

G.S.S. JD/PS Head of Year/Year Group Leader
Updated March 2025

Chancery Education Trust is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment

CHANCERY EDUCATION TRUST

Job Description & Person Specification

Chancery Education Trust is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment.

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| Job Title: | Head of Year (PCK) |
| Line Management: | Executive Headteacher/Headteacher/Head of School/Principal |

| Key Functional relationships |
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| <ul style="list-style-type: none">• CEO• Executive Headteacher/Headteacher/Head of School and Strategic Leadership and Management Team• All Teaching and Support Staff• Students and Parents• Local Governing Board |

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- Consultants and Advisors
- External Bodies

Generic Responsibilities

- To commit to the Trust aims for safeguarding and promoting the welfare of children and young people
- To work with the leadership team and all staff to establish a thriving, high achieving learning community
- To work collaboratively in order to renew, develop and share the vision for the Academy/School and the Learning Community
- To be committed to continuous professional development relevant to the post including national development and personal training, needs supporting future career development
- To exhibit professional attitudes and encourage professional attitudes amongst all staff
- To contribute, at the appropriate level, to the development, monitoring, evaluation and review of the Academy/School's work
- To attend relevant meetings and to attend committees or working parties at whole Academy/School level, when required
- To encourage and foster active and constructive links with parents and members of the wider community
- To develop and maintain effective and positive working relationships with all partners and community organisations
- To promote and support the extra-curricular provision
- To commit to race and gender equality and opportunities for all
- To be aware of, adhere to and promote policies, procedures and codes of conduct ensuring you adhere to updates and amendments
- The willingness and ability to be deployed in any Academy/School within the Trust as the need arises
- To undertake any other duties commensurate with the post, as directed
- To uphold standards in public life

Shared Responsibilities

- Lead both the team of teachers and the cohort of students. This involves giving a clear vision and direction to work, identifying key areas for improvement and planning appropriate actions to meet them
- Manage both the people and resources associated with the year group
- Monitor the quality of learning experienced by the year group, liaising with heads of subject and offering support and guidance where necessary
- Foster a positive and well-presented learning environment
- Collection and analysis of attainment data
- To lead staff by setting standards through personal classroom practice and demonstrating different strategies to deliver improved pupil performance

Specific Responsibilities

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Whilst every effort has been made to explain the main duties and responsibilities of the post, each individual task undertaken may not be identified

Academic Progress:

- Monitoring the quality of learning experienced by the year group through discussions with staff and students
- Monitoring of academic progress in order to secure and sustain effective learning. Using assessment grades, feedback and marking, reading age scores, reports and data to inform us of both individual student progress, and collective progress across each teaching class and the year group as a whole
- Liaise with key staff regarding all groups of students' achievements in year group (e.g. gender, SEN, vulnerable etc.) and the level and type of intervention when required
- Report termly to SLT on progress of year group and individuals
- Monitor the regular setting and attainment of homework
- Regularly visit lessons for pupils of your own year group. If a student is on report then Heads of Year should support teaching staff and carefully monitor those students

Leadership & Management:

- Lead and manage a team of teachers. Heads of Years to provide guidance, training and encouragement to teachers
- Set the agenda for team meetings, which should include a reflection time for them. Teachers to be monitored both informally and formally by the Head of Year to inform the school's performance management process
- Have an overview of all the different care and guidance for students eg. Learning Mentor, Inclusion Manager, HLTAs and Para Professionals
- Providing a link for Parents, Teachers, Mentors, Heads of Departments, SLT and External Agencies
- Monitor pupil behaviour, attendance and achievement using "Arbor" and in consultation with key staff decide on appropriate, sanction, intervention and reward where appropriate
- The Head of Year will oversee students on report, and contact parents when necessary
- Advise the Executive Headteacher/Head Teacher/Head of School/Principal when there is a need for a fixed term exclusion
- Provide a varied and proactive range of assemblies. Supervise the entry of students to assembly
- Work as part of the Inclusions team: share good practice and information acquired from courses
- Use the school's rewards system to promote student achievement and self esteem

Administration:

- Organise a framework for daily activities. This includes both day to day administrative tasks (checking absences) and year specific tasks (preparation for exams, self-monitoring of

achievements). To ensure that teachers have access to all relevant materials in order to carry out these tasks

- Manage “in year” admissions for new students in accordance with Academy/School admission procedures
- This will include meeting potential students, parents and organising timetables and setting (liaising with appropriate key staff)
- Co-ordinate events such as Parents Evening, Open Classroom
- Have an involvement in policy development and decision making across the Academy/School

Notes

The above responsibilities are subject to:

- This Job description can be amended at any time after consultation between the post holder and the Executive Headteacher/Headteacher/Head of School/Principal
- It is likely that the responsibilities above could change as the strategic leadership and management team develops

Employees are expected to be courteous to colleagues and provide a welcoming environment to visitors and telephone callers.

The Trust will endeavour to make any necessary reasonable adjustments to the job and the working environment to enable access to employment opportunities for disabled job applicants or continued employment for any employee who develops a disabling condition.

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Person Specification

| Key Areas of Head of Year | Essential Attributes | Desirable Attributes |
|---------------------------|----------------------|----------------------|
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| Qualifications | <ul style="list-style-type: none"> • Graduate with Qualified Teacher Status • Recent relevant professional development | Higher degree NPQH Management Diploma or equivalent |
| Key Competencies | <ul style="list-style-type: none"> • Ability to give clear and strong leadership and support • Ability to think strategically and successfully implement agreed strategies • Ability to analyse and solve complex issues with an eye for detail • Ability to delegate effectively • Ability to work effectively with staff, students, governors, parents and the community • Ability to work with, manage and lead a team of tutors • Ability to liaise and work with other middle managers to promote the education of all children • Ability to inspire and lead a year group through KS2 • Ability to analyse data to promote learning and to set targets appropriate to pupil's abilities and needs • Ability to liaise with outside agencies | |
| Skills & Experience | <ul style="list-style-type: none"> • Effective oral and written communication skills • Excellent interpersonal skills both in working relationship with young pupils and in forming effective professional relationships with a wide range of contacts • Good organisational and time management skills • Team leadership, including during school development and/or improvement • Sound IT skills to support learning and maintain electronic information systems | |
| Personal qualities | <ul style="list-style-type: none"> • High expectations for all pupils and belief in bringing out the best in all • High levels of drive and energy • High levels of interpersonal skills • Commitment to comprehensive education and high student expectations • Ability to reach and justify difficult decisions • Ability to set and achieve realistic goals for staff and for students • Ability to support, motivate and inspire others | |

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| | <ul style="list-style-type: none"> • Sense of humour, good listener, positive outlook • Ability to impose calm, ability to work as part of a team | |
| Professional knowledge and understanding | <ul style="list-style-type: none"> • Special educational needs, code of practice • Child protection • Strategies for school improvement • Strategies for developing effective teaching/learning • Strategies for ensuring good behaviour • Maintain appropriate levels of confidentiality with regards to school business | Data analysis and target setting |

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