



Robert May's School, an Academy Trust, has been serving the community of Odiham and the local area since 1694. We aim to provide excellence every day and are committed to providing the best possible outcomes for our students, with learning at the centre of all that we do. Our ethos of mutual respect and supportive relationships enables students to develop as well-rounded individuals who leave us not only well-prepared for their next steps in life, but knowing how they can make life better for others too.

Person specification for Head of Year (TLR 2d £7,017pa) currently

| ESSENTIAL | DESIRABLE |
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| A commitment to leading, upholding and strengthening the distinctive ethos of Robert May's School. | Knowledgeable and enthusiastic about working within an academy trust. |
| Graduate with a good degree. QTS qualification (or equivalent). Successful NQT year (or equivalent). | Further relevant professional qualifications. |
| An excellent practitioner with high expectations and who is committed to achieving the best outcomes for students. | Aspirations to Senior Leadership within 4-5 years. |
| Has presence. Able to command the attention of large audiences of adults within the school setting. | Experience of being responsible for line managing others and fluent with Performance Management processes. |
| An excellent understanding of Safeguarding and Child Protection. | Experience of mentoring students. |
| Knowledge and understanding of Ofsted Criteria and Teaching Standards. | Experience of academic, pastoral or other school leadership. |
| Experience of being a Form Tutor and/or Assistant Head of Year. | Experience of liaising with external agencies. |
| Experience as a Form Tutor or teacher of dealing with sensitive issues with students, parents, staff and external agencies. | Track record of successful interventions with students from specific groups e.g. SENS, Disadvantaged, G&T |
| Fluent presenter: at ease with imparting views on complex moral and ethical issues; has the ability to present these in a meaningful way in assemblies. | An appreciation of the need to participate in some aspects of Performance Management from a pastoral perspective. |
| Understanding of the role of external agencies in supporting the school's work with individual students. | |
| Systematic about monitoring student attendance, behaviour, attainment and progress and able to create interventions to improve performance, particularly with specific student groups. | |
| Able to influence, inspire, lead and manage a team of up to 10 teachers and an Assistant Head of Year and monitor their work effectively. | |
| Enthusiastic about working with other Year Heads, the student support team and liaising with Heads of Department as appropriate. | |
| Has an understanding of the role of the pastoral team in contributing to students' Spiritual, Moral, Social and Cultural knowledge. | |