



## Job Description and Person Specification

# Head of Year: Alternative Settings

Core purpose	<ul style="list-style-type: none"> <li>To lead and manage the achievement, curriculum, progress and pastoral provision for alternative settings</li> <li>Track and monitor, attendance, achievement and the behaviour of students within your appointed settings to ensure that successes are recognised and any underachievement is quickly addressed</li> <li>Liaising with all appropriate staff and wider stakeholders in the provision of high-quality education</li> <li>Take a lead responsibility in co-ordinating appropriate intervention for students within your settings whose attendance, achievement or behaviour is a concern</li> <li>Co-ordinate the delivery of the pastoral and academic curriculum, and liaise with other pastoral and inclusion colleagues where necessary, to ensure continuity and progression of pastoral provision throughout our settings.</li> </ul>
Reporting to:	Executive Head (Inclusion)
Areas of Responsibility	
<ul style="list-style-type: none"> <li>Lead by example in all areas of the pastoral and academic curriculum</li> <li>Monitor the standards of achievement, attendance, behaviour and welfare within their settings</li> <li>Evaluate students' progress, achievement and attainment, and report to the schools' executive, SLT, staff and parents as appropriate</li> <li>Take responsibility for the pastoral care of students in the settings, liaise closely with Year Leaders to ensure continuity and progression across the Key stages 3 and 4; and in order to address transition at key stages</li> <li>Establish good relationships, encourage good working practices and support and lead teachers and support staff in the settings</li> <li>Lead, support, motivate and direct support staff working within the settings</li> <li>Oversee all aspects of the pastoral organisation and management, including preparing agendas and chairing meetings, in order to ensure that Trust policies and practices are being delivered</li> <li>Liaise and co-operate with inclusion team and outside agencies on the academic, pastoral, social, vocational and behavioural needs of students in the settings</li> <li>Co-ordinate assemblies and effective use of tutor periods and daily collective acts of worship, when necessary</li> <li>Co-ordinate the engagement of students within the decision-making processes of the settings</li> <li>Oversee the introduction process of new staff within the settings</li> <li>Co-ordinate and oversee the organisation of charity, performance, sporting, social and other enrichment activities for the year group.</li> </ul>	

### Flexibility Statement

It is impossible to define clearly the exact nature of any job in a school. Therefore, the purpose of this job description is to outline the main duties that have to be fulfilled. When there is an emergency or in times of difficulty, absence or sickness, it is necessary to take on a variety of tasks and responsibilities regardless of job description under the direction of the Line Manager and GFM Leadership.

This job description will be reviewed and updated periodically in order to ensure that it relates to the job performed or to incorporate any proposed changes. This procedure will be conducted in consultation with the post holder. In these circumstances it will be the aim to reach agreement on reasonable changes, but if agreement is not possible the GFM reserves the right to make changes to the job description following consultation

## All staff will

- Act as a positive role model
- Play a full part in the life of the school community, support its vision, ethos and policies and encouraging staff and students to follow this example
- Fulfil responsibilities with regards to safeguarding (including reporting concerns to the designated child protection officer)
- Be positive, dynamic and challenging in all aspects of work
- Foster the GFM's inclusive ethos nurturing everyone regardless of race, gender, sexual orientation, religion or ability
- Participate in school initiatives where every person is expected to contribute to learner's progress
- Participate in the GFM's professional learning programme and take responsibility for their own learning and development
- Develop the skills and talents of other members of the community
- Ensure their own well-being and that of others by establishing an appropriate balance between life and work
- Contribute to the GFM's procedures for a self-evaluation process
- Be courteous to colleagues and provide a welcoming environment to visitors and telephone callers
- Develop social cohesion and positive links with the whole of our local community
- Adhere to the GFM community's standards, policies, systems and procedures in relation to students, health and safety, personnel and financial management
- Undertake any other duties as requested in accordance within the scope and responsibilities of the role that may reasonable be required by the GFM.

## Mobility Clause

As an employee of the GFM you may be required to work some of your contracted hours at other schools within the Trust, subject to the needs of the role.

## Safeguarding statement

GFM Education is committed to safeguarding children and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment. We will ensure that all our recruitment and selection practices reflect this commitment.

A 'prohibition from teaching' check will be completed for all shortlisted teaching candidates including those applying for a teaching assistant / Cover Supervisor / Other work deemed directly involved with pupils where it is indicated that they have qualified teacher status or have previously worked as a teacher. We will also consider carrying out an online search as part of due diligence on shortlisted candidates as recommended by KCSiE.

All successful candidates will be subject to a Disclosure & Barring Service check along with other relevant employment checks.

It is a criminal offence to apply for or accept a position (paid or unpaid) working with children if you are excluded from such work by virtue of a court order or exclusion by the DBS. Although a criminal record involving offences against children is likely to debar you from appointment of this type of post, the existence of other criminal convictions will not necessarily be a bar to employment.

GFM Education pursues a policy of equality of opportunity. We particularly welcome applications from underrepresented groups.



Alternative settings Leader Profile <span style="float: right;"><i>e – essential / d – desirable</i></span>		
Qualifications and Training	<ul style="list-style-type: none"> <li>Degree</li> <li>Qualified Teacher status / Unqualified Teacher with proven knowledge and experience</li> <li>Record of personal professional development related to teaching and learning</li> </ul>	<b>D</b>
Experience	<ul style="list-style-type: none"> <li>Experience of teaching students in the 11-16 age range</li> <li>Record of successful classroom practice: achieving good value added with examination classes across a broad range of abilities</li> <li>Experience of tracking students' progress in relation to individual targets</li> <li>Experience as a form tutor</li> </ul>	<b>E</b>
Knowledge and Skills	<ul style="list-style-type: none"> <li>Sound knowledge of subject</li> <li>Able to teach, motivate and support students within an effective and inclusive learning environment</li> <li>Effective use of strategies related to the management of students' behaviour</li> <li>Able to evaluate and improve own performance</li> <li>Effective oral and written communication skills</li> <li>Excellent administration skills</li> <li>Able to make effective use of ICT</li> </ul>	<b>E</b>
Personal Qualities	<ul style="list-style-type: none"> <li>Enthusiastic and energetic, showing a positive outlook</li> <li>High expectations of both self and others</li> <li>Self-motivated and able to act on own initiative</li> <li>Able to form positive working relationships with students and adults</li> <li>Able to empathise with young people and understand their diverse needs</li> <li>Excellent record of attendance and punctuality</li> <li>Keen to develop skills and knowledge through ongoing personal professional development</li> <li>Committed to contributing to extended school activities</li> </ul>	<b>E</b>