**Job Description**

**Post Title: Head of Year (Director of Learning)**

**Location: George Spencer Academy**

**Salary/Pay Range: TLR 1C**

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

**Reporting to: Assistant Principal, Pastoral**

**Purpose of Role**

* Accountable to the Principal, through members of the Leadership Team.
* Proactive in pursuit of excellence, Academy aims and values and positive in dissemination of Academy policy.
* Responsible for the learning, achievement and personal development of students in a particular cohort, and for developing a cohort identity.
* Ensure that the Academy cares for students in all respects and prepares them for the rapidly changing technological world and job market.
* Secure continuous improvement in performance of all students in the cohort.
* Liaise with Faculties to ensure continuity and progression through to Sixth Form.
* Responsible for the continuous professional development of designated Learning Managers and Pastoral Support Assistant.

**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. Specific responsibilities include:

**Main Duties and Responsibilities**

Specific responsibilities include:

**Raising Standards - Pastoral Care, Guidance and Organisation**

* Supporting the Principal and Leadership team in developing a shared vision and distinctive ethos for the year group, within the relevant Year, and taking positive effective action to achieve excellence in all aspects of Academy life.
* Leading a team of Learning Managers to ensure that the cohort develops a positive ethos. This should reflect the Academy’s commitment to high expectations, in terms of application to personalised learning, achievement, behaviour, discipline, punctuality and appearance.
* Being a role model, having a visible presence around Academy, undertaking regular Duties as required as well as 'additional intuitive support'; and participating in evaluative exercises to monitor the quality of behaviour, teaching and learning.
* Being accountable for standards and the achievement of ambitious targets across the cohort. Ensuring effective communication of the work and achievements of the students and the team.
* Researching and developing innovative strategies to raise standards and maximise achievement in examination results.
* Working closely with the Leadership Team and associated Pastoral Support Assistant; participating in whole Academy quality assurance and self-evaluation procedures, responding proactively to the outcomes.
* Assisting in the development of an appropriate curriculum for all students within the cohort.
* Overseeing the implementation of the Behaviour Management Policy; working with the designated Pastoral and Achievement Support Assistant, with appropriate intervention in serious incidents of misconduct.
* Communicating clear messages, through orderly Assemblies, including spiritual and moral issues, with opportunities for reflection, collective worship and thoughts for the day; and developing innovative means of communicating with and listening to students in the cohort.
* Liaising with the range of Support Staff at the Academy to ensure appropriate support from external agencies, Individual Needs team, and parents in order to meet the diverse curricular and welfare needs of the students.
* Assisting Leadership in preparing students for key points of transition and progression throughout the Academy.

**Raising Standards - Teaching and Learning**

* Leading the dissemination and pedagogical practice to ensure the further development of cognitive abilities and the powerful, informed learning at the heart of the Learning to Learn philosophy.
* Identifying barriers to learning, in close liaison with Faculties and Learning Managers, and co-ordinating strategies across the curriculum to address those barriers and improve learning outcomes.
* Being proactive in using assessment data in order to identify pockets of underachievement: to personally visit and monitor lessons where under-achievement is identified: to work with Curriculum Leaders in advising and supporting class teachers and support personnel to raise learning outcomes.
* Ensuring that Faculties continue to take into account the diversity of students' learning, and that they take positive action to address and cater for learning styles and multiple intelligences.
* Being responsible for monitoring and intervening on issues of punctuality, absence, truancy and students' personal organization.
* Advising staff, parents and students on all matters related to progress across the curriculum; and improvement as a learner; and how the student can become a more powerful learner in different scenarios.
* Working with appropriate members of the Leadership team to develop, implement, monitor and review whole Academy curricular and guidance policies as they affect students e.g. rewards and sanctions; multi-cultural; sex education; homework; drugs awareness.
* Managing the production and development of L2L/ Citizenship/CEIAG schemes of work, which reflect the needs of the students in the cohort as well as statutory requirements. Leading the motivation, support and encouragement of all students at key examination points, raising the profile of revision programmes
* Promoting participation of students, where relevant, in peer mentoring.
* Keeping up to date with national and international developments in teaching and learning; evaluating current provision and advising on future direction for the progression of the year group

**General Duties**

* Membership of the Pastoral Management Team.
* Lead Assemblies; chair team meetings, and distribute minutes; organise cohort
* Detentions; contribute to Managers' Detention rota; contribute to Duty Manager system; lead re-admission meetings, preparing notes and summarising outcomes.
* Establishing regular communication, engagement and involvement of parents and the local community in educational experiences and information events; including organising all aspects of Progress Evenings.
* Providing regular reports and updates as requested by the Principal.

**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 may be 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** | | |
| * Qualified Teacher Status (A) * Evidence of appropriate professional development (A) * Graduate: Good Honours Degree(A) * In-service training in recognised subject leadership e.g. Leadership Pathways (A) * Proven track record of excellent classroom practice (A/I) * Experience of contributing to effective professional development of staff (A/I) * Experience in large secondary school (A/I) * Evidence of leading an aspect within a department / Faculty (A/I) * 6th form experience (A/I) | ✓  ✓  ✓  ✓  ✓  ✓ | ✓  ✓  ✓  ✓ |
| **Knowledge and skills** | | |
| * A clear educational philosophy (A/I) * Clear understanding of the challenges and opportunities involved in effective behaviour management (A/I) * Knowledge of Child Protection (A/I) * Knowledge of National Curriculum and initiatives, including post 16 developments (A/I) * Good subject knowledge of the subject you teach up to A level * Knowledge and understanding of how students learn, effective learning strategies and the ability to apply this to everyday teaching (A/I) * Understanding of 14- 19 curriculum initiatives (A/I) | ✓  ✓  ✓  ✓  ✓  ✓  ✓ |  |
| **Teaching and Learning** | | |
| * Commitment to and ability to raise achievement for all (A/I/R) * Proven track record of raising academic standards, good examination results and delivery against targets (A/I/R) * A student centred, inclusive, positive, “can do” approach to learning (I) * Role model as excellent classroom practitioner using effective behaviour management and a range of teaching and learning strategies (A/I/R) * Effective use of data for target setting and improving performance (A/I) * Proven track record of improving teacher performance (A/I/R) * Committed to ensuring excellent standards of behaviour at all times (A/I/R) * Good use of new technologies as a tool for learning (I) | ✓  ✓  ✓  ✓  ✓  ✓  ✓  ✓ |  |
| **Personal qualities** | | |
| * Highly motivated and able to motivate and inspire staff and students (A/I/R) * Ability to lead, support, develop and motivate teams (A/I) * Ability to innovate, manage change and evaluate its impact (A/I) * Excellent problem-solving skills (A/I) * A role model for staff and students (I) * Developed skills in self-evaluation and the ability to apply the OFSTED Framework to improve performance (A/I) * Personal impact and presence which inspires others (I/R) * Energy, enthusiasm and a positive can do approach (I/R) * Tenacious and able to pursue matters to a close (I/R) * High level oral and written communication skills (A/I) * Excellent interpersonal skills (I) * Ability to be reflective and self-critical (A/I) * Ability to remain calm, focussed and effective under pressure, meet tight deadlines and maintain confidentiality (I) * Commitment to the highest standards of child protection and safeguarding (R) * Recognition of the importance of personal responsibility for health and safety (I) * Commitment to the Trust’s ethos, aims and whole community (A/R/I) | ✓  ✓  ✓  ✓  ✓  ✓  ✓  ✓  ✓  ✓  ✓  ✓  ✓  ✓  ✓  ✓  ✓ | ✓ |

A: application I: interview R: reference