

The Role of the Head of Year

The Core Purpose of the Head of Year

The role of Head of Year is an important management post within the school that involves specific responsibility for ensuring academic and pastoral success for a year group. The post holder will also be expected to contribute to the life of the school, playing a full part in strategic management.

The core purpose of the Head of Year is to provide professional leadership and management for the year team. This will secure success and improvement for the year group and the school. It will also ensure high quality education and personalised learning for all students and high standards and achievement in all areas of our work.

The Head of Year is the leading professional in the team. S/he provides vision, leadership and direction for the year team and ensures that they are managed and organised, within the constraints of the overall framework of the school, to meet agreed aims and targets. The Head of Year, working with their line manager and the leadership team, is responsible for shaping and planning the future for the year group; for the continuous improvement in the quality of tutorial time provided by the year team; for raising standards and for ensuring equality of opportunity for all.

The Head of Year, working with others, secures the commitment of students, parents and the wider community to the year group and the school by developing and maintaining effective networks with, for example, other schools/colleges, the Local Authority, the Education Welfare Service and other organisations. The Head of Year is responsible for creating a productive, disciplined learning environment and for the day-to-day management, organisation and administration of the year group and team.

General Job Description for Year Leaders

The Head of Year manages the day to day work of a Pastoral Support Manager who should liaise closely to provide a consistent and coherent approach for the year group. In addition to the duties of a class teacher the Head of Year will have key areas of leadership and management responsibility in relation to the year group and team. These include:

Vision and leadership:

- working with the relevant Assistant Headteacher in preparing and reviewing school policies that relate to and impact on the year team taking into account best practice advice;
- taking responsibility for developing a strategic view, within the context of the school's aims and policies, which guides policies, plans, targets and practices;
- preparing and reviewing the year team Achieving Excellence Plan taking into account best practice advice, audit reports and findings from previous inspections and self-evaluations;
- creating, monitoring and evaluating a tutorial programme that supports and contributes to students' personal development and creates a positive school ethos;
- reviewing and analysing data related to the academic performance and welfare of the year group, reporting to senior colleagues as requested;

Leading Learning and Teaching:

- leading learning and teaching in the team and the year group by demonstrating creative, responsive and effective approaches in their own practice;
- working collaboratively with Pastoral Support Managers, form tutors and other teaching staff to ensure appropriate academic support for students within the year group;
- taking responsibility for ensuring high quality teaching in tutorial time through planning and monitoring and ensuring ongoing follow-up action where necessary;
- ensuring data and benchmarks are used to monitor progress in every child's learning and to inform practice in teaching;
- being responsible for ensuring that sufficiently challenging and realistic student attainment targets are set and that targets are met for all students including those with additional needs;
- monitoring the regularity of homework given to students and the effective use of learning diaries to support this;
- advising the line manager on resource requirements to support the year group and its priorities and consequent financial implications;
- liaising with the leadership team on the strategic leadership of the year team while taking into account whole school considerations;
- leading the development of consistent expectation of behaviour, display and celebration of success establishing clear expectations of care and discipline;
- ensuring that work is sent home and returned for marking for excluded pupils or in the case of other, appropriate long-term absences and manage the reintegration of pupils in these cases;
- monitoring attendance and punctuality within the year group, setting targets at individual, group and year level and implementing strategies to ensure targets are met, including working with the education welfare service to improve attendance.

Staff development and support:

- coaching and mentoring staff in the year team and providing induction and support where necessary;
- leading and supporting staff in planning, developing and implementing teaching and behaviour management approaches in accordance with appropriate school policies;
- leading teaching staff in managing the behaviour of students work with tutors to ensure that they support the development of students' personal and social skills;
- leading and supporting staff in the assessment, recording and reporting of student progress and attainment;
- leading and advising staff on how to recognise and deal with racial, gender and other forms of stereotyping;

Managing the team:

- ensuring the year team have access to appropriate resources for tutorial sessions and that resources are appropriately managed and deployed;
- managing the day to day work of the Pastoral Support Manage to ensure that the year group is strategically managed and any issues are dealt with proactively by the year team and teaching staff;

- in relation to the year group, developing the work of form tutors and the day-to day management of other support staff;
- being responsible for convening and leading on year team meetings, ensuring agendas are drawn up and minutes/ notes of action points kept, in accordance with school policy;
- ensure the year team understand key policies including behaviour for learning, health and safety and child protection;
- ensuring that tutor rooms create an effective and stimulating environment for learning;
- being responsible for the delivery of a year assembly programme in consultation with the Link Senior Leader;
- liaising with other appropriate staff, such as learning support staff and external agencies to support all aspects of learning, achievement and behaviour in the year group;
- ensuring the efficient organisation and management of parent consultation evenings for the year group;
- responding to, investigating and resolving incidents in the year group responding to racist incidents and incidents of bullying and harassment within the year group in accordance with school policy;
- preparing for and attending Core Inclusion Group meetings in order to communicate and share strategies for students amongst the wider pastoral team;

Monitoring and review:

- monitoring the work of staff within the team to ensure that the teams aspirations and planning are reflected in practice;
- monitoring students' learning in all subjects and be aware of how well national age expectations and targets are being met;
- monitoring teaching and learning in tutorial time for the year group;

External and community liaison:

- liaising with relevant local and national agencies as appropriate, including the Education Welfare Service and other local schools to ensure staff are aware of, and sharing, good practice;
- working in partnership with parents to involve them in their child's learning including coordinating reports and parents evenings for the year group to ensure that parents are informed about curriculum, attainment, progress and targets;
- liaising with partner schools/colleges at ages of transfer on development and progression matters in-line with school policy;
- facilitating and overseeing the coordination of relevant curriculum off timetable projects.
- ensuring effective and appropriate induction for new students, ensuring that they settle in well.

This job profile is an indicative outline and is not meant to be exhaustive. It will be reviewed annually within the context of the needs of the school and changes to School Teachers' Pay and Conditions.