



Appointment to  
Head of Year (Non-Teaching post)

March 2026

INFORMATION FOR POTENTIAL APPLICANTS



## Letter from Chair of Governors

Dear potential applicant

Thank you for your interest in the Heads of Year positions at Kingsmeadow Community School. I hope that you will find the information pack interesting and inspiring.

The governors are extremely proud of the school. It is a very exciting place to learn, for students and staff. New developments are becoming well established, taking the school forward to achieve its ambition of becoming an outstanding school and provide a 'World Class' education for its students. An innovative curriculum, effective teaching strategies and strong pastoral care continue to raise standards and ensure students become confident, lifelong learners.

Governors and senior leaders are united in their aim that each individual student achieves his or her maximum potential regardless of prior achievement. Behaviour and pastoral care are exemplary. The school has an inclusive ethos and has an excellent track record in narrowing the achievement gap between PP and other students.

A very clear vision and school improvement plan all help staff to have clear aims and targets. Teamwork is well developed, with staff learning from and supporting each other, and there are opportunities to develop leadership skills. Staff are very well supported through performance management and a focused, relevant CPD programme which meets individual as well as whole school needs.

This is an exciting opportunity to join the school team and help shape the future of our school. I urge you to visit us to learn more and to see our excellent modern facilities at first hand.

Yours sincerely,

Steve Wraith  
Chair of Governors

Dear Candidate

### **Head of Year (Non-Teaching)**

At the heart of Kingsmeadow lies a highly aspirational academic curriculum of which we are fiercely proud. This academic curriculum is supported by a generous and well-planned Character Curriculum which runs through years 7 to 13. Our status as the last maintained secondary school in Gateshead means that we are not bound by the rules of a larger trust or academy chain. Every decision we make is closely tailored to the needs of our students, their families and the local community.

Staff at Kingsmeadow Community School have unerringly high expectations for all. Through developing their understanding of learning, and working in partnership with home, we seek to instil these high expectations into our students. Using our core values of Integrity, Resilience and Respect, we equip our students with the skills they need to be successful citizens who contribute positively to society, whilst giving them the academic profile they need to be able to open up doors of opportunity in their future.

The development of the non-teaching pastoral team at Kingsmeadow Community School has been integral to our ongoing improvements in student behaviour, attendance and outcomes. We have invested significantly in our pastoral support team over the past year, both in terms of staffing and of professional development and this is continuing.

Each Head of Year is the core pastoral support and point of contact for students and their families. They are highly skilled individuals with a wealth of knowledge and expertise in ensuring the best possible educational experience for young people. Managed by teaching leaders, they liaise skilfully with teaching staff to promote academic excellence for all students. They are also the conduit for student mental health and wellbeing support, promoting positive learning behaviours and good attendance linked to our core values of integrity, resilience and respect.

Joining an exceptional pastoral team, the successful candidate will enjoy support and challenge from the outset. The successful candidate will be working alongside the other four Heads of Year, adopting established systems. The role comes with substantial school-led development and the expectation of a personal commitment to seeking personal professional development opportunities.

The successful candidate will:

- Enjoy being a collegiate and positive member of a professional team
- Instil confidence in teaching staff and students through good organisation and technical knowledge
- Proactively support teachers so that they can focus on improving the academic standards for all students
- Firmly believe in developing the character of students
- Contribute to the community ethos of Kingsmeadow Community School, building positive and respectful relationships with students, parents, staff and all stakeholders
- Have high expectations of self as a positive role model for students

If you require any further information prior to making an application, please contact the Office Manager; Michelle Lane at [mlane@kingsmeadow.org.uk](mailto:mlane@kingsmeadow.org.uk) or on 0191 4606004 ext 222. School visits are welcomed.

I look forward to receiving your application. Further information about our school can be found on our website.

Yours faithfully

Mark Barrett  
Head Teacher



**THE POST: Head of Year (Non-Teaching)**

**PROCEDURE FOR APPLICATION**

If you wish to be considered for this vacancy you should complete an application form on My New Term, giving the names and addresses of two referees (references will be taken-up prior to interview).

The link to the application form and relevant documents can be found on the school's website under Staff Vacancies. We will only accept applications via My New Term and CV's or other application formats will not be accepted.

Applications should be completed and submitted by noon on Monday 20 April 2026.

Interviews will take place during week commencing Monday 27th April 2026. If you have not heard from us by this time you must assume that your application has been unsuccessful on this occasion, in which case the Governors and I would like to thank you for your time and your interest in the school.



## **ABOUT KINGSMEADOW SCHOOL**

*'Kingsmeadow is a Good school..... Teachers teach about the importance of respect, integrity, compassion, courage, pride and quality. They set a good example and pupils conduct themselves maturely.'*

OFSTED Sept 2021

Any welcome that I give here in writing can not do justice to the welcoming atmosphere that is felt on entering Kingsmeadow Community School. We are a community school in every sense of the word. At Kingsmeadow you will find an ambitious, dedicated and caring staff body working with students who have a real desire to work hard and succeed.

At the heart of Kingsmeadow School lies a highly aspirational, academic curriculum of which we are fiercely proud. All students have the opportunity to access the EBACC and around 90% do so. Our sixth form offer is made up of exclusively level 3 courses. We do not limit our expectations of our students and, in doing so, we find that they strive to step up and meet those expectations. Aspiration is the key to success.

The students who attend Kingsmeadow School come from an increasingly diverse community. Using our core values of Integrity, Resilience and Respect, we seek to equip our students with the skills they need to be successful citizens who contribute positively to society, whilst giving them the academic profile they need to be able to open up doors of opportunity in their future. Our strong academic curriculum is supported by a generous Character Curriculum which runs through years 7 to 13. This is delivered through our daily Thrive sessions, which account for two hours of curriculum time per week. These sessions incorporate much of the PSHE, RSE, SMSC and British Values education, as well as our own Character Curriculum. This was all highly commended in our September 2021 Ofsted visit and has moved from strength to strength since then.

As a Google Reference school we use the Google suite across the school. Teachers and students are well versed in using Google Classroom for classwork and homework. Students have good access to technology, with over 400 Chromebooks plus desktops available in school.

From September 2024, Kingsmeadow Community School has been on a journey of significant improvement. This is reflected in our behaviour, attendance and academic data, as well as through a very recent positive Ofsted experience. Moving forward, we have a number of areas for development which we are addressing, including: further improving inclusion in education; tackling inherently low-levels of literacy; ensuring that time in the classroom is used effectively; developing a praise culture for all. I am looking to appoint the right person who can work with me and the senior leadership team in making the improvements that the students and community of Kingsmeadow Community School deserves.

**Mark Barrett**  
**Head Teacher**



## **LEADERSHIP STRUCTURE**

### **Headteacher**

Mr M Barrett

### **Deputy Headteachers**

Mrs A Douglas - Teaching and Learning

Mr S Ferguson - Inclusion

### **Business Manager**

Miss C Bulman

### **Assistant Headteachers**

Mrs A Lowery - Safeguarding and Behaviour

Mr G Dunlop - T&L Support for Basket 3

Mrs M Langley - Student, Staff and Parent/Carer Experiences

Mr A Milton - T&L Support for Core

## Job Profile

Job Title	Reports to	Department
Head of Year (non-teaching)	Head of Key Stage	Pastoral
Salary Grade	Hours	Line Management Responsibilities
NJC Grade H (£36,363 - £39,152 Full Time Equivalent / To be pro rata to 37 hpw / term time + 2 weeks)	37 hours per week. Term Time + 2 weeks (of which days and times will need to be agreed).  Permanent post	No

### Job Purpose

- To contribute effectively to the management of the pastoral care of students in a designated year group and to the achievement of the school's values and beliefs.
- To be an active member of pastoral team.
- To uphold the vision and aims of the school.
- To work co-operatively with and in support of all adults in the school.
- To work with all students in a courteous, caring and responsible manner at all times.
- To work with visitors to the school in such a way that it enhances the reputation of the school.
- To present oneself in an appropriate manner so that it upholds the values of the school.

### Post Holder Responsibilities

#### To provide support for students by:

- Monitoring behaviour, attitudes to learning, attendance and progress of students in the designated year group against outcomes in order to have a fully informed approach to student support.
- Lead and implementing intervention strategies for individuals and groups of students in the designated year group, informed by the results of ones monitoring activities.
- Developing and maintaining positive relationships with parents/carers, fostering an open-door culture to encourage active involvement in their children's education.
- Upholding and promoting positive behaviour for learning, celebrating achievements and dealing with issues arising swiftly and effectively, liaising with the wider pastoral team where relevant.

- Being available for students throughout the day, especially break and lunch times, and after school.
- Providing effective care and guidance for students, including for those with SEND, Child Protection issues, Looked After Children and for those who have English as an Additional Language.
- Supporting and developing student recognition and rewards in order to promote positive behaviour, attitudes to learning, attendance and progress.
- Ensuring students' safety at all times.
- Enabling students to be included in all aspects of school life.

To provide support for teachers by:

- Liaising with teachers and departments in relation to behaviour, attitude to learning, attendance and progress of students to ensure everyone is fully informed.
- Support teaching staff to ensure students are making good academic performance.
- Promoting team work in order to ensure effective working relationships.
- Supporting the whole school teaching and behaviour systems.
- Contributing to regular reviews of whole school behaviour and attitudes to learning.
- Assisting with home/school liaison ensuring effective parental contact and promoting engagement.
- Supporting the co-ordination of parent's evenings, ensuring positive parental attendance and engagement.
- Being involved in the delivery of quality and purposeful assemblies addressing and rewarding student behaviour and attitudes to learning.
- Supporting tutors to promote the core values of Kingsmeadow Community School with all parents/carers.
- Promoting the positive advertising of year group events/successes in conjunction with the schools Marketing and Communication Officer.

To provide support for parents/carers by:

- Being the first point of contact for parents of students in the designated year group.
- Ensuring effective communication and regular liaison with parents/carers.
- Being visible and available for parents/carers during the school day as well as at relevant after school events in line with the schools open door policy.

To provide support for the school by:

- Taking the lead on all aspects of pastoral care for a year group, monitoring their progress and identifying barriers to learning and where intervention may be appropriate.
- Ensuring effective communication between groups.
- Taking prompt action to ensure the whereabouts of students in the designated year group in line with attendance policy and procedure, taking appropriate steps to ensure that attendance and punctuality in the year group is at the highest possible levels.
- Supporting the educational aims and objectives of the school's beliefs and values, and encouraging students to follow this example.
- Providing reports relating to student progress, behaviour, attitudes to learning, welfare and attendance with detailed actions and proactive solutions as required.
- Attending and contributing to extra-curricular meetings.
- Proactively working to ensure successful transition arrangements are in place and that students are made to feel welcome and settled.
- Forming excellent working relationships with partner schools and feeder primary schools where appropriate.
- Adhering to the schools policies and procedures.
- Assisting in the production of relevant information as requested by the Senior Leadership Team or Governing Body.

- Completing individual training and development, and assisting in the training/induction of new members of the team.
- Supporting the wider pastoral team in the organisation and delivery of whole school or year group events.
- Providing a visual presence around school at key times including lesson change overs, break and lunch times, and the start and end of the school day.

#### Management Information and Administration

- Ensure effective record keeping.
- Maintain and monitor student records and ensure they are kept up to date.
- Produce and provide relevant information/reports as and when required.
- Gather information from other stakeholders as required.
- To record minutes of meetings and ensure copies are filed within student files.

#### Communication

- Maintain effective links throughout the school and with parents.
- Communicate and consult with other staff as required,
- Promote a positive support service to both staff and students.
- Communicate and co-operate with internal/external individuals and bodies as appropriate.
- Follow agreed policies for communication within the school.

#### **General Requirements**

- Be aware of and comply with policies and procedures relating to child protection, health, safety and security, confidentiality and data protection, reporting all concerns to an appropriate person.
- Be aware of and support difference and ensure equal opportunities for all.
- Contribute to the overall ethos/work/aims of the school.
- Appreciate and support the role of other professionals.
- Attend and participate in relevant meetings as required.
- Participate in training and other activities and performance development as required.
- Undertake any other duties commensurate with the post.

## Job Specification

**Post Title: Head of Year (non-teaching) – Pastoral Department**



Essential	Desirable	Asses s
<b>Knowledge and Qualifications</b>		
<ul style="list-style-type: none"> <li>- Willingness to work towards any qualification required for the role.</li> <li>- Knowledge of current educational issues.</li> <li>- Evidence of recent continued professional development.</li> <li>- Knowledge of behaviour management techniques.</li> <li>- Up to date knowledge of current safeguarding policy and practices.</li> <li>- Understanding and commitment to the school's vision and values.</li> </ul>	<ul style="list-style-type: none"> <li>- Mental Health Training</li> <li>- First Aid qualification</li> <li>- Relevant minimum level 4 qualification.</li> <li>- Knowledge of restorative practices.</li> <li>- Record keeping.</li> <li>- Designated Safeguarding Lead qualification.</li> </ul>	(a)
<b>Experience</b>		
<ul style="list-style-type: none"> <li>- Pastoral based experience in an educational setting.</li> <li>- Building and maintaining positive working relationships.</li> <li>- Proven experience of motivating and inspiring others.</li> </ul>	<ul style="list-style-type: none"> <li>- Previous employment in a Secondary school.</li> <li>- Leading interventions with positive results.</li> <li>- Multi-agency working.</li> </ul>	(a), (i), (r)

<ul style="list-style-type: none"> <li>- Effective behaviour management strategies and the ability to put these in to practice.</li> <li>- Proven experience of being a positive and active member of a team.</li> </ul>	<ul style="list-style-type: none"> <li>- Experience of raising attendance and student outcomes.</li> <li>- Use of Bromcom and CPOMS</li> </ul>	
<b>Skills and competencies</b>		
<ul style="list-style-type: none"> <li>- Strong IT skills and competent with the use of Google suite.</li> <li>- Excellent communication skills</li> <li>- Ability to manage own workload effectively and to swiftly respond to tight deadlines.</li> <li>- A desire and determination to make a significant whole school contribution.</li> <li>- High expectations of self and others.</li> <li>- Drive, energy and resilience.</li> <li>- Extremely well organised.</li> <li>- A can-do attitude and committed to excellence.</li> <li>- An inclusive approach.</li> </ul>		(a), (i), (r)
<b>Physical, mental and emotional demands</b>		
<ul style="list-style-type: none"> <li>- Ability to remain calm under pressure.</li> <li>- Demonstrate good judgement.</li> <li>- Ability to relay difficult information and calmly and professionally deal with the subsequent reaction.</li> <li>- Emotional resilience in working with challenging behaviours and attitudes.</li> <li>- Display an awareness, understanding and commitment to the protection and safeguarding of children and young people.</li> <li>- Adaptable and flexible in relation to the operational needs of the school.</li> </ul>		(i)

- Ability to form and maintain appropriate relationships and personal boundaries with children and young people.		
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