

TEACHING STAFF

JOB DESCRIPTION

ROLE TITLE	Head of Year
LOCATION	County Upper School (may be deployed to other Trust locations)
GRADE / SCALE POINT – SALARY	MPR/UPR + TLR
REPORTING TO	Headteacher

INTRODUCTION

All Unity Schools Partnership schools embrace a strong set of values which ensure that pupils learn how to take their place in modern Britain. Every member of staff is required to uphold and promote the values of the Trust in every aspect of their work performance.

All members of teaching staff are responsible personally and collectively for supporting students in becoming confident individuals, successful learners and responsible citizens, through:

- Modelling the core values of the school and wider Unity Schools Partnership “the Trust”) at all times;
- Nurturing students’ passions and interests and stimulating their intellectual curiosity;
- Continuously raising students’ aspirations and self-esteem;
- Contributing to the wider range of opportunities offered by and for the school community;
- Assuming responsibility (as required) for the learning progress of a specific group of individual students;
- Ensuring high outcomes for a cohort of students
- Intentionally developing Students’ Leadership Awards Skills;
- Actively supporting and promoting Student voice;

All teachers are required to meet the national standards for teachers according to their role. In addition, teachers on the Upper Pay Range are required to continue to meet the relevant standards and show sustained and substantial improvement.

JOB PURPOSE

To help students develop both socially and academically; to create a positive ethos for their Year Group and to lead a team of Form Tutors within the year; to ensure that the school’s philosophy and procedures (and the spirit imbuing them) are carried out, day by day.

KEY TASKS & RESPONSIBILITIES

The postholder:

- Is responsible to the Headteacher through the Deputy Head/Senior Teacher for Head of Year duties and to the Head of Department for subject teaching;
- Supervises the pastoral work/Tutor Group duties of Form Tutors of Year students;
- Interacts on a professional level with colleagues internally and externally and seeks to establish and maintain productive relationships with them and, in particular, with other Year Heads.

Key Tasks

- a) To lead a team of Form Tutors within the year by:
 - holding regular formal meetings with them to seek to ensure students' social and academic potentials are realised;
 - monitoring their pastoral work;
 - supervising an assembly each week with the year group and preparing and delivering assemblies in accordance with the published rota (*subject to the provisions of the Education Act 1944 in not being compelled to participate in any forms of worship*);
 - attending Year Heads'/pre briefing meetings and advising the Headteacher/Deputy/other nominated teacher on year matters etc., as required.
 - directing Form Tutors in the preparation of reports, profiles, Records of Achievement etc and references on students in the year group.
 - Promote the County Upper School safeguarding strategy
- b) To work with the Assistant Year Head to monitor attendance and punctuality records each week of students within the year, checking reasons for absence and lack of punctuality and liaising with the Student Support Co-ordinator.
- c) To liaise with outside agencies and parents as necessary in respect of pastoral duties concerning students in the year group, co-ordinating information to compile reports on such students as required and distributing them to relevant parties.
- d) To seek to know all students in the year group and be accepted with the Form Tutor as a reference point for them.
- e) To manage rewards, merits and sanctions within a Year Group.
- f) To assist with transfer of students from/to other schools.
- g) To ensure that reports/profiles, ROAs are issued to parents on time and that their content is monitored and appropriate follow-up action is taken to promote the academic attainment and social development of every student (*with Form Tutor liaison*).

Responsibilities

The postholder will seek to ensure that:

- appropriate records are maintained on students by Form Tutors of the year group;
- the Year displays are relevant and updated;
- high standards of discipline and acceptable standards of conduct and appearance of students are maintained within the year groups;
- tutor periods are put to effective use by Form Tutors;
- professional conduct within the year group is maintained by Form Tutors and assistance and advice is given to them.

- Undertake the appropriate training to fulfil the role including Assistant Designated Safeguarding Lead (ADSL) training.

SAFEGUARDING

Unity Schools Partnership is committed to safeguarding and promoting the welfare of children and young persons at all times.

The post holder, under the guidance of the Headteacher, will be responsible for promoting and safeguarding the welfare of all children with whom he/she comes into contact, in accordance with the Trust's and the school's safeguarding policies. The post holder is required to obtain a satisfactory Enhanced Disclosure from the Disclosure and Barring Service (DBS).

GENERAL

1. Take active responsibility for personal continuous professional development;
2. Take ownership of individual performance management, keeping a continuing professional development portfolio;
3. Maintain consistent high standards of professional conduct, tact and diplomacy at all times in dealings with pupils, parents, staff colleagues, external agencies and any other visitors to the school or wider Trust.
4. Maintain absolute confidentiality and exercise discretion with regard to staff / pupil information and the Trust's business at all times.
5. Act as an ambassador for the School and the wider Trust within the local community and beyond, ensuring that the ethos and values of the Trust are promoted and upheld at all times.

The list above is not exhaustive, and you may be required to undertake any other reasonable tasks and responsibilities which fall within the scope of the post as requested the Headteacher, a member of the Senior Leadership or Trust Executive Leadership Teams.

Unity Schools Partnership has developed a framework for supporting effective practice which will be used to support staff professional development and this job description is subject to change at the discretion of the trust.

PERSON SPECIFICATION

HEAD OF YEAR

CRITERIA	ESSENTIAL	DESIREABLE
KNOWLEDGE		
Qualifications	• Second class degree or higher • Relevant Teaching Qualification • English and Mathematics at G.C.S.E./'O' Level or equivalent and/or sound Literacy and Numeracy skills (ITT accreditation test level) • ICT QTS accreditation test level or European Computer Driving License (ECDL)	•
Experience and Knowledge	• High levels of secondary subject knowledge and knowledge of statutory requirements relating to the relevant Key Stage(s) curriculum; • Evidence of positive impact on pupil outcomes in the relevant Year / Subject group(s); • Evidence of successful leadership of a project or initiative; • Evidence of effective team working.	• Minimum 6 years post qualification teaching experience.
Literacy and Numeracy	• Ability to read and understand instructions • Ability to complete basic paperwork	
Organisational		• Knowledge of school policies and procedures
Key Skills and Attributes	• Positive disposition to implementing the Schools' educational vision; • Willingness to work across the Trust's primary schools to secure high attainment for all children in the relevant Year / Subject Group(s) / Key Stage(s).	
Leadership	• Ability to promote and ensure the school/academy vision is understood and acted upon by individuals in their team • Understanding of the management of change processes • Ability to maintain a consistent and continuous focus on pupil achievement • Ability to delegate appropriately and hold others accountable while at the	

	same time accepting accountability for the designated Year group(s) Key Stage(s) / Subject(s) pupil outcomes.	
Other Qualities	• Able to develop genuine, empathetic relationships with young people • High personal standards in terms of attendance, punctuality and meeting deadlines • High level of personal organisation skills • Good communication skills, both written and spoken • Solution focused disposition and a positive attitude particularly to challenge and change • Understanding of and commitment to Equal Opportunities issues and principles and the need to apply an equal standard of care to all pupils • Positive disposition towards inclusion of all pupils including those with learning difficulties in mainstream learning and education • Able to work as part of a broader inclusion and pupil support system • Ability to work as a team player and supportive of team working • Ability and willingness to develop own understanding and capability through advice and training • Ability to work without constant supervision, to provide assistance as and when required, to seek tasks when unoccupied and think clearly and calmly in an emergency • Understanding of the principles of accountability and quality assurance to achieve best possible pupil outcomes	

