



## **Head of Year**

### **JOB DESCRIPTION**

***Queensbridge School***

*Queensbridge Road, Moseley, Birmingham B13 8QB*

#### **Purpose**

- Proactively lead and manage the progress, attendance, behaviour, and well-being of your year group—leading with purpose, presence, and passion.
  - Ensure success is celebrated and underachievement is addressed in a timely manner.
  - Identify, coordinate, and drive tailored interventions that support students in overcoming barriers to attendance, progress, and conduct.
  - Proactively foster strong, collaborative relationships with parents and carers to build a consistent support network for every student.
  - Develop and deliver a high-impact year group improvement plan that aligns with school priorities and responds dynamically to student needs.

#### **Duties and Responsibilities**

- Champion the School Values and Pastoral Guide through consistent action and high expectations.
- Be the driving force behind the pastoral care of your year - embedding a culture of excellence in achievement, attendance, conduct, and student welfare across your year group.
- Ensure smooth transitions and continuity across key stages in collaboration with the wider pastoral team.
- Establish strong relationships with form tutors, set clear expectations, and create a team culture of high standards and shared accountability.
- Lead recognition systems with intent and pride—actively celebrating the successes of students and the year group as a whole.
- Be a main point of contact for your students and their families, resolving concerns efficiently and with care.

- Maintain accurate records of communication and safeguarding matters using SIMS and/or My Concern.
- Collaborate with SEND staff and external agencies to meet the full range of your students' needs—academic, social, emotional, and behavioural.
- Be an expert on your year group—engaging deeply with student information to have a deep understanding of your year group.
- Have a secure knowledge and understanding of the Working Together framework for attendance and Support First guidance, including the process of Early Help, in order to ensure the right support for all students and families
- Consistently identify students for support with attendance, implementing, recording and monitoring appropriate interventions to support good attendance for all students
- Lead year group assemblies to unify students under a strong collective identity.
- Lead the integration of new students into the year group, fostering a sense of belonging and ensure early interventions/support mechanisms are in place to positively and effectively allow the student to engage with all aspects of school life.
- Work with pastoral staff across the South Area Network of schools, to ensure students on off-site directions are integrated with structure, clarity, and compassion.
- Lead the reintegration process for returning students to ensure a smooth and positive re-entry into school life.
- Track On Call patterns and where necessary follow up with meaningful and restorative interventions.
- Alongside your tutor team, hold students to account for equipment and uniform standards—ensuring consistency through regular checks and follow-ups.
- Take your place in the Head of Year detention rota, ensuring that these sanctions have the desired impact on students within your year group

### **Wider Responsibilities**

- Be a visible, active leader—setting the tone through high expectations, positive relationships, and consistent standards across the school.
- Support whole-school supervision duties, before and after school and during social times, taking initiative in maintaining a calm and orderly environment.
- Attend and contribute to key school events involving your year group, such as progress evenings, options evening, results day, awards evenings, and more.
- Support with year group enrichment such as trips, visits, or student leadership opportunities.
- Oversee and follow up on Progress Evenings—ensuring every parent has a voice and a pathway to support.
- Be an ambassador for the school's ethos and values, modelling the behaviours expected of every member of the community.
- Act as a trained first aider and oversee arrangements for vaccinations for your year group.
- Maintain the highest standards of professionalism in appearance, communication, and conduct.

## **Safeguarding**

- Ensure statutory requirements for safeguarding are met.
- Liaise with the Safeguarding Team to ensure all vulnerable students and their families (within the year group) get the right help at the right time via the early help offer.
- Maintain accurate and up to date safeguarding records for students and ensure efficient record keeping in line with statutory requirements.
- Check daily attendance and start of the day and punctuality of students in your year group.
- Monitoring and actioning any necessary Safe and Well visits in line with statutory guidance
- To ensure all tasks are carried out with due regard to Health and Safety.
- Undertake regular safeguarding training as required.

## **Administration**

- Take ownership of your year group's student records, ensuring they are current and comprehensive.
- Share key student information with staff to enable effective support in the classroom.
- Lead the admissions process for new students—ensuring a positive and well-supported transition.
- Manage the Head of Year report process—setting clear expectations and monitoring outcomes.
- Record and monitor students on report using data to inform interventions and progress reviews.
- Keep accurate records of all meetings, including tutor briefings and external agency discussions.
- Provide high-quality reports for the SEN and Safeguarding teams as needed.
- Track and log interventions using the school's systems, providing robust data to inform wider strategy.

## **General**

- Engage in professional development that enhances your ability to lead and inspire.
- Carry out any other responsibilities appropriate to the role, as directed by the Headteacher.

**Responsible to:      Assistant Headteacher**

## Head of Year Person Specification

A = Application process    I = Interview    O = Observation    T = Task

Education and Training	Method of assessment
GCSE or equivalent level, including at least a Grade 4 (previously Grade C) in English and Maths	A
Willingness to undertake appropriate training and commitment to own continuing professional development	A/I
<i>Desirable - A degree in a relevant field (e.g. education, social work, child welfare, or related discipline). (desirable)</i>	A
<i>Desirable - First Aid Qualification</i>	A
<i>Desirable – safeguarding/DSL training</i>	A
Experience and Skills	
Working with children or young people	A/I
<i>Desirable - Working in a school environment or other educational setting</i>	A/I
<i>Desirable - Prior experience in a pastoral role or a related field</i>	A/I
Excellent communication and interpersonal skills, with the ability to work collaboratively with staff, students, and external agencies	I/O
Work effectively as part of a team; developing positive relationships with colleagues, pupils, parents and other agencies as appropriate	A/I
Demonstrate suitability to work with children and this will include motivation, ability to maintain appropriate relationships with children, emotional resilience to challenging behaviour, and attitudes to the use of authority and maintenance of discipline	I/O
Ability to respond quickly and effectively to issues	T
Excellent organisation, attention to detail and the ability to plan, organise and prioritise to meet deadlines.	T
Knowledge of how to help adapt and deliver support to meet individual needs	A/I
Good understanding and competence in ICT with the ability to use data in a proactive and solution-oriented approach to pastoral challenges	T
Attention to detail and a commitment to upholding the highest standards of safeguarding	A/I
<i>Desirable - Understanding of roles and responsibilities within the classroom and whole school context</i>	A/I

Personal Qualities	
High level of self motivation and energy and enthusiasm for the education of young people with a commitment to getting the best outcomes for all pupils, and promoting the ethos and values of the school	A
Ability to lead and take control in high pressure situations	A/I
Sensitivity and understanding, to help build good relationships with pupils with compassion and empathy when dealing with sensitive issues	A/I
Ability to maintain strict confidentiality of information received and processed as part of the job role	A/I
Ability to project a professional image for the school	A
Ability to have a flexible approach to work to meet the needs of the school	A

The school is committed to safeguarding and promoting the welfare of children and young people and expects all staff to share this commitment. An enhanced DBS and children's barred list check is required for all successful applicants.

**ALL STAFF ARE EXPECTED TO BE COMMITTED TO THE SCHOOL'S EQUAL OPPORTUNITIES POLICY**