

Bridgwater and Taunton College Trust

Head of Year.



Head of Year.

Grade: Qualified teachers pay scale +TLR2B.

The success of the Bridgwater and Taunton College Trust will be underpinned by two fundamental beliefs:

Students come first: First and foremost, the purpose of the Trust is to enable students to achieve their potential, and it is this principle that drives how we make decisions and how we act. It is expected that anyone who joins or forms part of the Trust shares this philosophy.

We are team players: Whilst every colleague has a specific role to fulfil, we expect all staff to communicate with compassion, treat others with positive regard, collaborate and behave with professionalism. In our colleagues we seek energy, passion, initiative and cooperation, as well as acting in a way that promotes a positive image of the Trust in the wider community.

Our values

We are ambitious, collaborative and inclusive.

We believe that every role contributes to our students achieving. We are a values driven organisation and strongly feel a shared sense of purpose. We behave in a way that puts our students at the forefront of our actions and decisions making, we champion equality of opportunity and respect our colleagues, our students and our community. We believe passionately that all individuals are entitled to learn and should be encouraged to do so.

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Core Purpose

Heads of Year are vital part of the way in which we support students in the pursuit of excellence at Bridgwater College Academy.

They will lead a team of tutors to monitor behaviour, record and celebrate success, provide a link with students and their families. The Head of Year will maintain the overview of a child's academic and extra-curricular participation and successes and will also coordinate the support a student may need from time to time in order to be their best. Each year of a student's school life presents different and unique challenges, from settling in, to choosing options, to balancing the stresses of revision, to preparing for the prom. We are looking for a leader who will approach each of these challenges with optimism and positivity; one who will insist of students going beyond their best in order to unlock the best outcomes for themselves.

Main Responsibilities

The responsibilities of this role could vary as a result of new legislation, changes in technology or policy changes. This job description is not an exhaustive list of tasks of the role.

- Lead and coordinate behaviour support and pastoral support for students in their year groups to ensure they experience a safe, secure and purposeful learning environment within the academy.
- Motivate and work with tutors to promote a positive culture that promotes personal excellence, equality and high expectations within the year group.
- Use data and information to support their work with students and staff.
- Take on duties such as on-call and supervision of the Shadow Classroom.
- Attend inclusion meetings, meet with parents and liaise with outside agencies to secure, monitor and coordinate the appropriate levels of support for students in their year group.
- Lead the pastoral team in the PSHCE programmes, assemblies, challenge days, external visits and enrichment programmes.
- Monitor attendance and punctuality and work with the school attendance team.
- Have a thorough understanding of safeguarding and child protection issues and be willing undergo all necessary training.
- Take the lead in organising parents' evening for your year group ensuring a sensitive focus on academic achievement, in particular student progress is maintained.
- Liaise and work co-operatively with families to secure children's well-being.
- Work with the Senior Leadership team with the ongoing review and development of the role of Head of Year.

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- Work with Academy Leader 5- 8 to co-ordinate transition into the secondary phase.

Other Duties

- To attend mandatory training courses, e.g., Child Protection, Equal Opportunities and Health and Safety related courses
- To promote and celebrate an approach of equality, diversity and inclusion for all colleagues, students and external stakeholders.
- Responsible for the health and safety of themselves and others
- Responsible for the safeguarding of and promotion of wellbeing for both children and colleagues
- To be a team player and contribute towards the vision, culture and ethos of the Trust
- From time to time you may be required to carry out other duties commensurate with the role.

Person Specification

Area to be assessed	Essential criteria	Desirable criteria
Safeguarding	Must be able to demonstrate a commitment to the safeguarding and well-being	

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	of children and young people.	
Qualifications/Experience	A degree in relevant subject. PGCE (or equivalent teaching qualification). Evidence of recent and relevant continuing professional development. Demonstrates a commitment to the safeguarding and well-being of children and young people. An excellent knowledge of up-to-date classroom pedagogy. An understanding of the collection and use of data to inform targets and priorities, leading to improved outcomes.	Further completed professional study. Secondary school at senior/middle leadership level. Evidence of implementing and managing change at whole school or middle management level. Successfully leading and managing a team Evidence of identifying priorities and constructing an improvement plan. Experience of a successful OFSTED inspection. Experience of data management to demonstrate progress. Experience of delivering training and development programmes to staff. Evidence of leading significant aspects of whole school development and securing improvement. Experience of undertaking whole school self-evaluation processes. Working in partnership with other educational institutions or agencies. Evidence of highly successful experience teaching across the ability ranges
Knowledge/Skills	High level ICT skills.	

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	High level of communication and interpersonal skills. Evidence of high level teaching skills. Be a good role model to staff: Flexible, enthusiastic, reliable and committed. Able to prioritise and manage own time effectively. Adopts a collegiate and collaborative approach to leadership. Good emotional intelligence. A personal commitment to on-going professional development.	
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