



# Gilbert Inglefield Academy

Believe, Achieve, Succeed

Job Description	
<b>Job Title:</b> <b>Terms &amp; Conditions:</b> <b>Pay Scale</b> <b>Post term:</b> <b>Hours</b> <b>DBS</b>	Head of Year STCPD Main Pay and Upper Pay & TLR 2B Permanent FTE ENHANCED
<b>Responsible to:</b> <b>Line Managing:</b>	Pastoral Lead Year Group Tutors

<b>Job Purpose:</b>  <b>To support, hold accountable and develop a team of tutors focusing on high standards of social, personal and academic development</b>
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KEY RESPONSIBILITIES
<ul style="list-style-type: none"> <li>○ To lead the team of class teachers in ensuring high standards of behaviour and well-being.</li> <li>○ To develop and enhance the practice of the other members of staff within the year group in promoting positive relationships and behaviour management.</li> <li>○ To oversee the general welfare, progress, behaviour and overall pastoral needs of students in a specified year group.</li> <li>○ To help address any pastoral needs of students who require assistance in overcoming barriers to learning in order to achieve their full potential.</li> <li>○ To work with students and in partnership with parents, appropriate staff and other agencies to bring about improved behaviour and attendance at school.</li> <li>○ To promote positive attitudes from students and families towards education to ensure students benefit fully from the opportunities available to them.</li> <li>○ To provide intervention strategies to students who experience barriers to their learning.</li> <li>○ To promote high attendance and other behaviours for learning.</li> <li>○ To work with identified vulnerable students and any others requiring support.</li> <li>○ To contribute ideas to the development and improvement of pastoral support assisted by information and experiences of good practice.</li> <li>○ To ensure teaching standards are maintained to the highest level</li> <li>○ To be a form tutor to an assigned group of students</li> </ul>
LEADING TEACHING & LEARNING
<ul style="list-style-type: none"> <li>● To be responsible for the day to day management and organisation of student behaviour support strategies ensuring all appropriate communications</li> <li>● To manage and implement all required sanctions</li> <li>● To work with SLT and staff to co-ordinate, monitor and evaluate the effectiveness (and consistency) of all pastoral support strategies, sanctions, communication &amp; record keeping</li> <li>● To work with SLT with regards to the EHA and multi-agency forums</li> <li>● To work with staff in managing, implementing and evaluating systems of rewards and sanctions through appropriate quality assurance and support for tutors and House Leaders</li> <li>● To work with staff in managing, implementing and evaluating parental engagement systems to improve student engagement including reporting, (including online) parental meetings and mentoring</li> <li>● To ensure staff record behaviour, achievements and extra-curricular participation of students appropriately</li> <li>● To be responsible for analysis and reporting on behaviour in relation to vulnerable groups including LAC, FSM, SEN, ethnicity and any other identified groups</li> </ul>

- To attend appropriate training at the school and elsewhere.
- To undertake any written risk assessments associated with work activities e.g. working alone
- To attend meetings as required e.g. Team, SLT, whole staff meetings, student reviews, parents evenings/meetings, including home visits is appropriate
- Ensure all dealings remain confidential and consideration given to all parties
- Maintaining and updating with appropriate consultation, school displays
- Assist in the organisation of school events
- Being aware of, and upholding the academy's policies and procedures, and when appropriate contribute to the development of them.
- Being aware of confidentiality issues linked to home/student/teacher/academy work and to keep confidences as appropriate in line with Safeguarding Policy
- In accordance with the academy's guidance and policies provide comfort and immediate care in case of minor accident and upsets – reporting serious problems to appropriate person for action.
- To work with relevant colleagues to draw up and deliver as appropriate mentoring for any disadvantaged or disaffected students not already identified e.g. students identified as being at risk of exclusion, distressed students, students with low self-esteem, students experiencing multiple disadvantages, truants, etc.
- To encourage students to become more actively involved in school life including charity and community work
- To plan, co-ordinate, deliver and support pastoral assemblies and form activities
- To support and organise student transition between years
- To take a lead on managing expectations and high standards of uniform

#### Key Tasks – Other

- This job description should be read in conjunction with the current School Teachers' Pay and Conditions document and the provisions of that document will apply to the post holder
- Demonstrate a commitment to safeguarding and promoting the welfare of children and follow all associated child protection and safeguarding policies
- Be aware of, and comply with, policies relating to Health & Safety, Equal Opportunities and Confidentiality as well as general staff procedures
- To contribute to the overall vision, ethos and work of the schools.
- To be an excellent role model for staff
- Maintain confidentiality and professional conduct at all times
- Demonstrate a commitment to professional development including active participation in the appraisal process and any relevant further training
- Appreciate and support the role of other professionals

Whilst every effort has been made to explain the main duties and responsibilities of the post, each individual task undertaken may not be identified. Employees will be expected to comply with any reasonable request from a manager to undertake work of a similar level that is not specified in this job description. Employees are expected to maintain a standard of dress conducive to their position as professionals and in setting an example to students.

This job description is current at the date shown, but following consultation with you, may be changed by Management to reflect or anticipate changes in the job which are commensurate with the salary and job title.



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## Person Specification

### HEAD OF YEAR

*The schools are committed to safeguarding the welfare of children and young people and expect all staff and volunteers to share this commitment*

	Essential	Desirable
<b>Qualifications Criteria</b>	<ul style="list-style-type: none"> <li>• Qualified Teacher Status</li> <li>• Qualified to degree level or equivalent</li> <li>• Qualified to work and teach in the UK</li> </ul>	<ul style="list-style-type: none"> <li>• Further training and advancement of teaching skills.</li> <li>• Professional NCTL Courses</li> <li>• Post Graduate Study (Certificate, Diploma, Masters, etc)</li> <li>• Mini bus driving license</li> <li>• First Aider Certificate</li> </ul>
<b>Professional Qualities</b>	<ul style="list-style-type: none"> <li>• Open and deep passion for education with a growth mindset and belief that every child can learn and achieve</li> <li>• High Emotional Literacy and Resilience</li> <li>• A flexible and forward thinking attitude to challenge and adversity</li> <li>• Collegiate and supportive approach to leadership</li> <li>• Work cooperatively as part of a team</li> <li>• High expectations and commitment to pupils achieving their full educational potential</li> <li>• Ability to inspire and motivate those around them</li> <li>• Substantial problem-solving ability</li> <li>• Ability to prioritise effectively and balance values with pragmatism</li> <li>• Intellectual curiosity</li> <li>• Strong commitment to inclusion</li> <li>• Create a positive climate for learning in own classroom</li> <li>• Create and maintain positive and supportive relationships with staff, pupils and parents</li> <li>• Reflect on and improve own practice</li> <li>• Commitment to professional development</li> <li>• Competent ICT Skills</li> <li>• Commitment to a set of values that places emotional health at the centre of the school's ethos and actions</li> </ul>	<ul style="list-style-type: none"> <li>• Know a range of approaches to assessment</li> <li>• Know when to draw on the expertise of colleagues</li> <li>• Know how to deliver effective personalised provision</li> </ul>



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<b>Knowledge &amp; Experience</b>	<ul style="list-style-type: none"><li>• Breadth of Teaching Experience</li><li>• Excellent subject knowledge</li></ul>	<ul style="list-style-type: none"><li>• Experience of teaching within a middle school setting</li><li>• Experience of HOY or subject leadership</li><li>• Experience of leading a team</li><li>• Extensive experience of working with children with significant barriers to learning</li></ul>
<b>Safeguarding</b>	<ul style="list-style-type: none"><li>• A deep commitment to securing the safety and wellbeing of all pupils.</li><li>• The successful applicant will have to undergo a DBS check and references will be required in line with our Child Protection and Safeguarding Policy</li></ul>	<ul style="list-style-type: none"><li>• Experience of delivering a curriculum that incorporates safeguarding practice and themes.</li></ul>