



JOB DESCRIPTION: HEAD OF YEAR

RESPONSIBLE TO: Assistant Headteacher

GRADE: Main Pay Scale - Upper Pay Scale and TLR 2b

PURPOSE OF POST:

The postholder has a whole school teaching and learning responsibility in the area of head of year for a year group. Within the year group the teacher will:

- Impact on educational progress beyond their assigned pupils and provide intervention and support where necessary to keep students 'on track'
- Lead, develop and enhance the teaching practice of others
- Be accountable for leading, managing and developing whole school policy and practice in the identified area of the year group.
- To ensure that all students within the year group are fully focused on their learning and are therefore able to reach their potential.
- 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 First Class 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.
- Inform whole school planning and ensure that year team planning supports the aims and objectives of the school and meets the needs of all pupils.
- Develop, monitor and assess policy, curriculum planning, assessment and teaching strategies, consulting with colleagues, identifying strategies to the Leadership Team and the Governing Body, and disseminating developments across the school.
- Actively participate in the setting and evaluation of school and pupil results and use performance data to inform whole school and individual pupil targets, leading staff in a regular review of progress against targets, implementing change as necessary, ensuring high levels of attainment which meet the needs and potential of all pupils.



- Contribute to the school self-evaluation process, identifying areas for development in the year group, liaising with subject managers as required and incorporating the outcomes in planning.
- Monitor the teaching and learning of others, contributing to the school's performance management process and coaching, mentoring and training colleagues across the school.
- Ensure the effective deployment of support staff and resources within year teams, informed by curriculum mapping.
- Play a full part in the life of the school community, supporting the First Class ethos of the school, and encouraging staff, parents and pupils to do likewise.
- Ensure personal professional development, being up-to-date in national and local developments, contributing to school networks and clusters and keeping others informed.
- Responsible for promoting and safeguarding the welfare of all pupils.

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.
- 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 INSED.
- To have an overview of all the different care and guidance for students' e.g., learning mentor, SENCO, teaching assistants, external agencies etc.
- To provide a link for parents, tutors, SENCO, 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 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 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.
- Through Form Tutors, to monitor the regular setting and quality of homework by managing the regular checking of student planners.
- 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 oversee the completion of reports for the year group including writing a summary comment and accompanying parent letter
- 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 and Key Stages
- To have an involvement in pastoral policy development and decision making across the school.

DIMENSIONS:

Financial Resources: N/A

Physical Resources: Classroom materials, equipment and resources

Other: Safeguarding children

Physical Effort: The job is likely to involve some lifting of children and equipment on a regular basis. Training will be provided. The role will also involve, as necessary, dealing with violence and restraining children.

All classroom teachers are role models to pupils within the school and at all times the First Class 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 Chiltern Learning Trust's policies are reflected in all aspects of his/her work, in particular those relating to; Equal Opportunities, Health and Safety, Data Protection Act (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

CONTEXT: 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.

This post meets the definition of 'Regulated Activity' as defined in the Safeguarding Vulnerable Groups Act 2006 (as amended). Because of the nature of this job, it will be necessary for an enhanced DBS check to be undertaken. This post is 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 for which they are applying. However, in the event of the employment 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.'



Person Specification: Head of Year

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

Essential (E) :- without which candidate would be rejected

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.

Attributes	Essential	How Measured	Desirable	How Measured
Education/ Qualifications	Qualified Teacher Status	4		
	Evidence of Ongoing CPD	1,2		
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	SIMS knowledge.	1,2
	Knowledge and understanding of school data.	1,2	Experience of speaking to large groups of people.	1,2
	Demonstrable impact on school improvement.	1,2	Knowledge of SEND and working with children with English as an Additional Language	1,2
	Experience of chairing meetings, handling administration, making phone calls to parents.	1,2	Line management of others	1,2
	A secure knowledge of Safeguarding.			
Skills	Able to use IT to support both the curriculum and work organisation.	1,2		
	Good organisational skills and ability to prioritise workload.	1,2		
	Ability to work as a member of a team, and part of and	1,2		



	contribute to a whole school multi-disciplinary team.	1,2		
	Ability to work to tight deadlines.	1,2		
	Ability to work on your own initiative within set boundaries.	1,2		
	Able to communicate with a variety of stakeholders (e.g. colleagues, parents, the community, external agencies)	1,2		
	Able to form and maintain appropriate relationships and personal boundaries with children and young people.	1,2		
	Able to lead, coach and mentor others, persuading and influencing those resistant to the management of change.	1,2		
	Able to monitor and evaluate teaching, learning and school policy.	1,2		
	Able to identify the necessary resources which ensure high quality teaching and learning.	1,2		
	Able to assess the needs of individuals to inform the targeting of individual needs.	5		
	Ability to deliver at least consistently good lessons within Ofsted framework, evaluate the impact of these and develop future planning.			
Motivation	Willingness to undertake further training	1,2		



Equality Issues	Demonstrable commitment to inclusive teaching and learning. Awareness of the effects of discrimination on pupils, parents, colleagues and policy.	2,5 1,2		
Specialist Knowledge	Subject/KS, Curriculum Knowledge	1,2,5		
Other Requirements	Demonstrate responsibility for promoting and safeguarding the welfare of children and young people.	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 the School's policies are reflected in all aspects of his/her work, in particular those relating to:

- .Equal Opportunities
- i.Health and Safety
- ii.Data Protection Act (2018)

In addition to candidates' ability to perform the duties of the post, the interview will also explore issues relating to safeguarding and promoting the welfare of children including:

- Motivation to work with children and young people;
- Ability to form and maintain appropriate relationships and personal boundaries with children and young people;
- Emotional resilience in working with challenging behaviours; and, attitudes to use of authority and maintaining discipline.

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