



HATCH END HIGH SCHOOL

HEAD OF YEAR - TLR 1B (£11,746)

JOB DESCRIPTION

The heart of successful year group leadership is the provision of professional leadership to secure improving standards of all round achievement for all pupils in the year group, and the promotion of students' personal development and well-being. A Year Leader must provide leadership and direction for the year group and ensure that it is managed and organised to meet school aims and objectives. A Year Leader plays a key role in supporting, guiding and motivating teachers in the year team. **Year Leaders evaluate the effectiveness of the year team and year group and progress towards targets for pupils and staff in order to inform future priorities. The policy and practice of monitoring within a year team/year group provides the information for evaluation and action.** A Year Leader identifies needs in their year team/groups and recognises that these needs must be considered in relation to the overall needs of the school.

Throughout their work a Year Leader ensures that practices improve the quality of education provided, meet the needs and aspirations of all pupils and help to continue to raise standards of achievement in the school.

JOB PURPOSE

To lead, manage, develop, and be accountable for a year team and the programme for a specific cohort of pupils in order to ensure the highest possible standards of pupil achievement, personal development and well-being.

REPORTING

The post holder will report to the specified Leadership Team member

RESPONSIBLE FOR

The post holder will be responsible for the teaching and support staff allocated to the year group.

WORKING TIME AND CONDITIONS

These will be as specified in the latest School Teachers Pay and Conditions Document

Attendance at school functions beyond the working day.

The role requires significant flexibility with before and after school meetings with parents and other agencies.

DIMENSIONS

The post holder will be responsible for the following, with reference to the national framework for middle leaders:

- The strategic direction and development of the year group
- Teaching and learning
- Leading and managing staff
- Pupil progress and standards of achievement
- The efficient and effective deployment of staff and resources

ACCOUNTABILITIES

The strategic direction and development of the year group

1. To ensure that year team culture, policies and practices follow and contribute to those of the school.
2. To contribute to a whole-school culture and climate which:

- (a) enable staff to develop and maintain positive attitudes towards the year group, and confidence in teaching it, and
- (b) encourage pupils to make a positive contribution to school life and to have their voice heard.
- 3. To create an annual improvement plan and self-evaluation plan for the year group, based on school priorities, which contributes to the achievement of the School Improvement Plan, and which involves all year staff in its design and evaluation. This will reflect the school's commitment to continuous improvement, high achievement, effective teaching and learning, and inclusion.
- 4. To put in place appropriate behaviour modification and pastoral interventions.
- 5. To set expectations and goals for colleagues and pupils in relation to standards of achievement and behaviour. To lead and organise assemblies to promote these aspirations.
- 6. To contribute to whole school planning, review, monitoring and evaluation.
- 7. To monitor, evaluate, and review standards of leadership, teaching and learning, and pupil achievement against school, local, and national standards, including by lesson observation, sampling work, checking diaries/link books, collating and interpreting data; report annually on the above.
- 8. To liaise appropriately with external agencies including being a designated Level 3 trained Child Protection person.
- 9. To represent the year team in the wider school community and liaise with the rest of the school, outside agencies, governors, partner schools, the Local Authority, further and higher education etc; ensure that the above have relevant information on students in the cohort.
- 10. To keep up to date with national developments in pastoral care, personal development, progress tracking, and teaching practice and methodology.

Teaching and learning

- 11. To support and promote effective teaching and learning in the year group.
- 12. To have a role in evaluating the quality of teaching, the standards of pupil achievement and the setting goals for improvement; assist with the monitoring of homework set.
- 13. To assist relevant colleagues with the management of school assessment systems and examinations
- 14. To work with relevant PCSHE staff to ensure that school programmes are effectively delivered and that their impact is evaluated. These should contribute to pupils' well-being, promote their spiritual, moral, cultural, and physical development and help prepare them for the opportunities, responsibilities and challenges of adult life.
- 15. To promote and support extra-curricular activities, which enrich and support the learning and experience of all pupils, and increases their participation in school life.

Leading and managing staff

- 16. As Head of Year you will be required to work closely with the Year Team Assistant for the year group and support in guiding their work to support the year group.
- 17. To build a team in which good practice is shared, and meeting time is used effectively to raise achievement and support pupils' personal development and well-being.
- 18. To support/challenge and professionally develop staff so that they are effective in their role(s) as teachers and form tutors; the above to include participating in and leading the school's programmes of staff training and development.
- 19. To communicate effectively with staff so that they are properly informed of developments across the school and that their views are represented.
- 20. To ensure that staff understand and effectively implement school policies.

Pupil progress and standards of achievement

- 21. To implement the school's policy and practice for the tracking of pupil progress.
- 22. To monitor the targets set for pupils, and to manage intervention to maximise progress (with particular emphasis on underachieving groups). As part of the COVID recovery programme, work with the Assistant Headteacher for Key Stage supporting with the organisation of face to face and online interventions.
- 23. To promote, manage, and be responsible for high standards of pupil behaviour, attendance, punctuality and dress.

24. To implement creatively the school's systems for rewarding good pupil performance and to ensure all staff use them effectively.
25. To establish a positive partnership with parents/carers to involve them in their child's learning and progress; to arrange consultation afternoons and evenings.
26. To work with other staff, including Learning Development and external agencies to ensure that students' needs are identified, suitable Individual Education Plans and Pastoral Support Programmes are drawn up, and that these are implemented, and reviewed.
24. To ensure that information from previous years/schools is available to staff and advise on its effective use; to ensure that such information is passed on to any receiving institution.

The efficient and effective deployment of staff and resources

25. To manage efficiently the available resources of staff, space, finance, and equipment within the limits and guidelines laid down
26. To assist in the recruitment of staff.
27. To advise on the effective deployment of staff and ensure that there are appropriate arrangements in their absence.
28. To ensure that year accommodation/ area, resources and equipment are maintained in good order, including the management of a) health and safety, and b) security.
29. To provide a stimulating environment, including maintaining displays that promote interest and learning.

Other Specific Duties

30. To undertake the above responsibilities in addition to those held by a standard scale teacher at the school.
31. To undertake any other duty as specified by the STPCD not mentioned in the above.
32. Whilst every effort has been made to explain the main duties and responsibilities of the post, each individual task may not have been identified; therefore employees will be expected to comply with any reasonable request from a manager, including ad hoc projects, to undertake work of a similar level that is not specified in the job description.
33. To work with the Assistant Headteacher for Key Stage and Year Team Assistant to continue to monitor access to remote learning for students in the year group.

The job description is current at the date shown, but, in consultation with you, may be changed by the Headteacher to reflect or anticipate changes in the job commensurate with the grade and job title.

January 2021



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PERSON SPECIFICATION

Pay Spine: Main Scale plus TLR 1B

Date: January 2021

Responsible to: Member of SLT

QUALIFICATIONS AND TRAINING

- University graduate
- Postgraduate teaching qualification/QTS
- Evidence of continuing professional development

TEACHING and PASTORAL EXPERIENCE

- At least 2 years successful teaching experience, in an urban comprehensive environment
- Substantial experience as a tutor and of the pastoral system
- Teaching experience in at least 2 of KS3, 4 and 5
- Evidence of consistently good and outstanding teaching and learning
- Excellent subject knowledge
- Good knowledge of current curriculum development in your subject area
- The ability to use ICT effectively to engage students and play a key role in moving forward our remote learning strategy when required
- An understanding of how to use assessment to inform planning for good teaching and learning
- A good understanding of the principles of Assessment for Learning
- The ability to differentiate to provide appropriate challenges for all learners
- Evidence of using data to inform planning and put in place successful intervention strategies to raise achievement
- Evidence of good classroom management skills
- Evidence of an overview or clear interest in the whole curriculum in order to support the achievement of all students
- A knowledge, understanding and commitment to PCHE and Citizenship
- A knowledge and understanding of educational support services
- A record of effective and imaginative administration with sound and accurate day-to-day organisation

LEADERSHIP AND MANAGEMENT

- The capacity to lead and inspire a team of tutors to develop the year both collectively and as individuals
- The capacity to lead and inspire students in the year group both collectively and as individuals to attain the fullest potential in all aspects of school life
- The ability to inspire, enthuse, develop and support colleagues
- Sensitivity towards and understanding of the needs of students, parents and staff and the ability to use them to provide effective guidance and direction where required
- Experience of (or commitment to) conducting Performance Management and desire to develop other colleagues

PERSONAL QUALITIES

- A willingness to learn and develop new skills
- The ambition to continue to progress in your career
- A desire to make difference to the lives of young people
- An excellent attendance record
- Resilience and a sense of humour.

EQUAL OPPORTUNITIES AND EDUCATIONAL COMMITMENT

- A proven commitment to inclusion
- A proven commitment to curriculum access and opportunity
- A proven commitment to comprehensive education
- A proven commitment to professional development
- Support for the school's specialist status
- Support the school unreservedly in its commitment to safeguarding and promoting the welfare of children, young people and vulnerable adults.

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