

Aspiration
Respect
Endeavour

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Headteacher: Mrs S Jenner
Chief Executive Officer: Mr P Banks



Roding Valley
HIGH SCHOOL

Post: Head of Year
Responsible to: Deputy/ Assistant Headteacher
Responsible for: Pastoral management of a year group and Form Tutors
Delivery of specialist subject/s to assigned classes

Salary: MPS/UPS + TLR1c (£9272)

Job Description

Facilities and Resources

The Pastoral & Inclusion team is made up of:

- Deputy Headteacher: Standards and Ethos (DSL)
- Assistant Headteacher: Standards and ethos
- SENDCo
- Heads of Year (Y7-13)
- Attendance Manager
- Positive Action for Learning (PAL) Coordinator
- Personal Development Head of Faculty
- SMSC Coordinator
- Wellbeing Hub Manager
- Attendance Administrator
- Careers Manager

In addition, there are 8-10 Form Tutors in each year group who will work with the students and support them through their time in the school.

All members of staff have laptops that can connect to the school intranet and the internet from any room. Every classroom also has a Clevertouch/Prowise Board.

Job purpose

The Head of Year's role is to raise standards by ensuring academic and pastoral success for a year group. The post holder will also be expected to contribute to the life of the school, playing a full part in strategic management.

Teachers make the education of their pupils their first concern and are accountable for achieving the highest possible standards in work and conduct. Teachers should stimulate interest in, encourage curiosity about and provide enjoyment from the study of science and encourage responsibility for students' own learning.



The basic duties of a teacher are outlined in the current Teaching Standards. The post holder should maintain a good understanding of the whole school curriculum, teaching and learning, assessment and pastoral policies.

Line of responsibility

The post holder is directly responsible to the Deputy/ Assistant Headteacher on matters relating to the post and to the Head(s) of Faculty that they teach for on curriculum matters

Core responsibilities

Main Duties:

Strategic Direction and Development

- To monitor standards of behaviour, attendance, punctuality and uniform of all pupils in a year group. “No student is left behind”
- To support systems and activities to raise pupil achievement and identify underachievement.
- To oversee a programme of personal development and tutorial work.
- To have regular contact with parents regarding academic progress, attendance, punctuality, welfare and behaviour.
- To take responsibility for attendance and punctuality of the students in their year team.
- To assume responsibility for parents’ consultation evenings.
- To coordinate the collection and distribution of information received about individual students and ensure that action is taken where necessary.
- To keep up to date and accurate records on each student.
- To liaise with the SEN coordinator in monitoring pupils with special educational needs.
- To support the organisation of internal examinations with the examinations officer.
- To liaise with appropriate outside agencies.
- To implement the schools’ rewards and sanctions systems.
- To prepare, oversee and deliver regular assemblies.
- To liaise with alternative education providers or partner primary schools where appropriate.
- To encourage and support extra-curricular activities in the interests of the local community.
- To lead a team of Form Tutors by:
 - induction, support, guidance and advice
 - oversight of monitoring of attendance, punctuality, homework
 - oversight of monitoring behaviour and expectations
 - oversight of assessment requirements
 - Holding regular meetings
 - Ensuring tutors perform mentoring role appropriately

- To liaise with Deputy/ Assistant Headteacher to ensure that all processes and procedures relating to the year group are being adhered to.
- To be part of the Pastoral & Inclusion team in the school, driving the strategic direction of the school.
- To attend *Raising Standards*, *Vulnerable Panel* and *Highlighting* meetings as well as any meetings with external agencies that relate to students in your year group.

To provide SLT/ELT with regular reports of interventions that demonstrate student progress within the year group.

Teaching and Learning

- Ensure curriculum coverage (by schemes of work and syllabuses), continuity and progression for all pupils including those of high ability and SEN.
- Ensure effective development of pupils' numeracy and ICT skills through the curriculum.
- Ensure that faculty teachers carry out assessment, recording and reporting consistently and in line with school policies.
- Bring innovative teaching and learning practices to the school. Keep abreast of subject developments and bring these to the School. Engage with school-wide learning initiatives and assist in the leading of these in the Faculty.
- Following each Key Stage 5 reporting cycle, review assessment data for Science, coordinating any necessary action across the faculty, ensuring assessment for learning practices are fully embedded in the work of the faculty. Identify appropriate intervention for students.
- Establish the highest expectations of achievement and behaviour of pupils by teachers. Ensure that behaviour for learning is enforced through effective use of internal on call, teacher and faculty detentions and regular communication with parents and pastoral leaders.
- Develop effective links with the local community and businesses, partner primary schools, local secondary schools and colleges where appropriate
- Organise curriculum enhancement events that raise the profile of Science across the school.

Leading and managing staff

- Establish constructive working relationships among staff, devolving responsibilities and delegating tasks as appropriate.
- Participate fully in the schools' Performance Management System.
- Lead professional development of faculty staff through example and support.
- Lead a team of teachers and technicians (where relevant) through:
 - induction, support, advice and guidance
 - Effective communication and well-structured meetings.

Teaching:

- Plan and deliver lessons within our ACED framework of Quality First Teaching
- Plan work in accordance with departmental schemes of work, working collaboratively within the department which enables flexible and creative approaches to teaching
- Take account of students' prior levels of attainment and use them to set future targets and inform planning

- Set appropriate and challenging work for all students
- Maintain good discipline by following the Behaviour for Learning policies and procedures
- Ensure punctuality and establish a purposeful working atmosphere during all learning activities
- Ensure effective setting of homework and provide comprehensive feedback to students
- Identify and work appropriately with 'special educational needs', 'academically more able' and 'disadvantaged' students
- Set work when required for absent students

Assessment, recording and reporting:

- Keep accurate records of students' work in line with school's Assessment and Feedback policy
- Mark and return work set, including home learning within an agreed and reasonable time and in line with the school's Assessment and Feedback policies
- Use the school's marking scheme at all times; including guidance on literacy
- Attend parents' evenings as required and keep parents informed about their child's performance and future targets

Post threshold teachers:

As a post threshold teacher, to act as a role model for teaching and learning, to make a distinctive contribution to raising standards across the school, to continue to develop their own expertise, provide a sustained and consistent collaborative contribution to the wider work of the school, either internally or outside the school, proactively seek, create and lead on opportunities that have a demonstrably positive impact on creating an outstanding learning environment, and provide regular coaching and mentoring to less experienced teachers.

General:

- The post holder will be part of the school's appraisal scheme. They will have an appraiser who will set agreed targets for the year. The appraiser will monitor and review performance, including classroom teaching. The school will support the continuing professional development of all staff, to ensure that their expertise is being kept up to date
- Update knowledge at a subject and national level by keeping up to date on research and inspection findings and other pedagogical information
- Keep ICT skills updated to ensure effective use of technology
- Demonstrate commitment to own professional development
- Demonstrate commitment to the extra-curricular life of the school
- Attend and contribute to Department, Faculty, Year team and staff meetings
- In relation to the school's development plan, contribute towards the goals and targets
- Maintain a professional interest in educational initiatives relevant to the teacher's subject(s)
- The post holder is required to support and encourage the school's ethos and its objectives, policies and procedures as agreed by the governing body/board of trustees
- To uphold the school's Staff Code of Conduct and policies in respect of child protection and safeguarding matters
- The post holder may be required to perform any other reasonable tasks commensurate with a teaching post and in line with the school's terms and conditions.

This job description is not necessarily a comprehensive definition of the post and may be subject to modification.

PERSON SPECIFICATION

Year Progress Leader

JOB REQUIREMENTS	Essential	Desirable	Method I/A/R*
Qualifications			
Qualified teacher status	✓		A
Degree or equivalent	✓		A
Evidence of recent and relevant professional development		✓	A/I
Experience			
Effective progress management OR tutoring	✓		A/R
Effective classroom teacher	✓		A/R/I
Skills, Knowledge and Understanding			
Capacity to foster outstanding pupil attitudes to learning and excellent pupil behaviour	✓		A/R/I
Willingness to deliver quality assemblies that promote positive values and address SEAL	✓		A/I
Ability to analyse data and identify trends	✓		A/R/I
Ability to communicate effectively at all levels	✓		A/R/I
Effective interpersonal skills	✓		A/R/I
Efficient organiser	✓		A/R/I
Ability to use initiative and prioritise work	✓		A/R/I
Ability to work to deadlines	✓		A/R/I
Confident user of ICT	✓		A/R/I
Good influencing and negotiating skills		✓	A/R/I
Understanding of Quality Assurance measures and indicators		✓	A/R/I
Willingness to observe lessons and judge their quality accurately		✓	A/I
Commitment to Equal Opportunities and understanding of how equality is promoted	✓		R/I
Expertise in Careers Advice & Education / Citizenship / PSHE teaching		✓	A/R/I
Ability to work well as part of a team	✓		A/I
Ability to quickly gain the respect of all students and staff and foster appropriate relationships	✓		R/I
Other Requirements			

Flexible approach to work	✓		A/I
Committed to school ethos and direction	✓		A/I
Understanding of Safeguarding Procedures	✓		A/I
High standard of punctuality	✓		A
Appointment to the post is subject to a satisfactory enhanced DBS check	✓		

This post is exempt from section 4(2) of the Rehabilitation of Offenders Act, 1974, as the duties give you access to persons who are under the age of 18.

'The amendments to the Exceptions Order 1975 (2013) provide that certain spent convictions and cautions are 'protected' and are not subject to disclosure to employers, and cannot be taken into account. Guidance and criteria on the filtering of these cautions and convictions can be found at the Disclosure and Barring Service website.'

*I - Interview A - Application Form R – Reference

“The School as an employer is committed to safeguarding and promoting the welfare of children and young people as its number one priority. This commitment to robust Recruitment, Selection and Induction procedures extends to organisations and services linked to the school on its behalf”. (Ref: Safeguarding Children and Safer Recruitment in Education 2007).