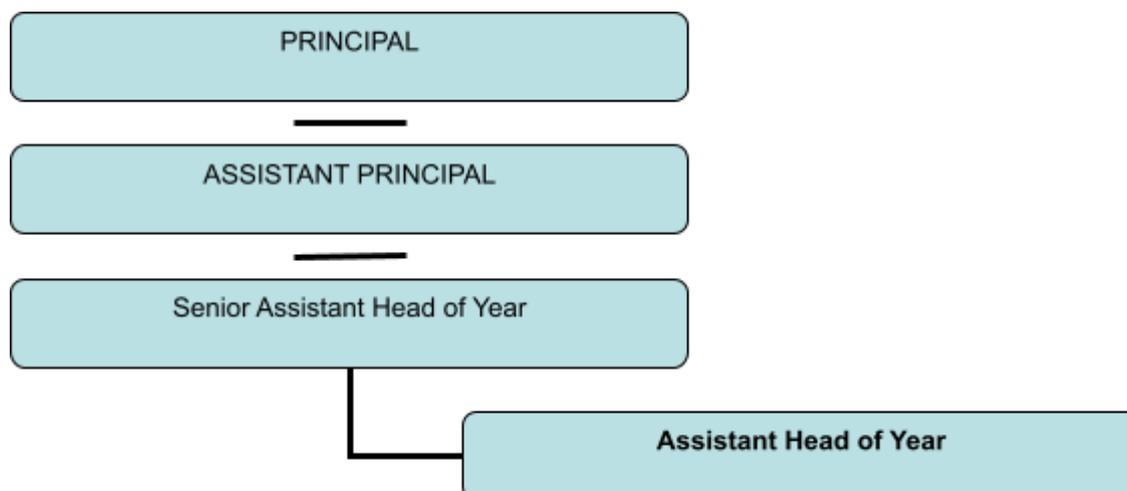


JOB DESCRIPTION	
JOB TITLE	Assistant Head of Year
	ACADEMIC & PASTORAL SUPPORT SERVICES
RESPONSIBLE FOR WHICH OTHER POSTS	NONE
RESPONSIBLE TO	Senior Assistant Head of Year

Organisation Chart



Job Summary

To provide a complementary service to that given by teachers, addressing the needs of students to help overcome barriers to learning that may be presented in or out of school. To create and promote positive ways to increase levels of motivation, ownership and aspiration in order for Students to reach their full potential, particular focus on vulnerable learners.

To support the internal cover arrangements for St Clare's Success Centre.

Support to Year Coordinators

1. To provide administration support to Year Co-ordinators in liaison with the Academic and Pastoral Administrator, passing on urgent work, if pastoral issues need immediate attention.
2. To collate time out/warning and isolation register information and produce meaningful data.
3. To manage whole school behaviour and punctuality detentions.
4. Supporting the Year Coordinators to identify those not making sufficient progress and supporting on intervention strategies.
5. To track behaviour and punctuality to lesson reports; working with Year Coordinators to establish strategies to ensure pupils adhere to the reporting guidelines.
6. To support Year Coordinators in school systems and deputising in the management of generic year group activity. For example supporting tutors in assemblies and fire drills etc.
7. To Minute take as appropriate for Year Coordinators as and when required.
8. To deal with incident reports and following any investigative work
9. To support pupils in the completion of incident reports and gathering evidence.
10. To arrange appointments with parents and being the first point of call between Year Coordinators and parents for Years 7-11 on pastoral issues.
11. To support the administration arrangements for Parents' / Options Evenings / Activity Days / Year 5 visits / Year 6 Taster Days and to communicate with the Catering and Site management teams. Inform and liaise with the Academic and Pastoral Assistant of mail merging of letters and preparation of packs after all the initial information is received from Primary schools.
12. To lead and implement Peer Mentoring at Key Stage 3 and Key Stage 4
13. To support in the schools internal cover arrangements, taking cover lessons as and when requested.

Pastoral

1. To maintain a register of pupils causing concern, liaising with the SEN Team when appropriate.
2. To promote and produce recognition material for pupils for attendance/rewards.
3. To create opportunities to engage positive ways to promote pupil ownership, leadership and aspirations for learning.
4. To support the walkabout duty person in a regular 'walk the school', and report any out of class pupils to the member of staff on walkabout and, if possible return them to their class.

5. To provide immediate support for pupils and staff following a walkabout request.
6. To support the Year Coordinators in collecting work for pupils 'out of school' and to keep a record of work sent home and returned.
7. To support and, where appropriate, contribute to, the Personal Development Programme on pastoral issues.
8. To support in the duty systems before/after school, break time and lunchtime supervising young people.
9. To develop a one-to-one mentoring relationship with pupils identified for support aimed at achieving the targets defined in the action plan in a focused and integrated way.
10. To monitor and report on the implementation of action plans for individual pupils.
11. To liaise with Academy staff to establish and sustain regular contact with the families and carers of those pupils benefiting from additional support.
12. To secure positive family support and involvement and keep them informed of their son's / daughter's progress.
13. To develop an understanding of the range of activities, courses and opportunities available to support individual pupils whilst maintaining links with organisations that could be part of a multi-agency approach, supporting the pupil, and to act as a single point of contact.
14. To maintain records of interventions, undertake assessments, track pupils' progress and prepare reports as requested by the designated member of the Academy's Leadership Team.
15. To work closely as a team, communicating relevant information on individual pupils and to share best practice.
16. To provide appropriate information to assist the Academy to liaise with feeder primary schools, other secondary schools, the Local Authority and outside agencies.
17. To attend Parents' Evenings (relevant to Year Group)/ Open Evenings / Welcome Evenings.
18. To plan and implement the Summer School Activities and Transition events.
19. To supervise and provide support for pupils in lunchtime isolation.
20. To engage in home visits where necessary, attend Case Conferences and other professional meetings.
21. To take the lead on Early Help Assessments (CAFs) as required.
22. To participate in and contribute to any in-school professional development programmes.
22. To assist with any first aid support as required.
23. To carry out all other duties as commensurate with the grading of the post.

In addition to the ability to perform the duties of the post, issues relating to Safeguarding and promoting the welfare of children will need to be demonstrated these will include:

- **Motivation to work with children and young people.**
- **Ability to form and maintain appropriate relationships and personal boundaries with children and young people.**
- **Adopt and promote "Don't Walk On By" policy and comply with all safeguarding requirements**
- **Emotional resilience in working with challenging behaviours**

- **Attitudes to use of authority and maintaining discipline**

Person Specification - Essential Criteria	Desirable	Measured by
<p>Experience</p> <ul style="list-style-type: none"> ● Significant use of IT systems ● Pastoral care support for young people ● The ability to work with, relate to and gain the confidence of a wide range of young people and families and carers with different ethnic and social backgrounds. ● The ability to work with, relate to and gain the confidence of teaching staff and senior managers within the school. ● Experience of working with disaffected pupils and engagement strategies. ● Ability to identify potential barriers to learning jointly and engage in strategies to overcome these barriers. ● Ability to work with individual pupils to set targets to support them in achieving their potential as part of planning for their learning. ● Experience of Safeguarding procedures 	<ul style="list-style-type: none"> ● Experience of working with people with Social, emotional and mental health needs ● Experience of using cognitive behavioural approaches ● Experience of working with social services and other relevant services/agencies ● Knowledge for developing and implementing a range of administrative procedures ● Working within a secondary school setting ● Use of complex administration systems ● Conversant with Microsoft packages ● HLTA Experience ● Delivering cover lessons 	<p>AF/ Certificates</p>
<p>Qualifications/Training</p> <ul style="list-style-type: none"> ● Qualified First Aid ● Good standard of English both oral and written ● Counselling qualification 	<ul style="list-style-type: none"> ● Administration qualification or other equivalent experience ● ICT qualification ● Learning Mentor qualification 	<p>AF</p>
<p>Knowledge/Skills</p> <ul style="list-style-type: none"> ● Knowledge of and ability to work effectively and communicate with a wide range of multi agencies and people offering support, information, opportunities and guidance. ● Good interpersonal and communication skills including tact, diplomacy, a high degree of confidentiality, discretion, attention to detail, reliability and sense of humour. ● Excellent organisation and planning skills ● Ability to persuade, motivate and negotiate. 	<ul style="list-style-type: none"> ● Use of spreadsheets ● Understanding behaviour data ● Understanding of the Curriculum in schools ● Full driving license and ability to travel around the local area to other academies, sites etc. ● Knowledge of the procedures for Early Help Assessment 	<p>AF/I</p>

<ul style="list-style-type: none"> ● Ability to work constructively as part of a team. ● Ability to relate well to young people and to adults. ● Recording keeping skills 		
<p style="text-align: center;">Behavioural Attributes.</p> <ul style="list-style-type: none"> ● Understands the schools development plan and how it relates to team and individual objectives. ● Accepts supports and quickly implements change. ● Identifies and promotes best practice and encourage the sharing of ideas. ● Proactively seek opportunities to increase job knowledge and understanding. ● Works with others to resolve differences of opinion and resolve conflict. ● Takes quick and effective action. ● Demonstrates focused implementation of role and responsibilities. ● Builds strong team ethos where everyone feels valued. ● Provides timely, sensitive and honest feedback on performance. ● Is accountable for own development and encourages the ownership of development needs amongst team members ● An ability to work independently and on own initiative; reliably and consistently with work agreed and managed at regular intervals, and a team player 		AF/I

AF - Application form I – Interview

COMPETENCIES ESSENTIAL TO BASIC PERFORMANCE OF THE ROLE

Post Reference: TS013 | Post Title: Assistant Head of Year

Commitment & Motivation

- Displays energy and enthusiasm for work and is motivated to achieve, demonstrates flexibility
- Identifies own development needs and seeks learning opportunities understanding learning priorities that link with Academy's aims and objectives
- Engages in every learning opportunity and reflects on and develops own practice
- Liaises effectively with people demonstrating a willingness to share knowledge, learning and experience with others
- Uses initiative within clearly defined guidelines and displays sound judgement, based on factual information when making decisions
- Monitors own performance against high standards
- Actively seeks feedback, to inform self-development plans

Problem Solving & Decision Making

- Shows openness to new ideas and makes timely, confident decisions on a day to day basis
- Takes ownership and makes decisions that are achievable based on the appropriate information
- Uses initiative to make decisions without formal guidelines
- Gathers all relevant information to make informed decisions
- Analyses statistical information based on issues / trends to support decision making
- Takes ownership of problems and trials new approaches to reach a successful resolution

Planning & Organisation

- Plans, prioritises, implements, managing own workload with guidance using available resources
- Identifies achievement and supports next steps planning
- Identifies barriers to learning and provides appropriate solutions
- Contributes to development plans and considers resource allocation
- Implements plans under minimal supervision, recommending revisions as required to achieve desired outcomes and objectives
- Provides written feedback and evaluation of progress against objectives
- Selects and prepares appropriate activities and resources

Implementing Change

- Understands the purpose and expected outcomes of planned change and actively supports change through effective engagement at team level
- Identifies opportunities for contributing to positive change
- Understands and uses effective planning techniques
- Understands stakeholder expectations and how they impact the process
- Understands the culture of the Academy and seeks opportunities to review current practice
- Is aware of individual resistance to change and behaves in a supportive way towards them

- Ensures appropriate administration for governance

Managing Objectives

- Reflects and evaluates own practice to recognise own strengths and weaknesses
- Manages time effectively, setting and fulfilling short term individual and operational goals
- Recognises under performance and identifies a range of solutions to enable the achievement of goals
- Recognises effective performance and individual improvement
- Contributes to planning, implementing and evaluating activities that meet the needs of individuals and small groups
- Identifies priorities, using effective delegation to ensure deadlines are met
- Contributes to the values, learning styles, management styles and ethos of the Academy and applies these in own and teams working practices
- Articulates values through expectations of staff and pupils
- Keeps up to date with trends and developments

Raising Standards

- Recognise when results are not being achieved to the required level and take appropriate action
- Consider, in conjunction with wider team alternative ways of working
- Undertakes systematic observations to gather evidence or progress to support development and ongoing improvement of delivery
- Gathers and analyses data to inform planning
- Takes ownership of problems in their own area of responsibility
- Set and support achievement of challenging & measurable targets and monitors quality
- Check own and team performance against outcomes, make improvement suggestions or take corrective action

Customer Focus

- Develops positive relationships and contributes to the prevention and management of challenging behaviour / promotes positive behaviour.
- Effective at drawing out information and understanding varying needs
- Contributes to planning and assessment of needs
- Observes and reports on progress
- Delivers under direction
- Takes ownership of issues, focus on providing the right solution depending on needs and abilities, keeping pupils and stakeholders up to date with progress
- Ensure that levels of service are maintained – identifying risks or concerns in order to meet pupil & stakeholder requirements
- Responsible for the safeguarding and welfare of pupils
- Has a good understanding of H&S legislation. Produces risk assessments, ensuring a safe working / learning environment.

Communication

- Communicates confidently using a variety of methods at different levels of ability and understanding
- Structures discussion in a logical way
- Interprets and analyses information to construct basic written reports including recommendations as appropriate
- Prepares materials for others to use
- Selects the most appropriate communication method for the topic and audience including those with complex needs
- Creates and delivers effective presentations

- Uses appropriate questioning techniques
- Actively listens and encourages open discussion
- Explains this clearly and concisely giving clear instructions

Impact & Influence

- Recognises behaviour patterns and implements agreed management strategies.
- Actively supports positive interaction with colleagues and has an awareness of fairness and diversity.
- Anticipates likely responses to situations, tailoring actions to create intended impact
- Responds to questions in a clear and concise manner appropriate to the recipient and work related procedures.
- Respects the opinion of others and accepts feedback.
- Develops and participates in networks and partnerships to achieve Academy's aims and objectives.

Team Working

- Follows agreed instructions and takes personal responsibility and ownership for own actions, performance and delivery
- Shows willingness and ability to work cooperatively with a range of stakeholders
- Contributes to dialogue regarding aims and objectives
- Provides effective support to colleagues, responds well to guidance

Qualifications & Skills

- NVQ 3