



Trinity Academy

Head of Year

Job description

Job title	Head of Year
Location	Trinity Academy
Salary	<p>SCP 28 - 32 + R1</p> <p>Before Sept '25 uplift</p> <p>FTE £33,144 - £37,092 + £3,387</p> <p>Actual £29,702 - £33,240 + £3,387</p>
Role Summary	To embrace the values of Trinity Academy ensuring that every child achieves their absolute best by providing support for students' academic achievement and all aspects of their pastoral care.
Working pattern	37.5 hours per week
Responsibilities	<p>At Trinity Academy, pastoral support for students is provided by Pastoral Support Leaders (PSL) and Heads of Year. Heads of Year support students' academic achievement by managing many aspects of their pastoral care. They are forward-thinking, seek to actively 'add value' and use their initiative to improve the provision we have to support students. The role will involve working with Assistant Headteachers responsible for Safeguarding, Attendance and Behaviour and subject teachers to determine the best support and intervention strategy, evaluate the impact of such provision for vulnerable students, lead meetings with parents/carers, students and outside agencies etc. There is an expectation to work after school in meetings with students, parents/carers or other vital tasks which will be negotiated with your line manager.</p> <p>This job is suitable for someone who is experienced in working with young people in a school setting and has a track record of impact. They will need drive and determination to ensure that every student receives the support they need to be the best version of themselves. They will need to provide strategic leadership, have great people skills and deeply care for all young people</p>



Specific Responsibilities

- Take strategic responsibility for the pastoral care of a given year group
- To analyse data from a variety of sources to spot patterns of behaviour, inform, implement and monitor systems to secure good patterns of attendance and punctuality in your Year group(s).
- To provide support for vulnerable and at risk students and their families within your year group(s).
- To disseminate relevant information as required to relevant Academy staff, students, parents and external agencies.
- To maintain positive and regular Academy – Parent – Student communication.
- To undertake daily duties which support the day to day running of the school.
- Where necessary, manage and investigate any issues arising and ensure that appropriate actions are followed through.
- To coordinate Restorative Justice interventions.
- To work with individual students and their families when issues from home are affecting or likely to affect their performance/attendance/behaviour at the Academy.
- To monitor and respond to the year group's non-attendance and minimise non attendance by working with the attendance officer using a variety of strategies to ensure a positive impact.
- Ensure maintenance of accurate student records in a variety of formats (spreadsheets, databases etc.) and full compliance with Data Protection and Freedom of Information regulations.
- Ensure that all liaisons with external agencies are appropriate to need and effective to support the personal and educational development of learners, including those students considered being "at risk".
- Contribute to the development of the PSHCE curriculum and drop down days.
- Run Trinity Support Plans for students who meet relevant triggers.
- Oversee the reintegration post suspension/ post bespoke timetables.
- Any other such duties as may, from time to time, be reasonably required by the Principal.

Note: The duties outlined in this job description may be modified, with your agreement, to reflect or anticipate changes in the job, commensurate with the salary and job title. This document does not form part of your contract of employment with the school.

Reporting to

Assistant Headteacher



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Safeguarding

We are committed to safeguarding and promoting the welfare of children, young people and adults and expect all staff and volunteers to share this commitment. All posts at Cathedral Schools Trust are subject to pre-employment checks including, but not limited to, initial and periodic enhanced level checks with the Disclosure and Barring Service.



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Person Specification

We are committed to creating an inclusive working environment. If you are excited about this role and can demonstrate many but not all of the areas below, we would encourage you to apply as you may just be the person we are looking for.

The listed criteria will be reviewed across the stages of our recruitment process, including application form, personal statement (within the application form), interview, references and certificates.

Skills and personal attributes:

(Personal competencies, qualities, attitude and behaviours that will allow you to perform effectively in the role, ensuring the safeguarding and welfare of children and young people)

Essential for this role:

- Ability to manage time effectively, organise & prioritise workloads and work proactively to ensure objectives are fulfilled.
- Ability and willingness to work cooperatively as part of a team
- Ability to help us build on the breadth of the educational experiences we offer both in and out of the classroom.
- Respect for the professional expertise of others.
- To be a person filled with hope and possessing an unshakable belief in students' entitlement to a world class education, whatever their circumstances and ability.
- Excellent communication skills, both orally and in writing
- Enthusiastic, perceptive and fair.
- Ability to provide guidance, advice, instruction and support and challenge students and staff.
- Ability to communicate with care and respect to students, staff, parents and carer
- A personal commitment to quality and excellence that will take the Academy forward.
- Genuine care for all students, especially the disadvantaged and vulnerable

You are likely to have:

- Good sense of humour
- Ability to handle information securely and confidentially.

- Record of developing and maintaining good relationships with students and wider school community.
- An understanding of the needs and values of different communities, in particular the different cultures the Academy serves.

You may have:

- Evidence of innovative and effective pastoral interventions to improve student engagement
- Ability to think and lead strategically
- Knowledge and expertise in how people learn.
- A clear vision on the position of student welfare and inclusion in the Academy over the next 5 years.

Knowledge and qualifications:

(Professional, technical or academic qualifications that you have achieved relevant to this role)

Essential for this role:

- Good GCSE English and Maths

You are likely to have:

- Degree or equivalent

You may have:

- Relevant further qualifications around pastoral care

Experience:

(Please draw upon experience and achievements gained through paid employment, voluntary work or personal life experience relevant to this role)

Essential for this role:

- A track record of high level pastoral care in a school
- High standard of written and verbal communication skills.

You are likely to have:

- Experience of working with young people in challenging circumstances
- Current successful school experience with a responsibility for student welfare / raising achievement.
- Experience of safeguarding and pastoral roles in schools.

You may have:



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- Experience of using a Management Information System preferably Arbor
- Experience of leading meetings
- Experience of leading or line managing others
- Experience of maintaining and manipulating computerised and/or paper based data/information.
- Experience of liaising with a range of stakeholders to find effective solutions

Cathedral Schools Trust is an equal opportunities employer and recognises the strength in diversity. Our schools have a wide range of cultural, socio economic and religious influences and we use this to ensure that we broaden our understanding of each other and the world. Applications are welcome from all suitably qualified candidates regardless of race, colour, nationality, ethnic or national origin, religion or religious belief, sex or sexual orientation, gender reassignment, disability or age, and maternity, marital or civil partner status. We particularly encourage applications from under-represented groups.

As part of our commitment to equal opportunities, we ask that all applications are made using our application form and are accompanied by an equal opportunities form. The equal opportunities form is anonymous and is not shared with the shortlisting panel.