

Head of Year

(Required for Easter 2022
or September 2022)



Letter from the Chief Executive Officer of Uffculme Academy Trust

Dear Applicant

On behalf of Uffculme Academy Trust, I would like to thank you for your interest in the role of Head of Year based at Holyrood Academy.

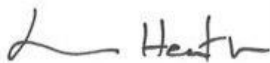
This is a hugely exciting time for both Holyrood Academy and our Multi Academy Trust and we are seeking a dynamic and inspirational Middle Leader to play a key role in securing outstanding outcomes for our pupils.

We are looking for a highly motivated practitioner who can lead by example and inspire others whilst providing challenge and rigour within the school and across the Multi Academy Trust. In return we can offer wide-ranging career development opportunities, excellent support and access to some of the best teachers and leaders in the South West.

We are incredibly proud of our Multi Academy Trust and the schools within it and the potential to further improve standards of education for all children no matter what their starting point or their background. The Trust board is highly ambitious and committed and we are looking for an individual who shares the same values.

The closing date for applications is 1pm on Monday 24th January 2022. Interviews will be held the week beginning Monday 31st January

We look forward to receiving your application.



Lorraine Heath OBE
Chief Executive Officer

Uffculme Academy Trust is a multi-academy trust (MAT) working across Devon and Somerset. It was born of the partnership between Uffculme Secondary School, an outstanding 11-16 comprehensive, and Uffculme Primary School, which is the nearest and biggest of the secondary school's eight feeder schools. In September 2019 Holyrood Academy and Axe Valley Academy joined the Trust and we welcomed Neroche Primary school on the 1st January 2021

The founding school of Uffculme Academy Trust (the Trust), Uffculme Secondary School, was a successful, high performing school with an outstanding Ofsted rating for many years. Uffculme Academy Trust first grew to include Uffculme Primary School and the support of the Trust enabled a process of substantial school improvement: moving from an undersubscribed to an oversubscribed school in less than two years; and to achieve impressive outcomes almost immediately.

In September 2019, Holyrood Academy and Axe Valley Academy joined the Trust bringing a wealth of experience in working with students from age 11 to 18 and greater opportunities to share knowledge and experience across all the schools within the Trust. In January 2021, we were delighted when Neroche Primary school joined us, meaning that Uffculme Academy Trust is now able to offer an all- through provision for students aged between 2 and 18 years in its own locality.

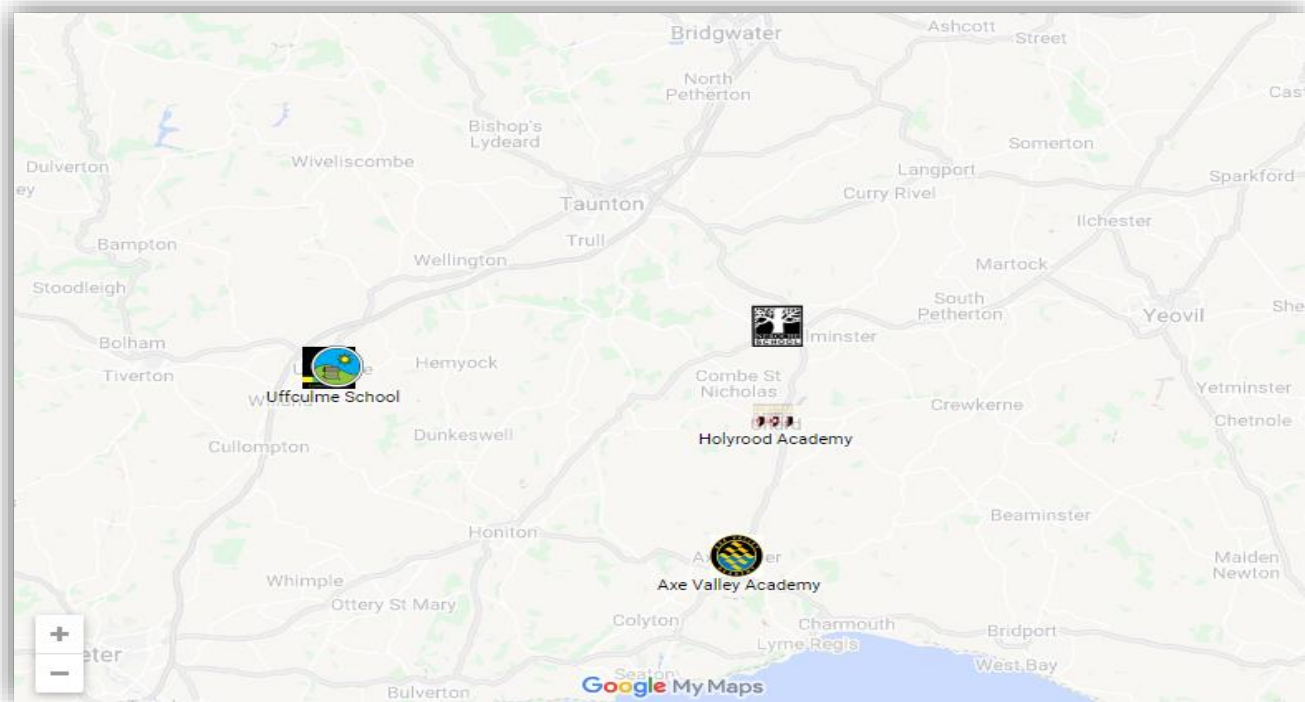
The Trust is a single organisation, which works collaboratively to improve, secure and maintain high standards in education. All schools coalesce around a compulsion to recruit and retain great staff in order to achieve this. We are responsible for the good governance of our schools and are accountable for their performance.

The Trust's mission is therefore to provide outstanding educational experiences to all the children and young people who are educated within our schools.

This is underpinned by our core beliefs and values that:

- every child has the right to a high-quality education where excellence is the norm
- teachers have the right to teach free from disruption and distractions, and
- parents have the right to know that their children are well cared for and supported to achieve their best.

Our Locations



All our schools are situated in the beautiful countryside of Devon and South Somerset, within easy commuting distance of Exeter to the west and Bristol to the North, being close to some of the most beautiful coastlines of Devon and Dorset.

Our schools' varied locations allow our staff to access not only beautiful beaches, but also some of the best areas for walking, biking and other outdoor activities; yet the cities of Exeter, Bristol and Bath are close by.



Uffculme Academy Trust, Chapel Hill, Uffculme, Devon. EX15 3AG

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What we can offer you

We believe firmly that as a small MAT, we can combine the benefits of collaborative working with those of knowing our schools and the individuals who work within them well. We set great store by positive professional relationships and never want to lose sight of the unique characteristics and contexts of all of our schools.

By joining Uffculme Academy Trust, you become part of a Trust that delivers the highest possible standards of education for our children through a varied and diverse curriculum that values extra-curricular opportunities to develop the whole child.

We are committed to your professional development and there are opportunities to work in partnership with colleagues across the Trust. Each school within the Trust shares good practice and provides exceptional opportunities to learn from each other. All of our senior leaders are system leaders and regularly contribute to the leadership programmes of Teaching Schools across the region including those put on by our own Teaching School, WCTSA.

In addition, the Trust is serious about the wellbeing of its staff and operates in a culture of mutual respect, trust and compassion that recognises the importance of a work-life balance. Our Wellbeing offer includes personal training and fitness, counselling, cognitive behavioural therapy, nutrition and injury rehabilitation as well as membership to either of our two Fitness Centres.

Safeguarding

Uffculme Academy Trust is committed to safeguarding and promoting the welfare of children, young people and vulnerable adults and expects all staff and volunteers to share this commitment. We particularly welcome applications from underrepresented groups including ethnicity, gender, transgender, age, disability, sexual orientation or religion.

We operate in accordance with our Child Protection and Safeguarding Policy, and applicants will be subject to a full Disclosure and Barring service check.

Equality and Diversity

The Trust recognises that by valuing and promoting equal opportunities in employment for all employees and job applicants and avoiding unlawful discrimination in employment and delivery of services, we will be able to deliver first class education.

We aim to create a working environment in which all individuals are able to make best use of their skills, free from discrimination or harassment, and in which all decisions are based on merit. We also value diversity and recognise the varied contributions that a diverse workforce brings to an organisation; we are committed to drawing on different perspectives and experiences of individuals, which will add value to what we do.

Letter from the Headteacher of Holyrood Academy

Dear Applicant,

Thank you for your interest in this post.

Holyrood exists to serve its community as such; we are looking for a Head of Year who shares our commitment to ensuring that the young people we serve receive the best possible standard of education. You will join a positive and hard-working team of staff who are absolutely focussed upon bringing our vision for the Academy to fruition. An ability to teach Maths, English or Science would be desirable.

We seek to establish a mission for social justice at Holyrood: one that promotes social mobility and allows students to achieve brilliantly, regardless of their background. However, we are also developing a school culture wherein students feel happy, are invested in the wider aspects of school life and are not ashamed to aim extremely high.

We are a school that values the building of positive and compassionate relationships with students and we place high aspiration, quality classroom delivery and 'feeding the Holyrood culture' at the heart of what we do.

If you would like an informal telephone conversation with me or to visit the Academy please email your contact details to dmaccormick@educ.somerset.gov.uk so I can arrange to call you.

If this vision matches your own, we would be delighted to hear from you.



Dave MacCormick

Headteacher

Holyrood Academy

Holyrood Academy is an 11-18 Academy in Somerset with approximately 1250 students on roll – including around 150 in the sixth form. It is situated in the centre of the market town of Chard and it is the only secondary school in the town. We are therefore fully comprehensive and committed to providing an excellent education in the service of our whole community.

Holyrood was last inspected in 2013 when it achieved an Outstanding rating.

Outcomes have been historically strong and despite the considerable challenges brought by the changes to KS4 programmes of study, we have consistently achieved a positive progress 8 score placing us as reliably one of the top performing secondary schools in Somerset.

On September 1st, 2019, Holyrood Academy along with its Devon partner school, Axe Valley Academy joined Uffculme Academy Trust thereby creating opportunities to work as part of a team of highly effective school leaders. It allows each school in the MAT to share good practice and provides exceptional opportunities to learn from each other. All our senior leaders are system leaders and regularly contribute to the leadership programmes of Teaching Schools across the region including those put on by our own Teaching School WCTSA.

The leadership team at Holyrood Academy consists of a mix of newly appointed and highly experienced senior leaders. All are driven to deliver exceptional experiences and educational outcomes for young people and have firmly bought into the UAT principles of excellence.

Holyrood benefits from a large and beautifully situated site within easy commuting distance of towns such as Taunton and Yeovil as well as the cities of Exeter and Bristol. Chard is on the edge of the Blackdown Hills and close to the Devon and Dorset coastlines. The Academy occupies a split site; however, both sites are located on the same campus. We are therefore lucky enough to have a great deal of open space and our staff and students enjoy excellent facilities.

In addition, the Trust believes investing in the health and well-being of staff is crucial. As part of this support the Trust employs a full-time Director of Wellbeing who provides services such as personal training, counselling, CBT, nutrition advice and injury rehabilitation. In addition, all Trust staff have subsidised access to the on-site Lifestyle Fitness Gym, including all classes, at Holyrood Academy for £9.99 per month.

Additional information

We would be particularly interested to hear from potential candidates who teach Maths, Science or English

If you are interested in visiting please contact the Academy Business Manager, Tina Coles TColes@educ.somerset.gov.uk to arrange a visit, although please note visits will be subject to COVID restrictions.

For a telephone conversation please email dmaccormick@educ.somerset.gov.uk with your contact details.

HOLYROOD ACADEMY

JOB DESCRIPTION

HEAD OF YEAR (YEARS 7 – 11)

Note: These are broad descriptions of the types of duties/activities expected at this level, for illustrative purposes. They are not intended to provide an exhaustive list of duties.

POST TITLE: Head of Year

SALARY GRADE: TMS/UPS plus TLR 1B

Person to whom teacher is responsible: Designated member of Leadership Team

Responsible for: Ensuring a high standard of social, personal and academic development of students within their Year Group. Ensuring that Form Tutors are supported, challenged and held to account to achieve this aim.

General Responsibilities

- To lead both the team of tutors and cohort of students. This involves giving a clear vision and direction to work, identifying key areas for improvement and planning appropriate actions to meet them.
- To manage both the people and resources associated with each year group.
- To monitor the quality of learning experienced by the year group, liaising with CTLs and offering support and guidance where necessary.
- To promote the ethos of the school through leading high-quality assemblies.
- To ensure that the programme of activities delivered through tutor time is of high quality and is regularly quality assured.

Academic Progress

- To monitor the academic progress of the year group in order to secure and sustain effective learning, with particular reference to the proportion of students and groups of students not making required progress.
- To use assessment data such as CATs, SATs, KS2+KS3, to inform an analysis of individual student progress and collective progress across each tutor group and the year group as a whole.
- To have an overview of the range of barriers to learning that impacting on student progress, with reference to behaviour for learning, in and out of the classroom.
- To use all of the above to identify underachievement with a view to establishing and coordinating improvement strategies in conjunction with teachers and Curriculum Team Leaders, with particular reference to the proportion of students and groups of students not making expected levels of progress.

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- To monitor the effectiveness of these interventions and report to Leadership Team as required on the progress being made by students in the year group
- To liaise with key staff, including the SENCO, regarding all groups of students' achievements in the year group, with particular reference to the proportion of students and groups of students and focusing on those students not making expected progress.
- To report to the link SLT member on the progress of the year group and individuals, with particular reference to the proportion of students not making expected progress and also on focus groups of students i.e. boys, pupil premium and SEND.

Leadership and Management:

- To act as a role model for tutors by demonstrating high quality pastoral care and academic monitoring of students, continuous professional development and professional presence in the year team.
- To lead and manage a team of tutors and maintain regular formal and informal contact with tutors.
- To ensure all tutors understand and are actively implementing the key aspects of the Academy's policies including those for behaviour, attendance, uniform and safeguarding.
- To set the agenda for Year Team meetings.
- To make a significant contribution to the induction of tutors referring any individual training needs to the member of Leadership with responsibility for staff INSET.
- To have an overview of all the different care and guidance for students' e.g. learning mentor, SENCO, teaching assistants, external agencies etc.
- Liaise with SENCO with regard to intervention strategies available and in place for students identified with SEND.
- To provide a link for parents, tutors, pastoral leaders, SENCO, teachers, Heads of Department, SLT and external agencies.
- To initiate and respond to communications with parents ensuring that they are kept fully informed and involved in the progress of their children.
- To contribute to the organisation of any parent information evenings by encouraging and monitoring parent attendance to such events.
- To contribute to the management of key school events; for example, induction, transfer arrangements, outings, extracurricular and social events.

Attendance, Behaviour and Rewards

- To monitor student attendance and punctuality on a weekly basis and to take all the appropriate steps to ensure that attendance and punctuality of

students in the year group are at the highest levels. To liaise with the Academy Attendance Officer in this respect.

- To monitor student behaviour, attendance and achievement using the Academy's MIS (SIMs) and, in consultation with key staff, decide on appropriate sanctions, interventions and rewards.
- To oversee students on report and make contact with parents when necessary.
- To play the leading role in the disciplining of students referring situations to the appropriate member of SLT when appropriate.
- To administer and implement Individual Behaviour Plans (IBPs) and Pastoral Support Plans (PSPs) to support improvement.
- To liaise with the designated member of SLT to access internal and external support services for students where appropriate.
- To secure support services for students in the Year Group through the Pastoral Leader Team.
- To ensure that safeguarding concerns are thoroughly investigated, rigorously recorded and appropriately followed up, using the support of the DSL.
- To manage students with persistent uniform and/or equipment failures and liaise with parents to solve these issues.
- To ensure that students in the Year Group are rewarded for their successes and that a culture that values success is built within the Year Group.

Administration

- To organise and, through a team of tutors, implement a framework for daily tutorial activities. This includes both day to day administrative tasks (checking of homework, checking absences etc) and year specific tasks (preparation for exams, options, learning conversations etc)
- To ensure that all tutors have access to relevant materials in order to deliver high quality tutorial activities.
- To maintain individual student records as necessary and ensure that they are kept up to date.
- To oversee 'in year' admissions for new students. This will include liaising with the member of staff responsible for admissions, meeting potential students and parents and in conjunction with key staff organising timetables and setting.
- To monitor the settling in of new students.
- To oversee the completion of progress checks as appropriate.
- To have an involvement in policy development and decision making across the school

Specific Accountabilities

Year 7

- To play a full part, in conjunction with the Leadership team member responsible for primary transition, in the induction of students into Year 7
- To liaise directly with the Primary transition worker to gain information regarding students transferring into Year 7
- To play a part in the organisation of Year 6 taster day in July
- To oversee the settling in of year 7 during the Autumn Term including contributing to Year 7 parent and student welcome events.
- Work with Link Leadership Team member responsible for transition on grouping of students into tutor groups

Year 9

- To play a full part in preparing students for option choices and preparation for the start of the key Stage 4 studies

Year 10

- To ensure that safe, meaningful and worthwhile work experience is effectively organised and undertaken by all students

Year 11

- To lead the revision and preparation for Key Stage 4 exams
- To participate in and support the promotion of the Sixth form
- To lead Prom, Celebration Day, Year 11 Hoodie and Year Book organisation and delivery

Classroom responsibilities:

- Ability To teach across key stage 3,4 and 5 as necessary in line with the Department's Schemes of Work and external examination courses in such a way to challenge and inspire students of all abilities to achieve high standards.
- Plan, prepare and teach lessons according to the students' educational needs with reference to prior attainment, subject targets, SEN and other needs, as required.
- Assess, record and report on the development, progress and attainment of students in line with Academy and department policies and procedures.
- Set high expectations for students' behaviour establishing and maintaining a good standard of discipline through well focused teaching, effective classroom management and through positive and productive relationships.
- Act within the statutory frameworks, which set out their professional duties and responsibilities and in line with the duties outlined in the current School Teachers Pay and Conditions Document and Teacher Standards.

- To set and mark work for classes according to Academy guidelines.
- To set appropriate, quality homework in accordance with the Academy timetable.
- Liaise with support staff, such as Teaching Assistants, to ensure a coherent programme of study for students in the classroom.
- To follow Academy procedures for preparing, presenting and assessing students.
- Take an active part within the Academy's monitoring, evaluation and review programmes, professional development activities and teachers' Performance Management structures and cycle
- Attend staff briefings and departmental meetings as required.
- Carry out a share of supervising duties in accordance with published schedules.
- Carrying out such other tasks commensurate with the above as may be required from time to time by the Headteacher.

Knowledge and understanding:

- Have a sound knowledge and understanding of the concepts and skills in his/her specialist subject(s) and a detailed knowledge and understanding of the National curriculum programmes of study.
- Understand for his/her specialist subjects the framework of 11-16 and sixth form qualifications and the routes of progression through it.
- Be familiar with the Academy's current systems and structures as outlined in policy documents including Health and Safety and Child Protection Policies.
- Understand and know how national, local comparative and school data can be used to set clear targets for students' achievement.
- Understand how students' learning in the subject is affected by their physical, intellectual, emotional and social development.
- Be familiar with subject-specific health and safety requirements, where relevant, and plan lessons to avoid potential hazards.

This job description sets out the main duties of the post at the date when it was drawn up; it does not provide an exhaustive list of duties. Duties may vary from time to time without changing the general character of the post or the level of responsibility. Such variations are a common occurrence and cannot justify a reconsideration of the grading of the post.

Employee Name Date

Employee Signature:..... Date:.....

Holyrood Academy

Head of Year Person Specification

Essential	Assessed through
Good hons degree (2:2 or higher)	Application
QTS status	Application
Experience of leading a curriculum or pastoral area of the school	Application
Excellent interpersonal skills	Letter/references/interview
A genuine love of teaching and rapport with children	Letter/references
Experience and evidence of securing improvement and/or managing change at whole school level	Letter/interview/references
Evidence of ability to secure outstanding outcomes at GCSE	Letter/interview
Willingness to go the extra mile to secure high levels of pupil performance and engagement	Letter/references
Excellent ICT skills	Letter/references
Excellent organisational and time management skills	Application/letter/interview
Excellent relationships with colleagues	References
Evidence of support for and input into the enrichment or extra-curricular programme	Letter/interview
Ability to communicate effectively at all levels	Letter/References/interview
A clear understanding of the national agenda and key areas of curriculum change	Interview
A sense of humour	Interview
Infectious enthusiasm and relentless positivity	Interview
Creativity, imagination and ideas	Letter/interview
Flexibility	Letter/interview
Desirable	Assessed through
Experience of teaching in at least two schools	Application
Main teaching subject – Maths, English, or Science	Application

Participation in a relevant middle leader developmental programme run by a nationally recognised organisation eg SSAT, NCTL	Application
Responsibility for the performance management of other staff	Letter/interview
Evidence of wider professional learning	Letter/interview
Ambitions and potential for Headship	Interview