

Head of year-Job description

Line managed by: SLT

Summary: To provide leadership and management for a team of tutors. To lead the provision of pastoral care within a year group to secure excellent learning so all students achieve their potential within an atmosphere in which they feel challenged, valued and secure.

All teachers are subject to the Conditions of Employment set out annually in the School Teachers' Pay and Conditions Document. These detail the professional and particular duties required of teachers, together with requirements for Management time, Working time and Guaranteed planning and preparation time. The school complies with these requirements in order to make reasonable demands of teachers. The responsibilities outlined in this job description are in addition to those covered in the 'Teacher' job description.

Specific Responsibilities

A. Strategic direction and development

1. To develop and implement policies and practices which reflect the school's commitment to inclusion and high achievement.
2. To develop a strategic view for the year group which supports the vision, ethos and policies of the school.
3. To use relevant school, local and national data to inform targets for development and further improvement for individuals and groups of students.
4. To establish and implement a variety of systems and processes which provide good information gathering about attendance, punctuality, behaviour, attainment and achievement within the year group.
5. To support, facilitate and monitor the attendance, punctuality, behaviour, attainment and achievement within the year group to ensure it makes a significant contribution to the school's action/development plans.
6. To regularly review the attendance, punctuality, behaviour, attainment and achievement within the year group with the SLT line manager to ensure that they are fully aware of all successes, issues and concerns.
7. To ensure attendance at the Heads of Year meeting in order to keep abreast of debate and be part of any decision making.
8. To hold regular tutor meetings; keeping tutors up-to-date with attendance, punctuality, behaviour, attainment and achievement within the year group.
9. To ensure that parents/carers are well informed about the curriculum, attendance, punctuality, behaviour, attainment and achievement within the year group.

B. Teaching and learning

Student behaviour

1. To monitor attendance and punctuality to inform appropriate intervention and support.
2. To make appropriate contact with parents/carers to discuss any attendance and punctuality issues and implement action/support plans where necessary.
3. To monitor the behaviour logs to ensure weekly feedback is given to tutors and inform appropriate intervention and support.
4. To make appropriate contact with parents/carers to discuss any behavioural issues and implement action/support plans where necessary.
5. To participate with other staff and outside agencies to ensure that individual pupils receive appropriate support
6. To meet regularly with the SLT line manager to outline any students who are a cause for concern and review the interventions and support.
7. To be responsible for the care of students within the year group, promoting self-discipline and positive behaviour in accordance with the school's policies and protocols.

Student guidance and support

1. To know all students in the year group as well as possible in order to support and guide them both academically and pastorally.
2. To take responsibility for the development and monitoring of the curriculum provision throughout the year group, liaising appropriately with HOD and the SLT line manager.
3. To participate with other staff and outside agencies to ensure that individual pupils receive appropriate support.

4. To establish a positive and purposeful ethos through tutorial sessions and assemblies.

Student progress

1. To manage the processes and procedures for the student progress group.
2. To monitor the progress of individual students using information from the regular analysis of the data.
3. To participate, with other staff and outside agencies, in the comprehensive assessment of all students to identify and address barriers to learning and progress.
4. To meet regularly with the SLT line manager to outline any students who are a cause for concern and review the interventions and support
5. To take part in and organise parents' evenings.
6. To arrange and promote activities within the year group.
7. To support the SLT line manager in the monitoring of the quality of learning across the year group, including the analysis of performance data.
8. To establish a partnership with parents/carers to involve them in their child's learning.
9. To celebrate student attainment and achievement and promote the values of the school through the planned leadership of tutorial sessions and assemblies.

C. Leading and managing staff

1. To line manage the relevant members of staff.
2. To lead a team of form tutors.
3. To monitor, assess and develop the role of the form tutors.
4. To secure, maintain and integrate the collaborative effort of the form tutors so that involvement, commitment and team spirit are promoted.
5. To update form tutors of changes to the school's policies and protocols.
6. To ensure that form tutors run their tutorial sessions effectively by implementing the tutor programme.
7. To liaise with the relevant members of staff and take the lead for the PSHE programme within the year group.
8. To support the professional development of form tutors.
9. To ensure that all tutors understand, and are actively implementing, the key aspects of the school's behaviour and inclusion policies.
10. To alert the SLT line manager of any complaints regarding form tutors/subject staff and discuss strategies for support as required.
11. To develop positive working relationships with and between all students and staff in the year group.
12. To lead groups of staff in developmental activities and evaluate the effectiveness of the training.

D. Resource Management

1. To ensure that the pastoral and year group area(s) are kept in good order.
2. To support the SLT line manager in the deployment of staff (eg form tutors, achievement leaders, attendance officer, family liaison officer etc) to meet the objectives of the school.
3. To ensure the effective and efficient management of resources for the year group by setting in place appropriate procedures for auditing and storage.

Whilst every effort has been made to explain the main duties and responsibilities of the post, each individual task undertaken may not be identified. Staff 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. This job description will be reviewed annually and the headteacher reserves the right to alter the content of this job description, after consultation with the post-holder, to reflect changes to the job or services provided, without altering the general character or level of responsibility.

Head of Year-Person Specification

Criteria	Essential	Desirable	Method of assessment
Experience	<ul style="list-style-type: none"> ▪ Suitability to work with young children ▪ Evidence of being, or having the potential to be, an outstanding head of year ▪ Experience of improving behaviour and instilling high expectations in a challenging environment. ▪ Able to form and maintain appropriate relationships and personal boundaries with children and young people ▪ Positive attitude to use of authority and maintaining discipline ▪ Proven record as a teacher whose students reach high standards of learning and achievement ▪ Experience of teaching across the full age and ability range of a secondary school ▪ A record of high quality classroom teaching ▪ Experience as a form tutor ▪ Experience of managing an area of development ▪ Efficient manager and administrator 	<ul style="list-style-type: none"> ▪ Involvement in or leadership of developments at departmental or whole school level. 	<p>Application form, references and interview. In addition to candidates' ability to perform the duties of the post, the interview will also explore issues relating to safeguarding and promoting the welfare of children including:</p> <ul style="list-style-type: none"> ▪ motivation to work with children and young people ▪ ability to form and maintain appropriate relationships and personal boundaries with children and young people ▪ emotional resilience in working with challenging behaviours; and ▪ attitudes to use of authority and maintaining discipline
Skills and Abilities	<ul style="list-style-type: none"> ▪ Alignment with the school's ethos ▪ Relentless drive to do whatever it takes to ensure all students succeed. ▪ The belief that with the right environment all of our students are able to excel at university, or in a meaningful alternative ▪ The courage and conviction to make a difference. ▪ Commitment to improving student learning and raising achievement ▪ Enthusiasm to inspire in students a desire to learn and participate ▪ Knowledge and understanding of recent legislation, development and initiatives in secondary education 		<p>Application form, references and interview</p>

	<ul style="list-style-type: none"> ▪ An excellent classroom practitioner ▪ An effective communicator and motivator of students ▪ Ability to enable and empower others. ▪ A team player with the ability to establish good working relationships with staff, pupils and parents. ▪ The ability to communicate clearly and concisely both verbally and in writing at all levels ▪ The ability to support students and respond to parents/carers through fluent and accurately spoken English. 		
Personal Qualities	<ul style="list-style-type: none"> ▪ A capacity for hard work ▪ Ability to have the vision to plan the way ahead and to get things done ▪ The ability to listen and communicate effectively. ▪ Empathy and the ability to understand the needs, aspirations and motivation of individuals and groups. ▪ The ability to influence and motivate others. ▪ Able to lead a team and get the best out of staff and students ▪ Sustain energy, optimism and motivation in the face of pressure and setbacks. ▪ Stay calm in difficult situations and maintain clarity of vision. ▪ Enthusiasm for, and readiness to accept, change ▪ A commitment to justice, quality of opportunity and to comprehensive education ▪ Good ICT skills ▪ Ability to work on own initiative ▪ Ability to take responsibility for planning own workload and commitments ▪ Ability to keep to deadlines ▪ Ability to be supportive ▪ A sense of humour, warmth, energy, stamina 		Application form, references and interview

	<ul style="list-style-type: none"> and resilience ▪ Good record of attendance and punctuality ▪ Willingness to reflect upon his/her experiences in a critical and constructive manner 		
Education and qualifications	<ul style="list-style-type: none"> ▪ Honours Degree ▪ DfE recognised Qualified Teacher Status ▪ Evidence of continuing professional development ▪ Evidence of keeping up to date with educational thinking and knowledge 		Application form and references

The Four Stones Multi Academy Trust is committed to safeguarding and promoting the welfare of children and young people and expect all staff and volunteers to share this commitment

Issued by: _____

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