2018)
- (iv) Code of Conduct

