

# Briefing Pack for Applicants Head of Year



The school is committed to safeguarding and promoting the welfare of children and young people and expects all staff to share this commitment.

**The school will undertake stringent and rigorous checks of identity and qualifications to ensure that we maintain the very highest standards of child protection for our students.**



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**May we take this opportunity to thank you in anticipation of your application. If, however, you have not heard from us by the proposed date for the interview you should assume that on this occasion your application has not been successful. In that event we wish you every success in any future applications you make.**

## Section 1: Post Advertisement

<b>Post:</b>	<b>Head of Year</b>
<b>Location:</b>	<b>Handsworth Grange Community Sports College</b>
<b>Pay scale:</b>	<b>NJC Grade 6 Point 21: £30,825 to 26: £34,834</b>
<b>Actual</b>	
<b>Annual Salary:</b>	<b>£26,513.65 to £29,961.93 (Under 5 years of service)</b>
<b>Contract:</b>	<b>Full-time, Permanent- 37 hours per week x 39 working weeks</b>
<b>Start date:</b>	<b>01 September 2024</b>

Minerva Learning Trust is an expanding Sheffield based multi-academy Trust with a vision of providing outstanding education for all the students within our schools. The Trust is passionate that all students should see their time at school as happy and fulfilling with their potential developed to the utmost.

Handsworth Grange Community Sports College is an oversubscribed 11-16 school in the south-east of Sheffield. We regard all staff and pupils as part of our family and whilst we have really high expectations of everyone, we maintain a caring and supportive ethos. We strongly believe in work life balance and we work with our staff to actively promote and improve wellbeing.

We are currently looking to appoint a Head of Year to join our pastoral team.

The successful candidate will

- Have experience/knowledge of working with young people and is able to offer care, guidance and support to meet the needs of all pupils within their year group.
- Have the ability to empathise with young people, has a flexible approach and takes pride in their work.
- Have the ability to support, monitor and manage pupil's behaviour, attendance and academic progress in order that they can succeed.
- Be able to analyse data to ensure pupil progress.
- Be able to work independently or as part of a team to lead and guide a team of tutors.
- Have the ability to forge positive relationships with staff, pupils, parents and outside agencies.

Candidates are encouraged to visit the school or have an informal discussion about the role with Jo Cutts, Pastoral Manager arrangements for this can be made via email to [jcutts@handsworth-mlt.co.uk](mailto:jcutts@handsworth-mlt.co.uk)

**The closing date is at 9am on Friday 16 August 2024 and interviews will take place on Wednesday 21 August 2024.**

The Trust is committed to safeguarding and promoting the welfare and safety of children and young people and expects all staff to share this commitment, further information can be found in our child

protection and safeguarding policy on our statutory information page on our website [Minerva Learning Trust](#). The successful candidate will be required to complete an Enhanced Disclosure and Barring Service (DBS) check. In line with KCSIE, the trust/school will be carrying out online searches on shortlisted candidates as part of their due diligence.

The application form and information pack are available on the school website [www.hgcsc.co.uk](http://www.hgcsc.co.uk)  
**Please ensure that you do not fill in a Sheffield City Council application form in respect of this vacancy, ONLY MINERVA LEARNING TRUST APPLICATION FORMS WILL BE ACCEPTED.** Please provide telephone numbers and email addresses for yourself and referees.

## Section 2: Letter from the Chief Executive – Bev Matthews

Dear Candidate,

Thank you for your interest in this role within Minerva Learning Trust. Minerva Learning Trust was established in October 2014 with the vision of providing outstanding education for pupils who are from a wide variety of backgrounds across the city of Sheffield. During 2017-18 the Trust expanded and brought together four secondary schools across Sheffield to create a new partnership of schools which supports the education of over 5000 pupils.

As a Trust our mission, vision and values are central to our work and are the driving force behind all that we do. Our vision of Outstanding Together, Working Together and Learning Together is underpinned by our core values of Inclusion, Independence, Respect and Success. Through our values we foster an ethos of collegiality, we ensure inclusion is at the heart of all we do and we work hard to ensure that every child succeeds, no matter what their background or circumstance.

We recognise that the commitment and care shown by all our staff is fundamental to the success of our young people. As such, we work hard to ensure that staff are supported, encouraged, developed, respected and listened to within an enjoyable and rewarding working environment. Our culture is one of professional trust, respect, honesty and integrity and we want our staff and students to work and learn within an environment that enables them to flourish and to work at their best.

The professional development of staff, including opportunities for research, is a key priority of Minerva Learning Trust. As such, we seek to enrich employee capability and maximise the strength and contribution of each individual who works with us. The Trust believes in investing in the learning and development of its employees through a range of opportunities which are aligned to the needs of the organisation and its young people.

This is an exciting opportunity to join the Trust. If you choose to apply you will be choosing to work alongside a team of dedicated professionals who passionately believe in the power of education to change the life chances of young people.

If you believe you have the experience, skills and ambition to support our aims and contribute to the delivery of the very best for our pupils then we look forward to receiving your application.



Bev Matthews  
**Chief Executive Officer**

## Section 3: Letter from the Headteacher

Dear Applicant,

Thank you for your interest in this role at our school. Handsworth Grange Community Sports College is a popular 11-16 comprehensive school located in the South East of Sheffield. Our mission is to provide an exceptional education for every student, every day.

To achieve our mission, we will:

- Provide a broad and balanced curriculum that challenges everyone.
- Provide care and support to break down barriers to learning.
- Improve our students' vocabulary, comprehension and reading skills.
- Demand high levels of progress and achievement from all students.

Here at Handsworth Grange, we understand the power of education to transform lives, communities, and society. In everything we do we aspire to achieve individual and collective excellence through nurturing every student's unique potential to make sure when they leave and enter the outside world, they are ready to succeed and make an invaluable contribution to the wider society.

We are fully inclusive and have a strong family ethos. Our student population is diverse, and we celebrate our beliefs and cultures which creates a rich, vibrant atmosphere. We have high expectations of everyone, staff, and students alike, and work hard to develop positive relationships to create a firm sense of togetherness. In doing so we promote the following values: Together we:

- Be Brave
- Be Kind
- Be Present

We are currently on a rapid improvement journey and are working collaboratively across the school and the wider Trust to make Handsworth Grange the number one school in Sheffield and the school of choice for both students and staff. We are passionate about our school and the progress of all our students, if you have the drive and determination to make a difference, this is the school to make that happen.

We founded the Minerva Learning Trust; as a result, we work collaboratively and share best practice with other schools in the Trust and local area. As part of that role we work collaboratively and share best practice with other schools in the Trust.

Our students are approachable and friendly. Please come and see for yourself; we welcome visitors to the school.

If you believe you have the necessary skills and experience to join our organisation and help us achieve our mission then we look forward to receiving your application.



**Suzy Mattock**  
**Headteacher**

# Handsworth Grange Community Sports College's Cultural Fit

Working in a school where you are not aligned with the culture and ethos can be a challenging and often miserable experience. So... we both need to have alignment if you come to work here!

- We live by the values of caring for each other, laughing with each other, learning from each other and celebrating with each other.
- We believe that the needs of children come first.
- We believe that every child has ability, character and potential to improve.
- We believe that we all have a professional obligation to improve so that we can provide the best educational experience possible for our children.
- We believe that every child deserves a hero and that for some of our students "if we won't, who will?"
- We believe in a culture of the possible, where we can all make progress beyond what anyone could have imagined.
- We believe that hard work and positive relationship are the key to success for staff and students.
- We believe in growing our own staff through quality support and CPD.
- We believe that truly great teaching is that which improves students' progress.
- We believe an evidence informed approach to teaching and learning helps us identify what works best in the classroom.
- We believe that feedback should be timely and respond to the needs of individual students.
- We believe that good literacy and numeracy skills are essential to students making progress and that we have a duty to teach these skills as part of our curriculum.
- We acknowledge that we all make mistakes and learn from them to make us better.
- We are dedicated to preparing our children to thrive in the next stage of their education.



**Suzy Mattock**  
**Headteacher**

## Section 4: Job Description



# Minerva Learning Trust Job Description



**Minerva Learning Trust is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment.**

<b>POST TITLE</b>	Head of Year
<b>GRADE/SALARY</b>	NJC Grade 6, point 21 to 26
<b>HOURS/WEEKS</b>	37 hour per week x 39 working weeks
<b>LOCATION</b>	Handsworth Grange Community Sports College
<b>RESPONSIBLE TO</b>	Jo Cutts, Pastoral Manager
<b>RESPONSIBLE FOR</b>	The pastoral support, guidance, social and emotional development of a year group, focusing on removing barriers to learning and working towards the achievement and wellbeing of every child.
<b>PURPOSE OF THE JOB</b>	To have the prime responsibility for leading or co-ordinating the work of appropriate teaching and support staff, external agencies, parents and careers in facilitating the achievement and social and emotional development of a specific year group. To contribute in shaping the culture and strategic direction of the school.
<b>RELEVANT QUALIFICATIONS</b>	Minimum GCSE or equivalent level 2 in literacy and numeracy.  Evidence of appropriate and recent professional development related to the nature of the post.



## **SPECIFIC DUTIES AND RESPONSIBILITIES**

The post-holder, must at all times, carry out his/her duties and responsibilities within the spirit of Minerva Learning Trust and School policies and within the legislative framework applicable to academies.

### **MAIN DUTIES**

#### **Supporting the development of the Pastoral Team**

- To work with the Pastoral Manager and other Heads of Year in undertaking team strategic planning related to the School Development Plan and local and national initiatives. Agreeing targets, monitoring arrangements and evaluation procedures.
- To contribute actively to developing, promoting and maintaining a whole-school Pastoral Team ethos and shared working practices.
- Contribute to planning and coordinating cross-year group initiatives, activities and support as and when required.
- Attend Social Inclusion meetings and other leadership and management meetings as agreed and/or required.
- Implement agreed procedures for monitoring, recording and evaluating pupil progress.
- Promote and develop pupils' emotional, social and behavioural well-being in curricular, extra-curricular and social contexts e.g. agreeing and implementing graduated intervention strategies and learning/behaviour contracts, actively supporting the planning and organisation of in and out of school hours activities.
- Provide expert advice and recommendations to appropriate colleagues in relation to issues relevant to a pupil or year group e.g. exclusion, intervention strategies.
- Participate in training and other learning activities and performance development as identified through line management and performance management activities.
- To develop, establish and maintain constructive relationships with other teams and staff, parents/carers, other agencies and professionals, members of the local community.
- To participate in decision-making and in policy development and implementation across the school - ensuring they are used effectively to influence pupil performance and achievement across the school.
- To support the Leadership Team and other colleagues in maintaining a presence in and around the school e.g. Learning Walks, lesson change-overs, whole-school detentions, the On-Call and Internal isolation procedures etc.
- To support and participate in whole-school activities related to the role e.g. rewarding and celebrating pupil achievement.
- To develop or support initiatives or activities that promote a positive image of the school and its pupils e.g. supervised community work.

#### **Pupil Progress and Achievement**

- To work with all appropriate staff and other adults, in and outside of school, to identify and address pupil under-achievement and barriers to learning.
- To work with other colleagues in the Pastoral Team, Subject Leaders, teachers and other appropriate colleagues, in using data to set and monitor pupil achievement and

attainment targets and to inform the development of strategies to challenge and support pupils.

- To work with and through Tutors in developing and consistently applying strategies to raise pupil achievement.
- To work with Subject Leaders and other colleagues in helping pupils reach their potential.
- To devise and monitor homework timetables across the relevant year group with reference to appropriate colleagues.
- To work with the Pastoral Team and Subject Leaders in coordinating, monitoring and supporting the development and implementation of appropriate pupil rewards and sanctions procedures.
- To implement agreed systems and procedures for identifying, monitoring, evaluating and recording the social, emotional and behavioural development and progress of pupils.
- To ensure that pupil progress and achievement is celebrated e.g. displays, assemblies, Tutor time.
- To support year group assessment and review procedures e.g. data collections, profile writing.
- To work with Subject Leaders and the Examinations Officer in organising, monitoring and evaluating year group tests and examinations. To manage the day to day behaviour of pupils during year group test and examination periods.
- To work with the appropriate Assistant Headteacher in facilitating and organising parent consultation events and activities.
- To work/liaise with other key staff and external agencies to facilitate alternative provision for pupils who are at risk of dropping out of education.
- To provide out of term/out of normal school hours support for pupils on an individual basis as agreed between the Pastoral Social Inclusion Teams and parent/carers.
- To liaise with other schools and external agencies to arrange pupil transfers, Managed Moves and Step out placements and to provide advice to pupils, parents/Carers and other relevant staff. To work with appropriate staff and other adults in monitoring and evaluating this process and taking appropriate action when and where necessary.
- To work with appropriate staff in supporting the transition of pupils and/or staff from one year group to the next.

## **Pupil behaviour, guidance and support**

- To work with the Pastoral Team and Leadership Team in developing, monitoring and evaluating all behaviour for learning plans, policies, expectations, and procedures – including those related to rewards and sanctions – ensuring that improved pupil achievement and well-being are the core intended outcomes.
- To take the lead role in managing the behaviour of a year group and of implementing, monitoring and evaluating agreed whole school policies and procedures.
- To co-ordinate the work of appropriate colleagues in supporting pupils and families as appropriate e.g. exclusion, personal or family crisis, reintegration following a behaviour issue or long term absence.
- To identify pupils at risk and liaise with appropriate staff and agencies.
- To implement or co-ordinate support for vulnerable pupils.
- To contribute to raising the awareness and understanding of all stakeholders of the range of physical, social, emotional and psychological factors that impact on pupil development, performance and well-being.
- To support the development and implementation of strategies for preventing and/or dealing with bullying and supporting the victims of bullying.
- To work with the Assistant Head, Educational Welfare officers, parents/carers, Form Tutors and other relevant staff and external agencies, in monitoring attendance and punctuality and in developing and implementing strategies to improve pupil achievement and address concerns as they arise.
- To work with the Pastoral Team, and other relevant colleagues, to ensure that the social, emotional and behavioural achievement of pupils – including attendance and punctuality - is monitored, evaluated and recorded in relation to school, local and national targets.
- To be specifically accountable for leading and co-ordinating the work of a group of Form Tutors in implementing and establishing agreed policies, expectations and procedures in relation to all the above for a year group, and to ensure that barriers to learning, attendance, participation and pupil well-being are identified, challenged and addressed.
- Acting as a champion, advocate and voice for pupils.
- Acting as a link and mediator between pupils, parents and staff to resolve conflict and provide for reconciliation.
- Providing an advice help-line for parents/carers.
- Directly, or in conjunction with other appropriate colleagues, encouraging and facilitating Pupil Voice opportunities, actively valuing pupil opinion and involvement in school activities and initiatives.

- To support, facilitate and oversee effective and speedy home-school communications related to pupil performance and achievement.
- To encourage and facilitate active parental involvement in school matters enabling pupil progress in relation to their academic achievement and their social and emotional development and well-being.
- To liaise with outside agencies in supporting the needs of pupils and their parents/carers.
- To take responsibility for Common Assessment Framework referrals (FCAF).
- To work as part of the school's Safeguarding Team.

## **SAFEGUARDING**

- To be aware of and work in accordance with the school's child protection policies and procedures in order to safeguard and promote the welfare of children and young people and to raise any concerns relating to such procedures which may be noted during the course of duty.

## **OTHER SPECIFIC DUTIES**

- To play a full part in the life of the school community, to support it's mission and ethos and to encourage staff and students to follow this example.
- To actively promote the school and Trust's policies.
- To be courteous and provide a welcoming environment.

## **GENERAL**

1. To be aware of, and comply with, Trust and school policies and procedures relating to child protection, health, safety and security, confidentiality and data protection, reporting all concerns to an appropriate person.
2. The above duties are not exhaustive and the post-holder may be required to undertake tasks, roles and responsibilities as may be reasonably assigned to them by the Headteacher and Local Governing Body.
3. This job description will be kept under review and may be amended via consultation with the individual, Headteacher and Local Governing Body as required. Trade Union representatives will be welcome in any such discussions.

## Section 5: Person Specification



# Minerva Learning Trust Person Specification



### Post title: Head of Year

#### Minimum Essential Requirements

#### Method of Assessment

#### QUALIFICATIONS AND TRAINING

Minimum GCSE or equivalent level 2 in literacy and numeracy	AF
Evidence of appropriate and recent professional development related to the nature of the post.	AF/I

#### KNOWLEDGE AND EXPERIENCE

Secondary education experience	AF
Has knowledge/experience of working with outside agencies	AF/I
Experience of analysing data and drafting reports	AF/I
Knowledge of the Primary to Secondary Transition process	AF/I
Alternative Provision and strategies to re-engage learners	AF/I

#### PROFESSIONAL DEVELOPMENT

Evidence of pastoral focused Continuous Professional Development	AF/I
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#### SKILLS

Can forge positive relationships with staff, pupils and parents	AF/I
Can analyse data to ensure pupil progress	AF/I
Excellent IT skills	AF/I
Excellent communication skills to manage interaction with a diverse range of stakeholders.	AF/I
Ability to forge positive relationships with staff, pupils and parents	AF/I

#### QUALITIES AND ATTRIBUTES

Ability to empathise with young people, parents, carers and staff	AF/I
Ability to manage time effectively	AA/AF/I
Ability to prioritise actions	AA/AF/I
Ability to motivate and inspire pupils	AA/AF/I
Be proactive and work on your own initiative	AF/I
Ability to maintain resilience and positivity	AF/I
Have a visible and positive presence around school	AF/I

#### EQUAL OPPORTUNITIES AND SAFEGUARDING

An understanding of safeguarding issues and promoting the welfare of children and young people.	AF/I
A commitment to safeguarding students.	AF/I
Suitability to work with children.	AF/I
A commitment to equal opportunities.	AF/I
Ability to recognise discrimination and willingness to put Equality Policies into practice.	AF/I

**Key:** AA = Assessed activity      AF = Application Form  
I = Interview                              R = Reference

## Section 6: The Appointment Process

These notes are intended to guide you when making an application.

- The Application Form  
Complete the application form neatly, fully and accurately, including exact dates. The form may be typed or handwritten but if you do write it by hand please make sure that it is legible and that you use black ink. Indicate clearly on the front page the post you are applying for. You are requested to submit a concise application.
- Education and Training  
State your qualifications and any training you have undertaken relevant to the post.
- Present Appointment  
Make it clear what your present post is, which establishment you work in and who your employer is
- Previous Appointment  
When completing this section, it is important that you offer a continuous record, or an explanation of any gaps to allow full account to be taken of your experience, for example, child raising, voluntary work.
- Referees  
Suitable referees are people who have direct, recent experience of your work and who are in responsible positions. We may need to contact them at short notice so please be specific with regard to contact addresses including e-mail and telephone numbers.
- The Supporting Statement/Letter of Application  
The supporting statement or letter is regarded as a very important part of your application. You should make statements that demonstrate how your qualifications and experience match the post. You should take particular care to demonstrate how you meet the person specification included as part of these details. **Please limit your supporting statement to two sides of A4 in size 11 font.**
- Arrangements for Interview  
Shortlisted applicants will be contacted as soon as possible after the closing date. Referees are contacted prior to the interview stage for teaching and some support staff posts. We would ask that all shortlisted applicants read the safeguarding information on the school website prior to attending the interview.
- The Interview  
Candidates will be invited to spend a day visiting the school during which time they will have the opportunity to meet staff and students and see the school at work. Interviews are likely to take place in the afternoon.
- Feedback  
Feedback is offered to those candidates who are shortlisted and not recommended for appointment. It is hoped that this information will help you with future applications.
- Selection for Appointment  
Selection is made conditional upon the successful candidate meeting the Trust's requirements for health, physical capacity and conduct.
- Arrangements for Applications  
When you have completed your application, the completed form and covering letter should be e-mailed to [akeeton@handsworth-mlt.co.uk](mailto:akeeton@handsworth-mlt.co.uk) by the closing date.