

St Bede's School

'Christian Education at its Best'



Head of Year

TLR1B £12,781

To start September 2025

Application Deadline: 09:30 on 19 May 2025

64 Carlton Road, Redhill, Surrey, RH1 2LQ Telephone: 01737 212108

Belonging

Education

Determination

Excellence

Service

Ofsted
Outstanding
Provider



About St Bede's

At St Bede's we are proud to serve roughly 1900 boys and girls of all abilities, age 11-18, from the Reigate, Redhill, Caterham, Horley and surrounding areas. This includes over 300 studying academic courses in the sixth form. The school has an Anglican, Catholic and Free Church foundation and we work hard to create an inclusive ethos. Our aim is to ensure that pupils thrive academically, socially and spiritually within a Christian framework.

In March 2023 Ofsted carried out an inspection of St Bede's and judged the school outstanding. The report acknowledged that pupils behave exceptionally well and they are happy and safe. They are unfailingly respectful to each other, to staff and to visitors and their positive attitudes mean that lessons are rarely disrupted. The inspection highlighted that leaders in subjects across the school have created an ambitious curriculum. Teachers have a very high level of subject knowledge and expertise which they use to provide pupils with explanations that are rich in details, bringing the subject to life.

Attainment and progress scores at GCSE and A level are consistently above national averages. We are particularly proud of the English and maths results achieved at GCSE. Both departments achieved fantastic results at 4 and 7 grades.

Measure	2023	2024
Attainment 8	58.63	59.34
Progress 8	+0.63	+0.72
EBACC	45%	47%
EBACC entered	57%	62%
4+ English	92%	94%
4 +Maths	94%	94%

Our school is committed to the safeguarding of children so all appointments are subject to a satisfactory enhanced DBS check. Only applications made on our School Application Form will be considered; we do not accept CVs or unsolicited testimonials. It is our policy always to request references prior to interview.

Please see our staff prospectus for further information about working at St Bede's.

"Pupils enjoy their time in class and describe their lessons as 'inspirational'. The content of these inspirational lessons reflects the high expectations that staff have for what pupils can accomplish."
Ofsted 2023

Head of Year at St Bede's

Heads of Year are extremely important at St Bede's. You are the leader of approximately 330 students in your year group and you will move through the main school with them. You are also the mentor and professional tutor for the twelve teachers in your year team; not in respect of their subject skills or expertise but in the equally important aspects of being a pastoral and academic tutor. As an important middle leader, you will also take on a whole school role in promoting your year, advocating your students and also as someone who embodies our mission and ethos.

The role is focused on the students: ensuring that every one of them makes good progress and that every one of them develops and grows. To do this you will monitor academic progress in all subjects, identify those who are not achieving fully and plan and deliver interventions. You will also monitor and identify those who are struggling socially, emotionally or simply not reaching their potential, as well as student attendance and punctuality.

It is essential that you represent and develop the inclusive Christian ethos of the school and act as an inspiring example. At the same time, you will work closely and develop relationships with colleagues in the school, outside agencies, parents and students to achieve these goals.

As Head of Year you will have strong support from our special needs team, a highly effective Behaviour and Student Support (BaSS) team and from your fellow Heads of Year as well as the Head of Key Stage. There is a full-time chaplaincy team, student support office and a range of in-school and shared services (e.g. counsellor, school nurse). Most importantly, you will have support from students and parents who want the same things from the school as we want and will help you to build them if you lead them well.

Please note, applications will be reviewed upon receipt and as such, this vacancy may close before the deadline advertised. Early applications are encouraged.

Job Profile

St Bede's is a voluntary-aided school in which staff are employed by the Governors and are firmly expected to work within the policies approved and adopted by the Governing Body and under the direction of the Headteacher. We expect all staff to support the Christian ethos of the school, maintain the highest professional standards and contribute to the development of St Bede's as a thriving community.

The contractual basis of this post is the current School Teachers' Pay and Conditions Document

Purpose

To serve the mission of St Bede's as a Christian school by leading a team of teachers in providing tutorial support and pastoral care for a Year group of students and by using knowledge and understanding of the group's needs and perceptions to contribute to the formulation of school policy and strategy and to take action to support and develop the school's ethos.

Salary

TLR 1B and substantial time allowance

Responsible to

Head of Key Stage

Key Accountabilities

- Leadership, development, organisation and support of a team of tutors in their vital role, ensuring high performance through careful training, monitoring, task allocation and management
- Establishing and developing effective systems (within school policy) to ensure that the academic and social progress of every student within the year group is monitored and clear information is provided to the student, staff and parents
- Planning and making interventions, personally and by the team, with individuals and/or groups of students to ensure good progress or to provide short-term support with temporary issues
- Using monitoring information to contribute effectively to the evaluation of academic and other performance of departments, teachers and teams, as well as evaluating the impact of policies, processes and initiatives
- Planning and implementing a range of measures to enhance and develop the ethos of the school and the sense of positive Christian community experienced by its members
- Working with the other Head(s) of Year to plan and implement measures, and to monitor and evaluate processes, specific to the Key Stage
- Acting as lead professional in significant and especially statutory intervention and provision of pastoral care for students in the Year team, working directly with families and professional agencies when required

- Involvement in the identification, development and implementation of all “whole school” policies with a direct impact on students, working directly with senior management and/or Governors and parents as required. Taking a role of leadership in respect of one or more specific whole-school policies as identified from time to time
- Acting as a “lead professional” within the school – setting high standards and expectations, identifying and solving problems, communicating with and encouraging staff, students and parents and sharing experience and “wisdom” wherever it is helpful.

Key Tasks

Team Leadership

- Establish and develop, in conjunction with other Heads of Year, a coherent and appropriate tutorial programme of contacts, activities and learning
- Line manage Deputy Head of Year through regular fortnightly line management meetings.
- Produce an annual action plan for the tutorial team and monitor and review progress against it
- Organise regular meetings of Year team
- Induct new tutors and provide appropriate professional development for existing tutors
- Allocate students to tutor groups when required
- Monitor and review the work of tutors and support them to be even more effective
- Respond to parental or other concerns regarding tutors or the tutorial programme and give recognition for good practice and high performance as a tutor
- Allocate tasks to tutors and ensure they are done well
- Act as first point of reference for tutors who need support in responding to issues of any kinds with their tutees

Student Progress

- Develop elements within the tutorial programme that will support students in developing effective learning habits and positive attitudes
- Ensure smooth and timely operation of school systems, in relationship to the Year group, for the capture of assessment data from teaching departments and for its analysis
- Ensure smooth and timely operation of school systems for reporting the assessment data and the results of analysis to parents and the availability of such information to teachers
- Use data effectively to monitor attendance and take appropriate actions to respond to concerns
- Use data effectively to identify under-achievement and curriculum mismatch and take appropriate actions to respond
- Work with SENDCo to make arrangements for investigation of and response to special needs of individuals or groups of students including Emotional Behaviour Disorders

- Work with SENDCo to identify and make provision for alternative and amended mainstream curriculum for individuals or groups of students where necessary
- Establish and develop systems for providing information and guidance (based on assessment data) to individual students and their parents, regarding curriculum choice, the progress being made and likely outcomes
- Contribute to discussion and decision on the shape and delivery of the school curriculum, particularly, but not solely, as any changes might affect students in the Year

Evaluation

- Contribute to the evaluation of the quality of the school's work by drawing on analysis of student progress data, student and parental views and contacts
- Monitoring the impact and effect of curriculum strategies and changes
- Produce considered views for consideration by leadership team, Heads of Departments and Governors on aspects of the school as they impact on the Year group and more widely and making suggestions for improvement
- From time to time participate in the whole-school programme of evaluation exercises (e.g. analysis and observation of lessons in a department)

Building Ethos

- Plan and develop a programme of assemblies, group work and other activities as appropriate for students and staff in the Year
- Communicate clear positive messages within the Year group to support high standards, a sense of common purpose and Christian community
- Monitor and develop the programme of prayer and reflection within tutor groups and work with the Chaplaincy to provide other opportunities and activities to support spiritual development
- Plan, within school policy, the methods of communication with students and parents (e.g. Homework Diary, year based web page, letters home)
- Operate effectively within the school's behaviour policy to ensure high standards of behaviour, reward and praise students as much as possible and deal with those who do not meet our standards

Pastoral Care

- Undertake necessary training to become a designated safeguarding officer
- Act as first point of support and reference for tutors in their pastoral role with students, including close work with the designated safeguarding lead to ensure that procedures are effectively and thoroughly in place
- Supporting tutors in their casework with students and parents – monitoring and guiding where necessary
- Establishing, within school policies, clear and simple pastoral procedures for use by the Year team and ensuring that tutors are operating them effectively
- Act as the key reference point for information and communication for any "looked after" students within the Year group, including direct liaison and meetings with the designated teacher, statutory agencies and carers, monitoring of progress and taking action to address school issues

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- Assess students thought likely to require an Individual Behaviour Plan, plan provision (with SENDCo and specialist staff), implement special arrangements, monitor and evaluate effectiveness
 - Contribute as appropriate to assessment, planning and review with students who have Individual Education Plans or are thought to require them
 - Ensure that tutors are playing their role within the school behaviour policy, fulfil the specific interventions required in the policy by Heads of Year and work with the leadership team to develop our behaviour policy and practice
 - Provide documented evidence, advice and personal testimony where required for consideration of serious disciplinary sanctions (e.g. suspensions) or other statutory processes (e.g. attendance, police action, “at risk” procedures)
 - Direct liaison, including attendance at meetings, regarding individual students with statutory agencies over students within the Year group

Whole School

- Respond to consultation on emerging policies and plans, including attendance as appropriate at Governors or Senior Leadership Team meetings and other consultative activities both representing Year team views and in a personal capacity as a “lead professional”
- Lead “whole school” initiatives, particularly where these affect more than one or two curriculum areas or have specific impact on the Year group including charring working parties, producing advice and reports, consulting other staff and making proposals for consideration by Senior Leadership Team and Governors
- Acting, as appropriate, as the point of contact for management and staff in relation to specific school policies (e.g. behaviour for learning policy)
- Using personal initiative to take appropriate action, working with the Heads of Key Stage and other Heads of Year, to support the highest standards of learning, behaviour and community life within the school

Person specification

	Essential	Desirable
Christian Commitment	• Able to support the aims and mission of an ecumenical Christian school and to support the Year group in building Christian ethos • Credible in Christian leadership role (e.g. in assemblies)	• Personally committed Christian, member of any denomination served by the school.
Education and Training	• Qualified high quality teacher of any subject • Able to use IT relevant to the role • Able to teach up to KS5 in your subject specialism	• Specific pastoral or other relevant qualification and/or training. • Specific training/education in aspects of school leadership
Pastoral Experience	• Well-established as a successful tutor • High professional standards in dealing with pastoral issues • Successful experience of working with parents and external agencies	• A range of experience as a tutor • Experience of supporting other staff in pastoral work • Experience of developing and implementing pastoral systems
Management Experience	• Successful experience of organising other staff (e.g. in a project or initiative)	• Successful experience of leading a team in achieving specific goals • Successful experience of managing the performance and developing and supporting staff development
Personal qualities	• Natural authority and credibility with students and colleagues ("presence") • Committed and determined to achieve high standards with all students • Resilient and robust in dealing with difficult situations and people • Clear-thinking and systematic in approach – preferring to work through a team • Positive and upbeat and sense of humour • Excellent communicator	

How to apply

If you would like to apply, please complete our application form for teaching posts and send it to us with a supporting statement (no longer than 2 sides of A4) which explains what attracts you to the post, as well as detailing the skills and experience you would bring to it.

Your completed application can be emailed to:

peopleteam@st-bedes.surrey.sch.uk

If you have any queries please ring the People Team on 01737 214048 or send an email to peopleteam@st-bedes.surrey.sch.uk

The deadline for receipt of completed applications is 09:30 on 19 May 2025.

We look forward to hearing from you.

Our data protection policy for job applicants is available [here](#).

