**Post Title:** Head of Year (Non-teaching)

**Responsible to:** Assistant Headteacher

**Responsible for:** n/a

**Terms:** Grade 5 – 37 hours per week, 39 weeks per year (term time plus PD days)

# Main Purpose:

Heads of Year play a key role in maintaining, supporting, and developing relationships across the school as a part of the BRIEF model. This is a key role within the relationships team of our school and is essential in establishing the trauma informed Protect, Relate, Regulate and Reflect environment in which students can thrive.

**General Responsibilities**

All school staff are expected to:

* Work towards and support the school’s strategic vision and the objectives.
* Adhere to school policies and procedures as set out in the staff handbook or other documentation available to all staff.
* Support and contribute to the school’s responsibility for safeguarding students.
* Work within the school’s health and safety policy to ensure a safe working environment for staff, students and visitors.
* Maintain high professional standards of attendance, punctuality, appearance, conduct and positive, courteous relations with students, parents and colleagues.

#### Specific Responsibility

**Student Behaviour**

* To respond to students’ issues with empathy and enable students time to reflect on their behaviour. Working with the trauma responsive model of Protect, Relate, Regulate and Reflect.
* Ensure the school’s Relationship Policy is applied consistently and fairly
* Engage with the Oasis team to ensure students are supported with dysregulated behaviours and can regulate and be ready to learn.
* Work with staff and students to ensure positive attitudes to learning and safe and respectful behaviour around the school. This will include supporting staff in maintaining the agreed pupil codes of conduct
* To be a presence in the school corridors, outside spaces, atrium at busy times to ensure students feel protected and supported.
* Be a part of the Showcase and Support rota, alongside the Oasis team to pick up dysregulated students and be present in lessons where great work, behaviour or attitudes can be identified. Need to reword this bit (SAS is patrol)
* Ensure that the school’s policy on uniform is applied consistently and fairly
* Evaluate student attendance and develop strategies for improvement, where necessary meeting regularly with the Senior Leader with responsibility for attendance, the School Attendance Officer, and the Educational Welfare Officer
* Where appropriate coordinate and oversee referrals to outside agencies, after the student has been referred to the Oasis consultation.
* When appropriate liaise with outside agencies to support individual student’s behaviour
* Have overall responsibility for students within the year who are on target cards
* Oversee/set up/monitor Suffolk Pupil Support Framework and Behaviour Support Plans
* Mediate disputes between students using the Regulate, Relate, Reflect model.
* Be available at break and lunch time for students
* Support students during vulnerable or challenging times using trauma informed language of WINE.
* Assist with first aid as required: undertaking any necessary training

**Safeguarding**

* Be responsible for the safeguarding of students for your designated year group, as a senior member of the Safeguarding Team, under the management of the Assistant Headteacher for Safeguarding.
* Use recording procedures accurately and in a timely manner
* refer cases of suspected abuse to the local authority children’s social care as required
* refer cases where a crime may have been committed to the Police as required
* Attend Child Protection meetings with external agencies
* undergo training to gain the knowledge and skills required to carry out the role. This training should be updated at least every two years
* The designated safeguarding lead should undertake Prevent awareness training.
* Where children leave the school or college ensure their child protection file is transferred to the new school or college as soon as possible. This should be transferred separately from the main pupil file, ensuring secure transit and confirmation of receipt should be obtained.

**Leading Others**

* Be the role model to students and staff by adopting the trauma responsive model (PRRR – WINE) in all dealings with students in the capacity of Head of Year.
* To champion school expectations and procedures
* Develop positive working relationships with and between students and staff.
* Quickly and efficiently follow up any student concerns.
* Support the performance management process for some staff as required/requested and further develop professional effectiveness
* Lead year group assemblies
* Lead tutor team meetings
* Develop an appropriate programme of tutor activities for all students in the year group
* Ensure that tutors carry out their duties modelling PRRR and WINE
* Observe tutors during tutor periods and provide evaluative feedback on the effectiveness of strategies employed so that further improvement is brought about
* Disseminate examples of good tutor group activities to the rest of the year team
* Develop the skills of the tutors to allow them to successfully guide students using WINE language and IAG skills.
* Ensure that all tutors are aware of the inclusion needs, including liaising with the Oasis team of all their students and make appropriate provision for this
* Deploy attached tutors effectively and fairly
* Develop a Year Group Improvement Plan annually that incorporates all aspects of the BRIEF model where appropriate

**Monitoring and Evaluation**

* Have oversight of all students as they are supported and monitored by tutors/staff/Oasis team.
* Monitor and analyse emotional regulation in order to support staff with trauma informed emotional regulation strategies.
* Target students whose dysregulation is giving cause for concern and take the apporpriate action enabling students and staff to regulate and reflect.

**Guidance and Support**

* Take steps to ensure that students who are experieneing trauma or emotional dysregulation due to trauma (not necessarily due to school) are appropriately supported using PRRR model and by liaising with the Oasis team.
* Attend all Oasis consultation meetings to refer students to the appropriate SEMH support.
* Oversee the support and guidance of students at critical times during the school year.
* Enagage with the Futures co-ordinator to ensure that appropriate IAG has been offered.
* Keep in contact with parents and carers of students within the year group. All queries by parents and carers to be acknowledged by the HOY within 24hrs of the school’s receipt of the query
* Liaise with the Family Engagement Oficer to ensure families are support with SEMH/EBSA issues.
* Support and monitor students who are new to the school

This job description is intended as a guide only and not as an exhaustive list of duties. The post holder will be asked to carry out tasks that are not specifically detailed on this job description but which are deemed appropriate for the post holder to fulfil, either by the Headteacher or another member of the Senior Leadership Team.

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|  | **Essential** |
| **Qualifications** | * Designated Safeguarding Lead training or willingness to undertake
* Level 3 English and Maths
* Computer literate
* Evidence of further professional development and training is desirable
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| **Skills, Knowledge and Experience** | * A commitment to safeguarding and promoting the welfare of children and young people
* An appreciation of the need for complete confidentiality of all pupil , personnel and financial matters connected with the school.
* Be a successful leader and manager who has led, implemented and managed change
* Have a growth mind-set, inspiring others and leading by example
* Understand how to promote student well being
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| **Personal Qualities** | * An interest in the education and development of children
* Ability to be self-reflective whilst working with students and in personal and professional development and in supervision.
* Energy and enthusiasm
* Resolve
* Determination and resilience
* Consistency
* Honesty
* Integrity
* Ability to empathise
* Non judgemental
* Good sense of humour
* Team Player
* Use initiative and creativity
* Excellent interpersonal skills
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