

ELIZABETH GARRETT ANDERSON SCHOOL

Head of Year (Maternity cover) term time only

Elizabeth Garrett Anderson is a vibrant 11-16 girls' school which celebrates learning and achievement within an inclusive environment where every student is inspired to meet her potential without limits.

It is expected that the post holder will carry out his/her responsibilities within this philosophy.

Heads of Year are key in ensuring students are inspired to achieve more than they ever believed was possible. This is done by empowering students to learn and overcome any barriers they face. Enabling our students to be a force for good both in school and beyond.

All job descriptions define the responsibilities of the post holder as being:

- Under the reasonable direction of the Headteacher to carry out the professional duties of a school teacher as set out in the current School Teachers' Pay & Condition Document. (STPCD)
- To comply with Health and Safety at Work Legislation
- To work within Equalities and Safeguarding requirements
- To comply with GDPR requirements

Job descriptions are subject to review and amendment.

Purpose of the Job:

To lead a team of tutors in creating a positive inclusive learning ethos in the year group, in which each student is sufficiently supported and motivated to achieve the best possible learning outcomes.

Responsible to:

Senior Leader

TLR Code:

PO5

Responsible for Line Managing:

The team of tutors and pastoral manager (If a teaching Head of Year) for the year group

All post holders will be responsible to the Headteacher and Senior Leadership Team of the school for ensuring the general good order and discipline of the school, and in the implementation of all policies. All staff are expected to have a clear understanding of the vision, aims and ethos of the school and an awareness of its role in the community. It is essential that the academic and pastoral frameworks of the school are seen as inter-related.

Areas of Responsibility:

Leadership and Management

- To actively promote the school's ethos of learning without limits;
- To lead, monitor and actively support the work of tutors in order to create a learning atmosphere in which each individual student is confident and able to progress academically;
- To be responsible for the induction of new tutors;
- To be responsible for overseeing the development of ECTs as tutors who have been assigned to the year group;
- To use data on the year group with regard to attendance, punctuality, behaviour, learning and conduct in order to look for patterns, produce data and case studies, formulate strategy, launch initiatives and evaluate impact;
- To deliver whole staff and individual CPD;
- To engage stakeholders and encourage parental communication;
- To oversee the safeguarding and wellbeing of the year group;

Teaching and Learning / Assessment

- To actively promote a positive learning ethos within the year group and be responsible for ensuring that the Year is a vibrant learning experience for all students by organising events that build self-esteem and motivate learners;
- To design and implement the pastoral curriculum and lead on the four pastoral strands;
- To promote excellent character values in the year group;
- To celebrate academic success at all levels;
- To work collaboratively with the IAG team to ensure all students have appropriate information, advice and guidance to support the options process;
- To be in regular dialogue with HOFs/HODs regarding the progress of the year group and to monitor their overall attitude to learning with a view to early intervention;
- To monitor the academic progress of tutor groups by making regular visits to a wide variety of lessons, tutor groups as well as meeting individual students and groups of students;
- To lead on pastoral team reviews;
- To work collaboratively with Leadership and Examinations Manager to ensure the smooth running of internal and external exams and assessments;
- To analyse in detail progress and assessment data across subjects for the year group and coordinate interventions as appropriate in consultation with HOFs;
- To have a good working knowledge of interventions in place to support students in the year group at all academic levels and students in receipt of pupil premium;
- To work collaboratively with the SEN team to identify and support students who have barriers to learning;

- To coordinate Pupil Support Panels, having gathered relevant information on the students, including individual data and evidence of previous interventions with outcomes;
- To coordinate arrangements for reporting to parents on pupil attainment and progress (progress review information);
- To organise and evaluate Parents' Evenings;
- To lead events/ drop days for the year group e.g Induction, including e-safety (Year 7); Year building, such as humanutopia (Year 8); Option Choices (Year 9); Options reviews and work experience (Year 10) ; revision, graduation prom and the progression of Year 11 students to post 16 Education;
- To liaise with external support agencies in regard to students who have significant barriers to learning;
- To be responsible for mentoring individual students as required;
- To be responsible for setting and updating the Year noticeboard;
- To be responsible for the induction of mid phase admissions.
- To promote the out of hours activities available to the year group and monitor the uptake of these opportunities across the cohort;
- To ensure there are effective student voice opportunities across the course of the academic year;
- To produce referral documents as required for external providers/agencies;
- To be responsible for monitoring pupil mobility;

Ethos

- To promote the four pastoral strands and character education (social development, cultural development, personal development and raising aspirations);
- To lead year assemblies and to contribute to joint assemblies and TFTWs as appropriate;
- To work proactively within the framework of the school's system of rewards and sanctions, ensuring that there is an emphasis on rewards as a means of motivating students;
- To support tutors in monitoring behaviour and in intervening effectively when there are engagement concerns;
- To contact parents by letter/telephone/email/interview to foster good relationships as well as when concerns arise;
- To organise reflection sessions and any other sanctions specific to the year group;

Attendance

- To actively encourage good attendance and punctuality through assemblies, year group campaign and in communication with parents;
- To interrogate attendance data effectively and put in place individual intervention strategies for students whose attendance is cause for concern;
- To implement the school's attendance protocols;
- To meet with the attendance officer to discuss the attendance of the Year group and action any plans produced from these discussions;
- To produce referral documents required for the local authority or when court action is involved;
- To run the year group punctuality system to promote student punctuality including support for the Punctuality and Attendance Support Sessions;

Staff Development

- To be responsible for helping to identify and address the development needs of all members of the team, including addressing under performance with support and guidance from the Line Manager;
- To keep up to date with initiatives relating to student development well-being and resilience;
- To develop individual members of the team as required, through appropriate methods e.g. coaching;
- To support the work of 'The Space', including referrals, monitoring and follow up support.

Monitoring

- To lead the team in effective self-review, feeding into the whole school review process;
- To ensure that there is effective monitoring of student engagement progress, assessment and learning;
- To ensure that external agency support is monitored by close liaison with school support staff;
- To monitor student welfare and attendance, including students on part time timetables and those attending alternative provision, including home visits and visits to placements and accurate record keeping;

Other responsibilities:

- To contribute to the implementation and development of whole school policies and practices;
- All other duties as required by the Headteacher, within the framework outlined in national guidelines;

Specific Duties for the Post

Each Head of Year has duties specific to a year group as outlined below and the specific duties will alter when a Head of Year moves a cohort through the school.

Year 7

- Oversee Year 6/7 transition.
- Attend LBI transition meetings
- Liaise with the main feeder primary schools.
- Work collaboratively with the SENCO and mentors in primary schools to ensure a smooth transition for students who have learning difficulties or barriers to their learning.
- Set up Year 7 tutor groups.
- Have an awareness of all primary liaison activities.
- Organise Year 6 Taster Day.
- Work collaboratively with the Line Manager to
 - organise Year 6 interviews
 - organise Year 7 Welcome Evening
 - organise Year 7 induction in the first weeks of term
- Undertake detailed analysis of KS2 data and Year 6/7 CATs.

Year 8

- To ensure the students are supportive role models for the incoming Year 7 students
- To ensure there are experiences and opportunities that are an entitlement for the year group

Year 9

- Working collaboratively with leadership to ensure students choose options that enable their long term success.
- To work collaboratively with the IAG team to ensure all students have appropriate information, advice and guidance

Year 10

- To work collaboratively with the IAG team to ensure all students have appropriate information, advice and guidance.
- To work with the Careers, lead to ensure work experience is a success for all students.
- To work with pupil voice coordinator to ensure the student leaders are an effective student body across the school.

Year 11

- To organise formal graduation celebrations.
- To organise prom and year book
- To ensure all students have a CV, careers advice interview and complete college applications.
- To organise the academic mentors for Year 11 students.
- To ensure quality references are written for students by tutors.

Whilst every effort has been made to explain the main duties and responsibilities of the post each individual task may not be identified.

Person Specification

E = Essential D = desirable

- Ability to use assessment data as a tool for improving standards. **(D)**
- A commitment to raising student achievement. **(E)**
- Knowledge of strategies to address barriers to learning. **(E)**
- Evidence of leadership skills and potential. **(E)**
- Ability to lead a team. **(E)**
- Ability to monitor and evaluate the work of others. **(E)**
- A commitment to school and national policies. **(E)**
- A commitment to inclusion and equal opportunities. **(E)**
- A commitment to working within the safeguarding framework which protects students from harm. **(E)**