



JOB DESCRIPTION

POSITION	Head of year 7
SALARY	Teachers' Main Payscale + Mossbourne Main Payscale Allowance £1200 + TLR / UPS + TLR1A
START DATE	1 st September 2026
HOURS	40 hours per week
FULL TIME EQUIVALENT	Full Time, 52.143 weeks per annum
CONTRACT TYPE	Permanent
RESPONSIBLE TO	Head of School
RESPONSIBLE FOR	The attendance, welfare, organisation and discipline of a Year Group
LOCATION	Mossbourne Fobbing Academy
KEY WORKING RELATIONSHIPS	SLT, ELT, Teachers, Students and Parents

Background

Mossbourne is the realisation of Sir Clive Bourne's dream to provide the children of Hackney with an outstanding education. Mossbourne is built on a formula of high expectations, doing the simple things right, and the belief that all children can succeed. All learners, regardless of ability, benefit from the innovative and enlightened approaches to teaching and learning. The Federation's calm working atmosphere creates well-rounded individuals who excel in the arts, on the sporting field and academically.

The Mossbourne Federation consist of four academies: Mossbourne Community Academy (MCA) secondary and sixth form, Mossbourne Victoria Park Academy (MVPA) secondary, Mossbourne Parkside Academy (MPA) and Mossbourne Riverside Academy (MRA) both primary.

The Mossbourne Federation is actively seeking to increase the proportion of our workforce who come from diverse backgrounds. We particularly welcome applications from people of Black, Asian and other minority ethnic descent. Injustice, discrimination and intolerance go against the core tenets of the Mossbourne ethos. We actively reject discrimination in our academies through continuous review of our working policies & practices across the federation, including at board level. We are committed to developing & supporting inclusivity, diversity & anti-racism in every facet of what we do.

Mossbourne Fobbing Academy (MFA)

Having joined the Mossbourne Federation in January 2025, Mossbourne Fobbing Academy (MFA) is on track to become a beacon of educational excellence both in Thurrock and across the country. Indeed, in 2024-25 our GCSE and A Level students attained outcomes which broke academy records, revolutionised opportunities, and signalled a step-change in what our students achieve.

We are changing the face of education in Thurrock and raising the bar in educational expectations; if you want to be part of that journey then read on.

MFA is a school with a rich history of excellent academic, artistic and sporting achievements. Today, that legacy of excellence lives on through our wonderfully talented students and terrifically dedicated staff. Everything we do is built on having extremely high expectations of our students and the conviction that teaching and learning, and safeguarding, come first. We expect the highest standards of behaviour so that students can focus on learning in an environment that supports them to feel, and be, safe. This means our teachers plan carefully, and with expertise, and are able to focus on teaching lessons of the highest standard so students acquire the knowledge, character and qualifications to unlock aspirational pathways.

Our students capitalise on a fantastic range of facilities that encourage them to nurture and pursue their passions in sports and the arts. Our range of extra-curricular activities, including the Combined Cadets Force and The Duke of Edinburgh's Award, offer experiences that broaden horizons and enrich lives.

We are dedicated to ensuring that our students leave equipped with the knowledge, character and qualifications that open the doors to whatever future they envisage for themselves. MFA students leave ready to make their mark on the world.

The Pastoral Team

Significant emphasis is placed upon the importance of structure, discipline and care at Mossbourne Fobbing Academy which is why members of the Pastoral Team are key to the success of our students. The Pastoral Team are essential in maintaining the purposeful, disciplined and nurturing environment, in which Mossbourne students excel. The Pastoral Team consists of the Senior Vice and Vice Principal, the Head of SEN Inclusion, the Heads of School, the Heads of Year and the Pastoral Administrator. The Pastoral Team support the smooth running of the academy, day to day, and contribute to the long-term strategy for maintaining exceptional standards. The Pastoral Team, on a rota, run the Senior Detention and are highly visible at all times around the Academy. The Pastoral Team are also the Safeguarding Team (Designated Safeguarding Leads) at the Academy.

Job Summary

We are looking for an outstanding teacher, with sound experience in the pastoral field. The Head of Year 7 is crucial role within the pastoral structure of the Academy and is essential in maintaining the purposeful and disciplined environment in which Mossbourne students excel. They will take on the responsibility of welcoming and supporting the transition of students and parents into the Mossbourne Secondary environment. They will be crucial in establishing expectations from the point at which students begin the secondary phase of the Mossbourne journey. This is a role which is static and specialised and, as such comes with responsibilities unique to a Head of Year leading the year group.

The successful candidate will join our dynamic Pastoral Team reporting directly to the Head of School. They will lead a team of form tutors, taking overall responsibility for the organisation, welfare and discipline of the year group and in the identification of students who require guidance and support.

The Head of Year is expected to embrace a sense of 'ownership' of the Year group as a whole, and of the students within their care. The position requires a candidate who is robust, rigorous and who believes in the importance of paying attention to detail. The position is both demanding and rewarding, and requires an outstanding teacher with the ability to multi-task and prioritise demands. Liaison with parents and external agencies is an important aspect of the job. The Academy invites applications from candidates who will be well-organised, creative, willing to 'go the extra mile' and who will be focused on the attainment of all learners, accepting no excuses for underachievement.

Additionally, the Head of Year 7 takes the lead role in the transition of Year 6 students. The Head of Year must be an excellent and diligent communicator and comfortable with public speaking. The Head of Year will organise all transition events including presenting to parents. The Head of Year 7 will need to liaise with primary schools, external agencies and the borough regarding the transition process. They will also be accountable for the sharing of information and use of student data.

Main Duties & Responsibilities

- To ensure that outstanding attendance is promoted in the year group by the rigorous scrutiny of registers, working alongside the academy Attendance Officer and Education Welfare Officer
- To ensure that the team of form tutors meet regularly and understand and implement Academy policies and protocols
- To support and take assemblies. The HoY should be prepared to participate in the assembly scheduling.
- As part of the pastoral support systems, the Head of Year must monitor students' academic progress and collaborate with the person responsible for assessment, Heads of Learning Area and the Senior Leadership Group in selecting students for further intervention.

- To support assessment and monitoring procedures, specifically Parent Consultation Evenings for the year group.
- To ensure that students' individual planners are properly kept and signed every week by both form tutors and parent.
- To lead, assist and monitor form tutors.
- To ensure that students line up calmly outside the building and enter the Academy in an ordered and sensible manner at the start of every day.
- To meet with parents, external agencies and other professionals when necessary.
- To meet regularly with the Academy SENCO and maintain a sound knowledge of students in the year group on the SEN Register.
- To co-ordinate all elements of the transition process.

Parents

- To relate warmly to, and establish supportive and professional relationships with, students and their parents.
- To maintain flexible and appropriate communications; to have the ability to draft letters that are warm and clear, understood by parents and which establish the correct tone.
- To listen to parents when they are unhappy and deal with any issues calmly and objectively, whilst upholding the Academy's core values.
- To offer practical help and follow it up by putting parents in touch with appropriate support agencies.
- To arrange meetings with parents in order to acquaint them with school policy, or to discuss the welfare and general problems arising with any particular child.

Students

- To address students in a suitable style, tone and content for occasions such as line-up, lesson transition and weekly assembly
- To meet with students individually and give appropriate advice
- To congratulate students on achievement both publicly and privately
- To counsel students as to the inappropriateness of their actions – using face-to-face opportunities to help students consider their situation and to make informed decisions for themselves
- To interpret attainment data– and take the necessary steps to support underachieving students
- To pass on full records and information when students transfer to the care of another Head of Year or establishment
- To initiate 'immediate reports' on individual students when necessary
- To initiate and co-ordinate, when necessary, Pastoral Support Plans, Behaviour Support Plans, and Attendance Support Plans and any other support strategy to help students modify inappropriate and/or poor behaviour
- To make referrals to other relevant, professional external agencies when necessary
- To undertake training to become a Nominated Safeguarding Children Advisor and lead on Safeguarding for the year group.

Discipline

- Heads of Year are key people in the maintenance of good order and discipline in the school and must understand that their disciplinary role extends beyond their year group. They must be active and involved around the school at all times – particularly at vulnerable times of the school day (before school starts, break, lunchtimes and after school). Therefore, the maintenance by Heads of Year of a high profile in corridors and playgrounds is essential.
- Heads of Year should also involve themselves in other important areas outlined below:
 - Dismissal at the end of the Academy Day
 - Behaviour of students across the curriculum
 - Monitoring and tackling underachievement in liaison with HOLAs
 - Behaviour of students in the lunch hour and at the end of the Academy Day in the local community
 - Heads of Year should encourage good attendance and discourage students from the path of non-attendance
 - Encourage students to take on extra responsibilities

Person Specification				
Essential [E] or Desirable [D]	Requirements	Assessment Criteria		
		Interview	Application form	Task (lesson)
Experience				
E	An outstanding classroom practitioner with demonstrable pastoral experience	X	X	
E	Ability to teach your subject at all key stages	X		
E	A track record of supporting students to achieve superb outcomes in your subject area	X	X	X
E	Ability to pay attention to detail regarding expectations for students and staff	X		X
E	Ability to select and devise appropriate teaching methods and resources to meet the differing needs of students in practical and written work	X		X
E	To be exacting and comprehensive regarding record keeping	X	X	
E	Ability to work independently and as part of a team		X	
E	Ability to develop and maintain positive relationships with teachers, support staff and parents	X		
E	Excellent classroom management and efficient organisation of resources	X	X	X
Qualifications				
E	A good degree in a relevant subject	X		X
E	Qualified Teacher Status (QTS)		X	
IT knowledge				
D	Expert knowledge of the Microsoft package (Word, Excel, Outlook, Publisher, Power Point)		X	
D	Ability to swiftly adapt to and utilise new/various systems/software		X	
D	Capable of making effective and appropriate use of ICT in lesson delivery and within the learning area		X	X
Behavioural Competencies				
E	Superb communication and interpersonal skills	X		X
E	The ability to set, monitor progress towards, and achieve short, medium and long term targets for your area of responsibility	X	X	
E	Ability to manage meetings of a potentially challenging nature with confidence and professionalism	X		
E	Ability to prioritise workload in response to students needs and safety	X		

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E	The upmost integrity and high levels of motivation and commitment.	X		
E	Ability to work effectively and calmly under potentially pressured circumstances	X	X	
	Ability to efficiently organise lessons and resources under potentially pressurised circumstances	X	X	
E	Genuine interest and passion for the education of young people and the ability to contribute more widely to the life and community of the Federation	X	X	
Applicable to all staff				
E	Undertake training as required to so in order to fulfil the requirements of the role	X	X	X
E	Support Mossbourne's efforts both verbally and non-verbally (i.e. via actions and attitude), including adjusting performance and practice in accordance with Mossbourne's initiatives and findings	X	X	X
E	Play an active role in terms of Safeguarding all students and adults	X	X	X

Mossbourne Federation reserves the right to modify this job description to ensure the needs of the Federation & students are met.

The document is not a comprehensive list; it simply outlines expectations of this role.

This post is subject to an enhanced DBS disclosure. The post holder must be committed to safeguarding the welfare of children.