Head of Year (Non -Teaching)
JOB DESCRIPTION

Role Purpose:

The purpose of this role is to oversee the general welfare, progress, behaviour and overall pastoral needs of students in a specified year group and to address pastoral needs of students who require assistance in overcoming barriers to learning in order to achieve their full potential.

Key Accountabilities:

Reporting to SLT link, this post holder will be accountable for:

General duties and responsibilities

- To lead on co-ordinating appropriate interventions for students in your year group whose attendance, behaviour or achievement is a concern
- To manage and implement all required sanctions
- To advise first aid staff on sending sick students home, where applicable
- To follow all safeguarding procedures and to work closely with child protection leads to ensure identified students are closely monitored.
- To contribute ideas to the development and improvement of pastoral support assisted by information and experiences of good practice in other establishments
- To co-ordinate delivery of the pastoral curriculum, liaising with other Heads of Year to ensure continuity and progression of pastoral provision throughout the academy.

Pastoral Support

- To provide intervention strategies to students who experience barriers to their learning.
- To liaise with relevant colleagues to agree appropriate mentoring for any disadvantaged or disaffected students not already identified and/or those at risk of disengagement.
- To work with identified vulnerable students and any others requiring support.
- To work with students and in partnership with parents, appropriate staff and other agencies to bring about improved behaviour and attendance at academy.
- To liaise with external agencies regarding student welfare, pastoral, transition, health and attendance issues and ensure that all staff are aware and act on this information.
- To provide support for staff by attending liaison meetings with them
- To challenge and motivate students, promote and reinforce self-esteem, and support students' access to learning using appropriate strategies and resources
- To support and mentor students who are consistently making poor choices to resolve issues that are creating barriers to learning.
- Calm and diffuse difficult situations involving students, staff and parents
- To encourage students to become more actively involved in academy life including charity and community work
- To plan, co-ordinate, deliver and support pastoral assemblies and form activities

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- To support and organise student transition between years
- To track and monitor targeted students where there are concerns over attendance (e.g. attendance deteriorating or returners to school) in partnership with existing academy systems
- To act as a role model to students and approach and question students on behaviour, punctuality and dress through the academy day
- To arrange and support managed moves
- To manage students on Behaviour Support Plans
- To support students working with external agencies such as CAMHS and complete referrals (in liaison with SENCo)
- To provide rapid/immediate response to staff when there are incidents on and off site and follow up as soon as possible with students and families
- Detention duties as required

Monitoring and Evaluation

- To work with SLT and staff to co-ordinate, monitor and evaluate the effectiveness (and consistency) of all achievement/pastoral support strategies, sanctions, communication & record keeping
- To be responsible for analysis and reporting on behaviour and attendance in relation to vulnerable groups including LAC, FSM, DSEN, ethnicity and any other identified groups.
- To work with staff in managing, implementing and evaluating parental engagement systems to improve student engagement including reporting, parental meetings and mentoring
- To ensure all documentation and records relating to behaviour, achievements and extra-curricular participation of students are accurately maintained and processed appropriately in line with academy policies
- Ensure all dealings remain confidential and consideration given to all parties

Culture

- Responsible for the Health and Safety, security and welfare of self and colleagues in accordance with E-ACT's policies and procedures, reporting all concerns to an appropriate person.
- Responsible for working in accordance with E-ACT's policy relating to the promotion of Equality, Diversity and Inclusivity

Undertake any other duties appropriate to the grade of the post as requested by your Line Manager

E-ACT is committed to safeguarding and promoting the welfare of its students and expects all employees and volunteers to share in this commitment.

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PERSON SPECIFICATION

Whether you're a 3 year old in nursery learning to explore the
world around you, an 18 year old preparing to go to university, a new teacher understanding the demands of the job, a Head Teacher leading the learning in your academy, a member of the regional team ensuring efficient and effective operations or a trustee scrutinising and challenging the CEO, we want every single person within E-ACT to be driven by three core values:

- We want everyone to **think big** for yourselves and for the world around you;

- We want everyone to **do the right thing** in everything you do, even when this means doing something that's hard, not popular or takes a lot of time;

- We want everyone to show strong **team spirit**, always supporting and driving your team forward

We really believe that if we all do the right thing, support our teams and we all think big, believe big, act big, then the results will be big too!

This means that if you want to be part of E-ACT, you need to be able to embrace and embody these values in all that you do.

OUR VALUES

Thinking Big	- Show energy, enthusiasm and passion for what you do - Demand the highest quality in all that you do, and in the work of your team - Willing to champion new ideas and think beyond the status quo - Show an ability to think creatively and 'outside of the box' in your area of expertise, continually seeking improvements in what you do to make the organisation better - Be open to new ideas and change where it will have a positive impact on the organisation - Show a willingness to embrace different ideas and ways of thinking to improve E-ACT - Ability to 'look outside' – to continually learn about innovations in your field, new ways of doing things, and bring that learning into your work - Commitment to self-development, and developing your wider Team - Ability to self-reflect on yourself, your performance, and to think about how this could be improved further - Ability to encourage ideas from others in order to improve the organisation and build your team's confidence
Doing the Right Thing	- Have integrity and honesty in all that you do - Make decisions that are based on doing the right thing, even when this means that they're unpopular or will lead to more work

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	• Take responsibility and ownership for your area of work • Have difficult conversations or deliver difficult messages if that's what's required to do the right thing by our pupils • Be transparent and open • Be resilient and trustworthy • Stand firm and stay true to our mission
Showing Team Spirit	• Understand how you can have a greater impact as a team than you can as an individual • Understand how you are part of your immediate team but also a much wider organisational team, in working towards our mission • Recognise that everyone is important within E-ACT, and show an ability to build strong working relationships at every level • Recognise and celebrate the success and achievements, no matter how small, of your colleagues • Be generous with sharing your knowledge to help to develop others • Understand and be willing to receive suggestions and input on your area of work from others • Support your colleagues, even when this means staying a little later, or re-prioritising some of your work • Be aware of other peoples' needs and show an ability to offer genuine support • Show an awareness and respect for peoples' differences, and recognise how different characteristics and personal strengths build dynamic and great teams

KNOWLEDGE, EXPERIENCE & SKILLS

Requirement	Assessed at
E – Essential	**A –** Application Stage
D – Desirable	**I –** Interview Stage
	P – During the probationary period

		E	D	A	I	P
Organisational Fit	Thinking Big	X		X	X	X
	Doing the Right Thing	X		X	X	X
	Showing Team Spirit	X		X	X	X
Knowledge	Minimum of 5 GCSEs including Maths and English (grade 4-9) or equivalent	X		X	X	
	Understanding of the national curriculum especially core subject areas	X		X	X	
	Demonstrable understanding of young peoples' social, emotional and educational development needs	X		X	X	X
	Understanding of 'Early Help' strategy, policies and protocols		X	X	X	X
	Knowledge of safeguarding and child protection issues and procedures	X		X	X	X
	Knowledge of the issues related to working with children who reside in areas of high socio-economic deprivation	X		X	X	X
	Recent and relevant CPD	X		X	X	X
	Counselling/mental health/behaviour improvement qualification		X	X	X	X
Experience	Proven record of raising standards and pupil achievement	X		X	X	X
	Experience of developing effective strategies to overcome barriers to learning	X		X	X	X
	Minimum 3 years' experience in a similar role in a school environment	X		X	X	X
	Experience of working with children or young people who are vulnerable or disaffected	X		X	X	X
	Experience of supporting the social, emotional and educational development of students	X		X	X	X
	Experience of dealing with difficult and challenging behaviour	X		X	X	X

	Experience of working with and preparing documentation for external agencies			X	X	X	X
Skills	Effective behaviour management skills	X		X	X	X
	Ability to build and maintain effective working relationships with pupils and parents/carers	X		X	X	X
	Ability to build and maintain effective working relationships with internal colleagues and external agencies	X		X	X	X
	Ability to communicate effectively with a wide range of stakeholders using a variety of media	X		X	X	X
	Ability to hold difficult conversations confidently and effectively	X		X	X	X
	Ability to prioritise workload effectively to meet deadlines and work under pressure	X		X	X	X
	Ability to use ICT equipment and software such as spreadsheets, databases and other packages effectively	X		X	X	X
	Ability to deal with sensitive and confidential pupil information in line with GDPR requirements	X		X	X	X
	Ability to build and maintain effective working relationships with pupils and parents/carers	X		X	X	X
	Ability to build and maintain effective working relationships with internal colleagues and external agencies	X		X	X	X

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