

JOB DESCRIPTION

POST TITLE:	Head of Year
RESPONSIBLE TO:	Assistant Head of Student Support
GRADE:	Band 10, SCP 28 - 31
WORKING WEEKS:	Term Time plus 5 days (47 weeks)
PURPOSE OF POST:	To assist the Assistant Head Teacher (Student Support) and Student Support Manager in the managing, developing and leading of the KS3/KS4 year groups, to ensure the highest possible standards of pastoral care for all students.

Main duties/responsibilities

1. To lead year groups within Lower/Upper School in the successful deployment of Student Support Interventions of care and academic progress under the remit of the school RAG system.
2. To work in collaborative partnership with Student Support Team to maintain, develop and actively engage in the school RAG system.
3. To involve yourself fully in attempting support vulnerable children and families with the factors that may hinder progress through Early Help, engagement and intervention.
4. To engage with the SEN team via RAG and with the therapeutic offers within school in order to support where possible all vulnerable children and families within the Year Group(s).
5. To work in conjunction with the DSL and DDSL to ensure all students are safeguarded and supported.
6. To work with Leadership and Student Support Teams in Active Learning Walk and Lunchtime Duties to assist in the successful management of day-to-day issues within school.
7. To utilise 'ClassCharts' and 'CPOMs' information to assist in the logging, synthesis and analysis of Student Support Issues within a specific year group in order to contribute to RAG Vulnerable Pupil and Student Support Update (or similar).
8. To complete investigative work required to successfully manage incidents within school, including potential exclusions.

9. To work with colleagues under the leadership of the Head of Student Support to formulate aims, objectives and strategic plans for Student Support which have coherence and relevance to the needs of students and to the aims, objectives and strategic plans of the School, taking a full and active role in Action Planning and SEF management.
10. To raise standards of student attainment and achievement working with Assistant Head Teachers (Raising Achievement and Student Support) to develop bespoke interventions in conjunction with Departments for any pupils/pupils groups that are underachieving in Lower/Upper School.
11. To work with the Assistant Head of Student Support in the dissemination of key information and in all communicative channels with pupils, parents/carers and staff.
12. To take a full and active role in all aspects of the Hurworth Personal development and welfare offer.
13. To take the lead in a Student Support focus area e.g. Prevent, Online safety, Young carers etc.
14. Under the leadership of Head of Student Support take a full and active role in celebrating success using all reward mechanisms, inter-house and end of term activities to positively praise pupils.
15. To contribute to the school mission of life skills and education through taking an active role in the upholding of British Values and Collective Worship, as well as the promotion of Equality and Diversity within school.
16. To work with colleagues under the leadership of the School to formulate aims, objectives and strategic plans for Pastoral Care which have coherence and relevance to the needs of students and to the aims, objectives and strategic plans of the School, taking a full and active role in Action Planning and SEF management.
17. To contribute to the school mission of life skills and education through taking an active role in themed assemblies, morning registration activities and the Student Message PowerPoint.
18. Communicate effectively with parents/carers to ensure they understand the efforts being made by the Student Support department to assist their child's progress.
19. To play a full part in the life of the school community, to support its distinctive mission and ethos and to encourage and ensure staff and students to follow this example.
20. Ensure that you work in line with all the Academy/Trust policies and procedures and ensure that you are aware of your obligations under these.
21. Behave according to the relevant Trust Code of Conduct and ensure that you are aware of your obligations and responsibilities re: conflicts of interest, gifts, hospitality and other matters covered by the Code.
22. To comply with health and safety policies, organisational statements and procedures, report any incidents / accidents/ hazards and take a pro-active approach to health and safety matters in order to protect yourself and others.
23. You are required to safeguard and promote the welfare of children/students for whom you have responsibility, or with whom you come into contact, to include adhering to all specified procedures.

24. This post is deemed to be a 'Customer Facing' role in line with the definition of the Code of Practice on the English language requirement for public sector workers.
25. This post is subject to an enhanced disclosure. The successful applicant will be subject to the relevant vetting checks before an offer of appointment is confirmed. Following appointment, the employee will be subject to rechecking as required from time to time by the Trust.
26. Any other duties of a similar nature related to this post that may be required from time-to-time.

Last Reviewed: May 2024

PERSON SPECIFICATION HEAD OF YEAR

Key

- AF** Application form including personal statement
S Selection Process including interview
R Employment References
C Certificates
D Enhanced Disclosure and Barring Services Criminal Check

	Criteria	Essential/ Desirable	Stage Identified
	Qualifications & Education		
1	High level of literacy and numeracy supported by relevant qualifications	E	AF,C
	Experience & Knowledge		
2	At least two years' experience working with children and families	E	AF,I,R
3	Good understanding of statutory and good practice guidance around attendance	E	AF,I,R
4	Good understanding of the education system and recent and upcoming developments within Personal Development, behaviour and welfare	E	AF,I
5	Experience of working with other agencies to improve outcomes for young people	E	AF,I,R
6	Developing knowledge of child protection and safeguarding procedures and processes	E	AF,I,R
7	Developing knowledge of GDPR requirements and understanding of confidentiality	E	I,R
8	Experience of working in partnership with parents and carers	E	AF,I,R
9	Teaching experience	D	AF,I,R
10	Experience with intervention and support in lessons	D	AF,I,R
11	Experience of using the SIMS system	D	AF,I,R
	Skills		
12	Ability to communicate effectively, both verbally and in writing, with pupils, parents/carers, colleagues and other professionals	E	AF,I,R
13	Ability to work collaboratively to understand and intervene with regard to a wide range of vulnerability factors	E	AF,I,R
14	The ability to use initiative, to work alongside and also as part of a team	E	I,R

	Criteria	Essential/ Desirable	Stage Identified
15	High level of ICT skills including competent use of Microsoft Office packages e.g. Excel, Word, Outlook, etc	E	AF,R
16	Excellent attention to detail and ability to record and check data accurately	E	AF,R
17	Ability to analyse data, draw relevant conclusions and make appropriate recommendations for action	E	AF,I,R
18	Ability to coach/mentor, support and challenge staff and pupils	D	I
19	Evidence of being able to build and sustain effective working relationships with staff, Governors, parents/carers and the wider community	D	AF,R
20	Proven leadership qualities to motivate and inspire others	D	AF,R
	Personal Attributes		
21	Commitment to own professional development and willingness to undertake training	E	AF,I,R
22	Flexible and positive approach to tasks and working arrangements	E	I,R
23	Ability to act as a positive role model and demonstrate high personal standards	E	I,R
24	Commitment to safeguarding pupils and suitability to work with young people	E	I,R,D
25	Self-motivated and enthusiastic	E	I,R
26	Willingness to engage in the Appraisal process	E	I,R
	Special Requirements		
27	Emotional resilience in working with challenging behaviours and attitudes in the use of authority and maintaining discipline.	E	D
28	Ability to form and maintain appropriate relationships and personal boundaries with children	E	D
29	Suitability to work with children/young people	E	D
30	The ability to communicate at ease and provide advice in accurate spoken English	E	S

Employment references will be requested prior to the selection process and any issues arising from these will be discussed at interview. All appointments to satisfactory references.

Last Reviewed: May 2024