**Job Description**

**Post Title: Head of Year**

**Location: Arnold Hill Spencer Academy**

**Salary/Pay Range: Point NJC23-28 £32,077-£36,648**

**Hours of work: *Full Time 37hrs, Permanent***

**Reporting to: Vice Principal for Behaviour, Attitudes and Safeguarding**

**Purpose of Role**

This role is for a non-teaching Head of Year. The ideal candidate will be able to operate within a dynamic and forward-thinking team who are focused on developing exciting and engaging learning experiences for students across the 11-18 age range, supporting the wider development of students, removing barriers to learning and supporting their safety, welfare, and well-being.

This role provides pastoral leadership to the Academy on a daily basis by applying professional knowledge, understanding, skills and attributes that enables the organisation to function safely and effectively. This will utilise skills in leadership, decision -making, communication and self- management and display characteristics of personal impact, adaptability, initiative and perseverance.

The Head of Year will also work with the Vice Principal and wider Senior Leadership Team regarding:

- Student behaviour

- Ensuring good levels of student attendance

- Rewards and sanctions for all students

- Leading and managing interventions for students to engage in learning and remove barriers to learning

**Nature and Scope**

Working as part of this important team you will be required to carry out the following duties. The nature of the Academy Year requires some of these tasks to be done regularly whilst others will be on an annual cycle.

The post holder will be expected to use all Trust standard computer hardware and software packages where appropriate.

**Main Duties and Responsibilities**

Heads of Year are responsible for the academic and pastoral overview of their year group. They need to be role models in terms of conduct, expectations, and professionalism and in the way colleagues and students are treated. This should be with respect and courtesy. Heads of Year are expected to always support the Academy ethos and values and will liaise closely with the Vice Principal for Behaviour/Attitudes and Safeguarding.

**Relationships**

The post holder will be responsible to the Principal in all matters, the Vice Principal for Behaviour/Attitudes in pastoral matters and will be required to work with other senior and middle leaders, including pastoral leaders and Heads of Faculty in respect of curricular matters. The post holder will also interact on a professional level with colleagues and seek to establish and maintain productive relationships with them. The post holder will be responsible for leading an Assistant Head of Year and a team of Tutors for their year group.

**Safeguarding**

Heads of Year are expected to uphold the Academy’s policies in respect of Safeguarding and Child Protection and ensure the safety and well-being of all learners. This includes acting as a key point of communication for any safeguarding matters which arise during academy holiday periods and liaising with professionals and other parties as required.

**Specific responsibilities include:**

The following are the principal duties of the post. They are meant to provide a working framework within which the post holder should exercise initiative, flexibility, and accountability.

This list is not meant to provide a narrow definition of specific responsibilities but to serve as guidance and should be seen as enabling rather than restrictive.

* To support Academy improvement priorities (in particular) in behaviour, attitudes, personal development and safeguarding
* Lead on the implementation of the Academy Behaviour Policy in relation to an assigned year group.
* Promote safety and welfare of all students in cohort- engage in safeguarding work to protect children as part of the safeguarding team, including working with DSL, DDSLs and making appropriate referrals.
* Monitor student attendance across the year group in liaison with the tutors and work with the AVP and attendance team to promote good attendance and punctuality.
* Ensure attendance is promoted in tutor sessions and assemblies.
* Lead Head of Year assemblies in line with assemblies’ programme.
* Support full implementation of the Guidance programme including assemblies, PSHE, RSE. Pledge and Keeping informed sessions.
* Take part in quality assurance of the guidance programme.
* Make appropriate referrals to Pastoral Support staff as and when required.
* Participate fully in the student referral process, providing evidence-based recommendations on appropriate provision.
* Monitor the use of data for student tracking and intervention processes.
* Liaise with Heads of Faculty, Heads of Subject and other relevant staff including the Alternative Provision Team on the day-to-day behaviour/ achievement/rewards through use of data including assessment data to identify and challenge underachievement, following and analysing trends/patterns.
* Facilitate discussions with students about their learning.
* Support development of student voice including school and year councils and Tutor representatives.
* Monitor homework standards in consultation with Heads of Faculty/Subject to evaluate their impact on the acquisition of independent learning skills and progress.
* Hold regular meetings to track student progress and devise interventions as required.
* Lead a team of tutors at the Academy and support tutors as required.
* Organise the composition of tutor groups in conjunction with SLT.
* Ensure that updated and effective information for students is available, circulated and used by tutors.
* Ensure that tutors are performing tasks in line with expectations of Tutor.
* Lead or support key interventions or activities during holiday periods to support student progress.

**Pastoral/Disciplinary**

* Assume overall pastoral responsibility for a full year group, liaise and work closely with the Assistant Heads of Year and Senior Link to the Year to achieve high standards in behaviour and academic progress.
* Liaise with other Heads of Year to promote all aspects of student support and Academy improvement priorities.
* Support the implementation of the Academy attendance strategy and ensure tutors fully implement relevant procedures.
* Support the implementation of Academy rewards systems.
* Support the Home Academy agreement
* Support the implementation of the Academy Anti Bullying Policy and follow up.
* Resolve conduct issues.
* Assume responsibility for the welfare of students; follow up incidents; maintain detailed records and student files; have meetings with parents/carers during or after school as required, sometimes with other senior staff members; attend reintegration meetings; arrange sanctions where appropriate; communicate with parents/carers.
* Attend regular meetings with the Pastoral Team.
* Manage and lead a team of tutors meeting with them both formally and informally on a regular basis to coordinate their work.
* Chair year team meetings and attend behaviour and safeguarding team meetings, involving Assistant Heads of Year in these tasks too.
* Support the tutors by both counselling and disciplining students as and when appropriate.
* Speak with/support parents/carers about individual students, issues, and rewards.
* To support students in relation to pandemic recovery.

**Academic**

* Monitor and evaluate achievement standards for a year group and implement and monitor intervention strategies where appropriate.
* Focus upon raising achievement for all students.
* Liaise with Heads of Faculty/Subject and other relevant staff in the use of assessment data to celebrate high achievement and identify and challenge underachievement, following and analysing trends, patterns and considering how well gaps are closing between the academic performance of different groups of students in the Academy and compared to students nationally; this will include the learning and progress of looked after children, those who are disadvantaged and those with special educational needs and/or disabilities.
* Play a key role in Academy evaluation and improvement strategies, including academic intervention, mentoring and quality of homework.

**Other Responsibilities**

* Organise and lead year group assemblies.
* Liaise with the Careers Team in relation to external events and student career progression (CIAG)
* Have an ambitious vision for the Academy and set high standards for quality and performance, always demonstrating high expectations and ambition for all students.
* Demonstrate clear judgment and effective leadership regarding Academy Evaluation and Improvement Strategies promoting improvements for all students in the context of the organisation.
* Ensure all students receive effective support through group and individual support as appropriate.
* Foster good working relationships with parents/carers and the wider community.

**General**

* Work in a professional manner and with integrity and maintain confidentiality of records and information.
* Maintain up to date knowledge in line with national changes and legislation as appropriate to the role.
* Be aware of and comply with all Trust policies including in particular IT, Health and Safety and Safeguarding.
* Participate in the Trust Professional Performance Review process and undertake professional development as required.
* Adhere to all internal and external deadlines.
* Contribute to the overall aims and ethos of the Spencer Academies Trust and establish constructive relationships with nominated Academies and other agencies as appropriate to the role.

These above-mentioned duties are neither exclusive nor exhaustive, the post- holder maybe required to carry out other duties as required by the Trust.

**The Spencer Academies Trust is committed to safeguarding and promoting the welfare of all our students and expects all employees and volunteers to share this commitment. All posts are subject to enhanced DBS checks and completion of Level 2 safeguarding training.**

Name

Signature

Date

**Person Specification**

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| --- | --- | --- |
|  | **Essential** | **Desirable** |
| **Qualifications and experience** | | |
| Pastoral experience with secondary phase students |  |  |
| Experience of working with colleagues in other teams or from other institutions |  |  |
| Experience in meeting the needs of vulnerable children or disadvantaged children |  |  |
| Able to be a team player and a team leader |  |  |
| Able to work effectively with diverse groups of people |  |  |
| Able to set high standards |  |  |
| Ability to adapt to the ever-changing demands of the school community |  |  |
| To have high academic, social, and behavioural expectations of students |  |  |
| Positive and caring approach to students |  |  |
| Able to organise time efficiently and work to deadlines |  |  |
| **Knowledge and skills** | | |
| Excellent pastoral skills |  |  |
| Competence in using ICT in a range of applications |  |  |
| Able to communicate effectively using both the spoken and the written word |  |  |
| Evidence of continuing professional development |  |  |
| Evidence of a broad understanding of current educational issues |  |  |
| **Personal qualities** | | |
| Excellent interpersonal skills with the ability to maintain strict confidentiality  Initiative and ability to prioritise own work and that of others to meet deadlines  Efficient and meticulous in organisation  Able to follow direction and work in collaboration with the leadership team  Able to work flexibly, adopt a hands-on approach and respond to unplanned situations  Ability to evaluate own development needs and those of others and to address them  Commitment to the highest standards of child protection and safeguarding  Recognition of the importance of personal responsibility for health and safety  Commitment to the Trust’s ethos, aims and whole community. |                    |  |