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| **Job title:** Head of House | **Service area:** People |
| **Post number:**  N/A | **Division:** Education -Schools |
| **Grade:** TLR 2a | **Section/team:** Baysgarth School |
| **Overall purpose of job:**  To lead a House community within Baysgarth, that provides the care and support of a family unit; providing inspiration, motivation and aspiration. They champion every child and their parents throughout their time at Baysgarth, ensuring they enjoy school, participate fully in wider school life, consistently displaying the Baysgarth values. | |
| Post holders will be expected to be flexible in undertaking the duties and responsibilities attached to their post and may be asked to perform other duties, which reasonably correspond to the general character of the post and are commensurate with its level of responsibility and with the teachers’ pay and conditions documents. | |
| **Main responsibilities:**   1. To create and develop a House identity for their House, including colours, motto, traditions and ambition that binds and unites all members of the House. 2. To develop the tutor role as the student’s champion and ensure all tutors consistently demonstrate the values of this role. 3. To develop an extensive range of in-House and inter-House events and competitions that inspire and motivate students, staff and parents and build a sense of identity and shared community. This will include organising trips and visits and building links with the wider community. 4. To take on one of the five key cross-House responsibilities, ensuring it has measurable impact across the school:    1. Community    2. Diversity    3. Student Leadership    4. Attendance    5. Wellbeing and mental health 5. To co-design with other Heads of House, and then lead, an inspirational programme of assemblies that is flexible enough to react to current events, linked in to annual events, and includes a wide selection of visiting speakers. 6. To work with the Tutoring Lead to develop and then quality assure an outstanding programme of tutoring activities. 7. To lead House meetings including publishing the agenda and circulating the minutes to identified staff within one week. 8. To work with the Employability Mentor to ensure that each House has a planned programme of CEIAG events and experiences, preparing students for life after Baysgarth. 9. To work with the Transition Lead to ensure all students allocated to their House have a positive first experience of Baysgarth and are integrated successfully into the Baysgarth culture. 10. To work with the Assistant Head Teacher (Inclusion) and the Attendance Officer to implement proactive strategies for securing outstanding attendance for students, through the tutors. 11. Working with the PSHE/ICE Lead, to establish a clear, shared understanding of the importance and role of the House in contributing to pupils’ spiritual, moral, cultural, mental and physical development, and in preparing pupils for the opportunities, responsibilities and experiences of adult life, and the “citizenship” agenda including multicultural awareness. 12. Work collaboratively with local community groups and businesses to secure contributions to the whole school reward programme. 13. Work in collaboration with Assistant Head Teacher (KS3) and Assistant Head Teacher (KS4) to implement a high-profile celebration culture with students and parents. | |
| **Knowledge, skills and experience:**   * Successful experience as part of a pastoral team, e.g., as a form tutor or pastoral leader. * Experience of dealing effectively with difficult personal welfare issues. * The ability to relate to young people, communicate effective with them, understand their concerns and compassionately solve issues in a helpful and practical way. * The ability to set high standards so that every student can achieve to the very best of their ability and matures into an adult that they can be proud of. * Experience of marking and moderation procedures. * Ability to work effectively and supportively as a member of the school team. * Ability to work within and apply all school policies e.g. behaviour management, child protection, Health & Safety, Equal Opportunities etc. * Excellent organisational skills. * A commitment to safeguarding & promoting the welfare of children and young people. * Ability to enthuse, engage and motivate students. * Ability to work effectively and supportively as a member of the school team. * Ability to work effectively and supportively as a member of the school team. * Outstanding communication skills. | |
| **Creativity and innovation:**  Heads of House have a high degree of independence and responsibility and are expected to demonstrate creativity in their role.  They need to be creative in designing assemblies, tutor time programmes and resources, House events and team-building activities. | |
| **Contacts and relationships:**   * Line managed by the Assistant Head Teacher for Community Engagement who will meet with them fortnightly. * Line manage a team of tutors who they will direct through regular meetings and emails. They do not line manage these tutors but will quality assure their work in conjunction with the Tutoring Lead. * Communicate regularly with:   + SLT and Learning Managers re the behaviour of students in their Houses.   + Students on a daily basis to guide, mentor, inform and reward   + Parents and community to promote student success and events   + Other staff whose roles overlap in relation to key responsibilities - Inclusion Team, SEND Team, Data Team, ICE Team, Employability Mentor etc | |

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| **Decision making:**  Heads of House are empowered to make key decisions in relation to their House organisation and their whole school initiative.  Many of the critical strategic decisions will be made in conjunction with SLT as the strategic lead for the year groups, and after advice and guidance has been sought from their Line Manager. |
| **Responsibility for resources:**  Financial resources:  Heads of House will be responsible for the House budget, aimed primarily at providing resources to support House events and competitions and rewards. |
| **WORK ENVIRONMENT** |
| **Work demands:**  The Head of House role is subject to constant interruptions as leaders are called upon to intervene in student or tutor issues.  As a result, the Head of House must be aware of the nature of their role and ensure that the strategic and quality assurance aspects of their role are still completed to deadline and to a high standard, matching the expectations of Baysgarth School. |
| **Physical demands:**  No more than normal effort expected from every teacher. |
| **Working conditions:**  Heads of House are teachers and as such are subject to the normal classroom-based working conditions. |
| **Work context:**  There is little risk of accident, injury or illness from the working environment. |
| **Position in organisation:**  Indicate how many staff the post is directly accountable for: Team of up to 10 tutors  Are posts in more than one location? No  Is the supervision/management shared with another post in the structure? No  Assistant Head - Community Engagement  ↓  Head of House  ↓  Form Tutors |

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| **Job Description Version Control** | |
| **Date evaluated** |  |
| **Date updated** |  |
| **Updated by (manager name)** |  |
| **Checked by (HR name)** |  |