



Mossbourne  
Federation

# Head of Year

# Job Description

Date last reviewed on:	28/03/2025
Date to be revised on:	



<b>POSITION</b>	Head of Year
<b>SALARY</b>	Teacher main pay scale + Mossbourne main pay scale allowance £1,600.00 + TLR/UPS +TLR
<b>START DATE</b>	1st September 2025 [INSET Days 27th -29th August 2025]
<b>HOURS</b>	40 hours per week
<b>FULL TIME EQUIVALENT</b>	Full Time, 52 weeks per annum
<b>CONTRACT TYPE</b>	Permanent
<b>RESPONSIBLE TO</b>	Head of School
<b>RESPONSIBLE FOR</b>	The attendance, welfare, organisation, and discipline of a year group
<b>LOCATION</b>	Mossbourne Community Academy
<b>KEY WORKING RELATIONSHIPS</b>	SLT, ELT, teachers, students and parents

### Background

Mossbourne is the realisation of Sir Clive Bourne’s dream to provide the children of Hackney with an outstanding education. Mossbourne is built on a formula of high expectations, doing the simple things right, and the belief that all children can succeed. All learners, regardless of ability, benefit from the innovative and enlightened approaches to teaching and learning. The Federation’s calm working atmosphere creates well-rounded individuals who excel in the arts, on the sporting field and academically.

The Mossbourne Federation consist of seven academies: Mossbourne Community Academy (MCA), Mossbourne Fobbing Academy (MFA), secondary and sixth form, Mossbourne Victoria Park Academy (MVPA), Mossbourne Port Side Academy (MPA) secondary, Mossbourne Parkside Academy (MPA), Mossbourne Riverside Academy (MRA), Mossbourne Herd Lane Academy (MHA) primary.

The Mossbourne Federation is actively seeking to increase the proportion of our workforce who come from diverse backgrounds. We particularly welcome applications from people of Black, Asian and other minority ethnic descent. Injustice, discrimination and intolerance go against the core tenets of the Mossbourne ethos. We actively reject discrimination in our academies through continuous review of our working policies & practices across the federation, including at board level. We are committed to developing & supporting inclusivity, diversity & anti-racism in every facet of what we do.

### Mossbourne Community Academy (MCA)

The Mossbourne Federation’s flagship academy, Mossbourne Community Academy (MCA) is built on high expectations and doing right by the students in our care. We are driven to ensure that MCA students have future choices and opportunities, succeed in their chosen career pathways, and make positive contributions to society. MCA has not only changed the face of education in Hackney but has also raised the bar in educational expectations to the highest level; we achieve recognition, nationally, and annually, for setting a new benchmark for non-selective comprehensive education. All students, regardless of race, gender, background, or ability, are encouraged to achieve their true potential and the behaviour of our students is exemplary. With outstanding GCSE and A-level results, year on year, Mossbourne Community Academy is placed within the top 1% of schools in the country. We are tremendously proud that our most recent Ofsted Inspection, dated November 2021, judged the academy as ‘outstanding’ and starts with the sentence ‘Mossbourne Community Academy changes student’s lives for the better’, because that is what we do, year on year. In 2023, Mossbourne Community Academy was named the top comprehensive school in London in The Sunday Times ‘Good Schools Guide’, the 5<sup>th</sup> most oversubscribed school in England and the most oversubscribed school in London. Such recognition is a testament to the pride, hard work and dedication of our staff body, students, and parents.

If you want to be part of the team that is improving the life chances of our students, then read on.



### **The Pastoral Team**

The Pastoral Team consists of the Vice Principal Pastoral, the Head of School, the Heads of Year, Assistant Heads of Year and the Pastoral Administrator. The Pastoral Team are essential in maintaining the purposeful, disciplined and nurturing environment, in which Mossbourne students excel. The Pastoral Team are crucial to ensuring an environment where expectations are high, understood by all students and upheld by all staff – they maintain the bedrock upon which the delivery of outstanding teaching and learning is made possible.

Everything we do is built on the conviction that learning and safeguarding come first. We expect the highest standards of behaviour so that our students can focus on learning in an environment that supports them to feel and be safe. This means our teachers plan and teach lessons with great care and detail to ensure that all of our students acquire the knowledge, character and qualifications they need to reach their potential. The Pastoral Team are at the forefront of the promotion and protection of this environment. The Pastoral Team are always highly visible around the Academy. The Pastoral Team are also the Safeguarding Team (Designated Safeguarding Leads) at the Academy and demonstrate outstanding commitment towards the safety and wellbeing of the students under our care.

### **Job Summary**

We are looking for an outstanding teacher, with experience in the pastoral field and passion for ensuring that all students believe in their worth and are equipped with the tools to succeed both inside and outside the classroom. We are looking for a Head of Year who does not give up on the children in their care. A Head of Year is a key role within the pastoral structure of the Academy and is essential in maintaining the purposeful and disciplined environment in which Mossbourne students excel.

The successful candidate will join our dynamic Pastoral Team reporting directly to the Head of School. They will lead a team of form tutors and an Assistant Head of Year, taking overall responsibility for the organisation, welfare, and discipline of the year group and in the identification of students who require guidance and support.

The Head of Year is expected to embrace a sense of ‘ownership’ of the Year group, and of the students within their care. The position requires a candidate who is robust, rigorous and who believes in the importance of paying attention to detail. The position is both demanding and rewarding and requires an outstanding teacher with the ability to multi-task and prioritise demands. Liaison with parents and external agencies is an important aspect of the job. The Academy invites applications from candidates who will be well-organised, creative, willing to ‘go the extra mile’ and who will be focused on the attainment of all learners, accepting no excuses for underachievement.

### **Main Duties & Responsibilities**

The post holders key responsibilities are, but not limited to:

- To ensure that outstanding attendance is promoted in the year group by the rigorous scrutiny of registers, working alongside the academy Attendance Officer and Education Welfare Officer
- To ensure that the team of form tutors meet regularly and understand and implement Academy policies and protocols
- To support and take assemblies. The HoY should be prepared to participate in the assembly scheduling.
- As part of the pastoral support systems, the Head of Year must monitor students’ academic progress and collaborate with the person responsible for assessment, Heads of Learning Area and the Senior Leadership Group in selecting students for further intervention.
- To support assessment and monitoring procedures, specifically Parent Consultation Evenings for the year group.
- To ensure that students’ individual planners are properly kept and signed every week by both form tutors and parent.
- To lead, assist and monitor Assistant Heads of Year and form tutors.
- To ensure that students line up calmly outside the building and enter the Academy in an ordered and sensible manner at the start of every day.
- To meet with parents, external agencies and other professionals when necessary.
- To meet regularly with the Academy SENCO and maintain a sound knowledge of students in the year group on the SEN Register.



### Parents

- To relate warmly to, and establish supportive and professional relationships with, students and their parents.
- To maintain flexible and appropriate communications; to have the ability to draft letters that are warm and clear, understood by parents and which establish the correct tone.
- To listen to parents when they are unhappy and deal with any issues calmly and objectively, whilst upholding the Academy's core values.
- To offer practical help and follow it up by putting parents in touch with appropriate support agencies.
- To arrange meetings with parents in order to acquaint them with school policy, or to discuss the welfare and general problems arising with any particular child.

### Students

- To address students in a suitable style, tone and content for occasions such as line-up, lesson transition and weekly assembly
- To meet with students individually and give appropriate advice
- To congratulate students on achievement both publicly and privately
- To counsel students as to the inappropriateness of their actions – using face-to-face opportunities to help students consider their situation and to make informed decisions for themselves
- To interpret attainment data– and take the necessary steps to support underachieving students
- To pass on full records and information when students transfer to the care of another Head of Year or establishment
- To initiate 'immediate reports' on individual students when necessary
- To initiate and co-ordinate, when necessary, Pastoral Support Plans, Behaviour Support Plans, and Attendance Support Plans and any other support strategy to help students modify inappropriate and/or poor behaviour
- To make referrals to other relevant, professional external agencies when necessary
- To undertake training to become a Nominated Safeguarding Children Advisor and lead on Safeguarding for the year group.

### Discipline

- Heads of Year are key people in the maintenance of good order and discipline in the school and must understand that their disciplinary role extends beyond their year group. They must be active and involved around the school at all times – particularly at vulnerable times of the school day (before school starts, break, lunchtimes and after school). Therefore, the maintenance by Heads of Year of a high profile in corridors and playgrounds is essential.
- Heads of Year should also involve themselves in other important areas outlined below:
  - Dismissal at the end of the Academy Day
  - Behaviour of students across the curriculum
  - Monitoring and tackling underachievement in liaison with HOLAs
  - Behaviour of students in the lunch hour and at the end of the Academy Day in the local community
  - Heads of Year should encourage good attendance and discourage students from the path of non-attendance
  - Encourage students to take on extra responsibilities



Person Specification				
E Essential Or D Desirable	Requirements	Assessment Criteria		
		App Form	Task	Intervi ew
<b>Experience</b>				
E	An outstanding classroom practitioner with demonstrable pastoral experience	X	X	X
E	Ability to teach your subject across key stages	X	X	
E	A track record of supporting students to achieve superb outcomes in your subject area	X	X	X
E	Ability to pay attention to detail regarding expectations for students and staff	X		X
E	Ability to select and devise appropriate teaching methods and resources to meet the differing needs of students in practical and written work	X		X
E	To be exacting and comprehensive regarding record keeping	X	X	
E	Ability to work independently and as part of a team		X	
E	Ability to develop and maintain positive relationships with teachers, support staff and parents	X	X	
E	Excellent classroom management and efficient organisation of resources	X	X	X
<b>Qualifications</b>				
E	A good degree in a relevant subject	X		X
E	Qualified Teacher Status (QTS)		X	
<b>IT knowledge</b>				
D	Expert knowledge of the Microsoft package (Word, Excel, Outlook, Publisher, Power Point)		X	
D	Ability to swiftly adapt to and utilise new/various systems/software		X	
D	Capable of making effective and appropriate use of ICT in lesson delivery and within the learning area		X	X
<b>Behavioural Competencies</b>				
E	Superb communication and interpersonal skills	X		X
E	The ability to set, monitor progress towards, and achieve short, medium and long term targets for your area of responsibility	X	X	
E	Ability to manage meetings of a potentially challenging nature with confidence and professionalism	X		
E	Ability to prioritise workload in response to students needs and safety	X		
E	The upmost integrity and high levels of motivation and commitment.	X		
E	Ability to work effectively and calmly under potentially pressured circumstances	X	X	



E	Ability to efficiently organise lessons and resources under potentially pressurised circumstances	X	X	
E	Genuine interest and passion for the education of young people and the ability to contribute more widely to the life and community of the Federation	X	X	
<b>Applicable to all staff</b>				
E	Undertake training as required to fulfil the requirements of the role	X	X	X
E	Support Mossbourne through your actions & attitude, adjusting performance and practice in accordance with Federation initiatives and directives.	X	X	X
E	Recognise your role as part of the success of Mossbourne.	X	X	X
E	Play an active role in the safeguarding of all students and adults.	X	X	X

***Mossbourne Federation reserves the right to modify this job description to ensure the needs of the Federation & students are met.***

***The document is not a comprehensive list; it simply outlines the expectations of this role.  
This post is subject to an enhanced DBS disclosure. The post holder must be committed to safeguarding the welfare of children.***