



**The Trafalgar  
School**

AT DOWNTON

# Job Description

## HEAD OF YEAR

### SEPTEMBER OR SOONER 2026



# Job Description

## Main Purpose

- To lead and inspire excellence throughout the school
- To teach as directed by the Headteacher on an agreed reduced timetable (Job Description for teaching staff available upon request)
- The key purpose of the Head of Year is to ensure that the students in their year group live out the culture and ethos of the school daily
- To be responsible for ensuring that students in the year group behave with consistently high levels of respect for others, demonstrating high levels of self-control and consistently positive attitudes to their education
- To take responsibility for the efficiency and effectiveness of the pastoral systems and structures to ensure excellent attendance, behaviour and punctuality within the year group
- To ensure the implementation of an expertly designed 'pastoral curriculum' and assembly programme that fosters a sense of belonging to the school community and which supports the visions, values and ethos of the schools
- To monitor academic progress of the year group, utilising the role to improve academic outcomes
- To be responsible for supporting the day-to-day operational management of the year group within the wider school.

## Main Duties and Responsibilities

- To take significant responsibility for the development and articulation of the culture and ethos of the year group, leading others to deliver an environment which is highly aspirational, supportive, inclusive and caring
- To provide accurate and timely reporting to the senior leaders on all aspects related to the attendance, behaviour and attitudes of students within the year group
- Lead, manage and motivate the tutor team and support staff associated with the year group, to deliver exceptionally high standards of behaviour and pastoral care across the year group
- To ensure attendance within the year group meets, or exceeds, the targets set by the school through the implementation of the Attendance Policy, and as a result of timely and accurate tracking and monitoring, working in conjunction with the Attendance Officer



## Main Duties and Responsibilities

- To raise standards of achievement within the year group and monitor and support student progress at both an individual and cohort level
- To support and work closely with senior leaders to ensure a calm and orderly environment in the school and the classroom
- To be responsible for the effective implementation of the Behaviour for learning policy with consequences applied consistently and fairly
- Working with other middle leaders (such as Heads of House), to take responsibility for implementing the Rewards Policy and celebrating the success of students within the year group both inside and outside of school
- To be responsible for the implementation of clear routines and expectations for the behaviour of students across all aspects of school life
- To be the key point of contact for parents within the year group when issues are escalated beyond the tutor
- To support the implementation of the Suspensions and Exclusions Policy and ensure that fixed-term suspensions are used appropriately, within national guidance and that students have an effective reintegration process that ensures their behaviour is managed effectively
- To support students accessing alternative provision and managed moves, liaising with other schools and external agencies to ensure that students who present with specific challenges are able to access a suitable and effective education
- To lead an environment in which bullying is not tolerated and that, should it occur, incidents are dealt with quickly and effectively and are not allowed to spread
- To develop effective relationships with parents as both individuals and a distinct cohort through regular communication and, where necessary, meetings
- To be, or work towards being Level 3 Safeguarding trained and play an active role within the school safeguarding team
- Take ownership for their own professional development, as expected of a self-reflecting and continuously improving practitioner. This will involve keeping abreast of and up to date with priorities particularly related to attendance, behaviour and welfare.



## Other Duties

- To support the work of senior leaders to ensure the smooth operational running of the school
- To support the mental health and wellbeing of young people
- To lead and implement student events that support the culture and ethos of the school, for example, but not limited to, Parents' Evenings, Y11 Prom, Y9 Options Evening etc.
- To support the effective transition of students from year to year and into further education as appropriate and when timely
- To develop and support the effective implementation of the whole school pastoral curriculum, through the planning and delivery of assemblies and tutor time activities.
- To make use of data effectively to analyse trends and develop strategies and responses as appropriate
- To undertake regular learning walks of the year group to "temperature-test" student attitude to learning and to support the response to any emerging issues that may be arising
- To be a part of the school "on-call" rota and support the on-call system as required.
- To support the schools behaviour systems by supervising detentions
- To liaise closely with external agencies as required e.g. Social Care and Early Help
- To lead pastoral support plans for students as required e.g. PSPs
- To support the work of Magna Learning Partnership which at times may require supporting other schools within the MAT as agreed in consultation with the postholder
- Promoting and safeguarding the welfare of children and young people in accordance with the school's Safeguarding and Child Protection policies.

All teaching staff may periodically be expected to carry out tasks and duties within their area of competence that are not listed herein, as directed, to meet the needs of the Trust. The particular duties and responsibilities may vary from time to time.



# Person Specification



## Knowledge, Skills and Attributes

### Essential knowledge and skills:

- Qualified Teacher Status (QTS)
- A degree or equivalent
- Knowledge of pastoral systems and structures
- Successful experience as having worked as a tutor within the pastoral systems of an 11-16/18 school
- Safeguarding Level 2 trained and secure knowledge of KCSiE 2025
- A track-record of exceptional classroom teaching with an acute understanding of effective pedagogy
- Experience of improving outcomes for groups of students
- Ability to provide analysis of student data and appropriate action planning
- Confidence in using a range of data analysis tools
- Good understanding of school MIS and other data information systems (such as CPoMS)
- Experience of leading whole-school events involving staff, students and/or parents
- A commitment to and evidence of professional development.

### Desirable knowledge and skills:

- Safeguarding Level 3 or experience of working as a DDSL
- Experience of pastoral leadership within schools
- Experience of working in a school with above average A8 and P8
- Additional school leadership training (NPQLBC or similar)
- Ability to teach English, Maths, Science or Computing to GCSE
- Safer recruitment trained
- Experience of working within a multi-academy trust
- Experience of working effectively with external stakeholders and parents.

### Note

This job description is to be read in conjunction with the postholders substantive post and other statutory duties and responsibilities. It is not intended to replace any other duties or responsibilities for a substantive post held.

This job description may be amended at any time in consultation with the postholder. Employees will be expected to comply with any reasonable request from a manager to undertake work of a similar level that is not specified in this job description.



# Person Specification



## Personal Attributes

- High-energy and passionate individual with a clear moral purpose which is driven by a desire to improve the life chances of young people
- Highly resilient and tenacious, with a clear understanding and ability of the effective use of “pace-setting” and challenge as leadership tools to bring about transformational change
- An ability to inspire and relate well to the whole community
- A commitment to inclusion and the development of effective inclusive practices within a fully comprehensive setting
- A team player who is comfortable in both providing and responding to professional challenge
- Outgoing and enthusiastic with a positive “can-do” attitude and a solution-focused approach
- An emotionally intelligent colleague who can adapt to a range of situations and communicate with various stakeholders including students, parents and other colleagues and professionals
- Committed to research-informed practice, maintains a strong knowledge of current educational thinking and takes responsibility for their own professional development
- Aspirational for further whole school leadership and ambitious for senior leadership positions in the future
- Has a strong sense of humour, enjoys sharing laughter with colleagues and students and fosters a warm, supportive environment.



# Leadership at Trafalgar

Every adult at Trafalgar is empowered to be a leader. Leaders at all levels at Trafalgar are defined by the following:

## Principles

- Selflessness
- Integrity
- Objectivity
- Accountability
- Openness
- Honesty
- Leadership

## Characteristics/Attributes

- Compassionate
- Emotionally intelligent
- Restless for improvement
- Optimistic
- See the bigger picture

## Values

- Social Justice
- Service
- Humility
- Continuous Improvement

## Behaviours/actions

- Walk towards the fire
- Empower others
- Walk the Talk
- Monitors and checks
- Communicates well

