



JOB DESCRIPTION

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| Post Title: | Head of Year | | |
| Salary: | Grade 6 | Hours: | 36.40 per week term time only plus 10 days |
| Purpose of post | <p>This role is central to upholding Saddleworth School’s mission to ‘Aim High’, <i>expecting the best for everyone, and valuing our community.</i> The postholder will be a key figure in leading and modelling the school’s core values of <i>Ambition, Excellence, and Community</i> in all aspects of their work.</p> <p>Post holders will lead and coordinate the pastoral care, guidance, and support for students within a designated year group, fostering a safe, inclusive, and supportive environment. This includes establishing and maintaining effective systems to monitor, track, and enhance students’ conduct, social and emotional wellbeing, attendance, and academic progress, ensuring every student is supported to fulfil their potential. A key aspect of the role is to identify and remove barriers to learning and progress, enabling all students to thrive both personally and academically.</p> | | |
| Key areas of responsibility | <p>Pastoral Leadership & Student Support</p> <ul style="list-style-type: none"> • Lead and promote a positive, inclusive, and aspirational year group culture, reflecting Saddleworth’s mission and embodying our values of <i>Ambition, Excellence, and Community.</i> • Monitor and respond effectively to individual student issues related to conduct, attendance, punctuality, wellbeing, and engagement with learning. • Identify students requiring additional support or alternative provision, working closely with pastoral, SEND, and external colleagues to remove barriers and enable success. • Inspire students to embrace high standards and develop resilience, empathy, and a strong sense of belonging to the school community. | | |

Tutor Support & Daily Management

- Ensure a consistent ethos of high expectations during form periods and assemblies, promoting our mission to 'Aim High' and a sense of belonging within the year group.
- Lead and deliver engaging year group assemblies that reflect the school's mission and reinforce the values of *Ambition, Excellence, and Community*.
- Support form tutors to monitor and uphold standards in uniform, equipment, punctuality, and engagement, ensuring students are fully prepared for learning.
- Build positive and professional relationships with students and their families, ensuring they feel informed, supported, and confident in the school's care.

Safeguarding & Welfare

- Actively contribute to the school's safeguarding culture, ensuring that all concerns are logged, followed up, and escalated appropriately in line with statutory guidance and best practice.
- Work collaboratively with external agencies and stakeholders, representing the school professionally at multi-agency meetings.
- Maintain accurate records and contribute to safeguarding reports, casework, and wider welfare strategies, ensuring students' safety and wellbeing are at the heart of all actions.

Data Monitoring & Analysis

- Use the school's data systems to track and analyse trends in student conduct, attendance, punctuality, safeguarding, academic progress, and welfare, ensuring all students are supported to achieve their potential.
- Identify patterns and emerging concerns that may indicate barriers to learning or wellbeing, and act swiftly to implement appropriate interventions.
- Maintain a focus on equity and expecting the best for all students, ensuring disadvantaged and vulnerable students receive targeted support in line with our mission and our values of *Ambition, Excellence, and Community*.

Communication & Stakeholder Engagement

- Build strong, positive relationships with students, parents/carers, staff, and external agencies, promoting trust and shared responsibility for students' success.

- Communicate regularly and professionally with families to share progress, celebrate achievements, and address concerns in a timely and constructive manner.
- Support the organisation and delivery of parental engagement events, fostering a collaborative approach that strengthens the school's connection to its wider community.

Behaviour Management

- Uphold and enforce the school's Behaviour for Learning policy consistently and fairly, modelling high expectations in all interactions.
- Monitor behaviour data to identify trends and coordinate appropriate responses and interventions to support students and remove barriers to learning.
- Manage detentions, internal exclusions, and restorative processes effectively as part of a graduated response.
- Address both whole-school and year group-specific issues, ensuring the learning environment remains calm, respectful, and purposeful.

Attendance & Punctuality

- Monitor attendance and punctuality data closely, identifying concerns early and implementing targeted strategies and interventions in collaboration with the attendance team.
- Quality assure form tutor conversations and interventions as part of the graduated response to attendance concerns.
- Work proactively with parents/carers, including making home visits where necessary, to promote strong attendance and engagement.
- Champion attendance and punctuality across the year group through incentives, recognition, and regular communication, reinforcing their vital link to achievement and wellbeing.

Professional Development & Academy Involvement

- Stay abreast of current best practice in pastoral care and contribute actively to whole-school initiatives that promote student success and wellbeing.
- Participate fully in the life of the school, including duties, supervision, trips, and core systems such as "on-call" and the Restart room.
- Support the smooth transition and induction of new and mid-year entry students, ensuring they quickly feel part of the Saddleworth community.
- Act as a role model for staff and students, championing the school's mission and upholding the values of *Ambition, Excellence, and Community* in all aspects of your work.

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| General Responsibilities | <ul style="list-style-type: none"> • Demonstrate a strong commitment to inclusion, equality, and diversity, ensuring all students and colleagues are treated with respect and dignity, and actively promote equal opportunities for everyone within the Saddleworth community. • Uphold and embody the mission and values of Saddleworth School, consistently modelling ‘<i>Aim High</i>’ and fostering a culture of <i>Ambition, Excellence, and Community</i> in all aspects of the role. • Implement and adhere to all school policies, procedures, and codes of practice, including those relating to customer care, finance, data protection, ICT, health and safety, anti-bullying, and safeguarding/child protection, to ensure a safe and well-governed environment. • Take a proactive approach to health and safety, working collaboratively to identify, minimise, and mitigate potential hazards and risks, and contribute actively to the security of the school (e.g., challenging unknown visitors on site). • Engage fully with professional learning and development opportunities in line with the school’s training plan, continually seeking to improve personal effectiveness and contribute to the performance of the team and the wider school. • Attend and participate in relevant meetings, contributing positively to discussions and decision-making processes. • Undertake duties to support the supervision, care, and welfare of students, ensuring a calm, respectful, and safe environment that reflects the school’s high expectations. • To undertake any other additional duties commensurate with the grade of the post. | | | |
| Contacts | Pupils, staff, parents, carers, and visitors to the school | | | |
| Relationships to other posts within the department | Line managed by: Assistant Headteacher: Behaviour and Attitudes | | | |
| Special Conditions | DBS Disclosure required - Enhanced | | | |
| Job Description Review (This job description may be reviewed at any time, subject to the needs of the school, and amended in consultation with the post holder). | | Date | Name | Post Title |
| | Prepared | | | |
| | Reviewed | | | |
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PERSON SPECIFICATION

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| Post Title: | Head of Year |
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| | Criteria | Category | How Assessed |
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| Education & Qualifications | A high level of general education, including GCSEs (or equivalent) in English and Maths. | E | A |
| | Level 3 qualifications (e.g., A-levels or equivalent). | D | A |
| | NVQ Level 3 (or equivalent) in youth work, social work, or a related field. | D | A |
| Knowledge & Experience | Proven experience of working with children and young people to improve outcomes and support their personal and academic development. | E | A/I |
| | Strong knowledge and understanding of child protection, safeguarding practices, and the wider safeguarding agenda. | D | A/I |
| | A track record of successfully engaging and working in partnership with external agencies to support students and families. | D | A/I |
| | Consistently high expectations and standards of professionalism, serving as a role model for others. | E | A/I |
| | Excellent skills in partnership working and collaboration, fostering positive relationships with colleagues, parents, and stakeholders. | E | A/I |
| | Demonstrated experience in developing and leading strategies to drive improvement and secure positive change. | D | A/I |
| Skills & Abilities | Proven ability to lead and contribute effectively within a team environment. | E | A/I |
| | Skilled at building and maintaining positive, professional relationships with pupils and parents/carers to support engagement and success. | E | A/I |

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| | <p>Ability to develop and sustain effective working relationships with colleagues and external agencies, fostering a collaborative approach.</p> <p>Excellent communication skills, with the ability to engage a wide range of stakeholders through various methods and media.</p> <p>Confidence and skill in holding challenging conversations with sensitivity and professionalism.</p> <p>Strong analytical skills, with the ability to interpret and evaluate data to identify trends, issues, and priorities, and to produce clear, actionable reports.</p> <p>Highly organised, with the ability to prioritise workload effectively, meet deadlines, and perform well under pressure.</p> <p>Competent in the use of ICT systems and specialist equipment to support the role.</p> <p>Conscientious, reliable, and punctual in fulfilling responsibilities.</p> <p>Demonstrates enthusiasm, drive, and a genuine passion for working with young people to help them thrive.</p> <p>Professional presence and credibility, inspiring confidence in students, colleagues, and stakeholders.</p> | <p>E</p> <p>E</p> <p>E</p> <p>E</p> <p>E</p> <p>E</p> <p>E</p> <p>E</p> <p>D</p> | <p>A/I</p> <p>A/I</p> <p>A/I</p> <p>A/I</p> <p>A/I</p> <p>A/I</p> <p>A/I</p> <p>A/I</p> <p>A/I</p> |
| Work Circumstances | <p>Willingness and ability to work flexibly in response to the demands of the role.</p> <p>A strong commitment to promoting equality, diversity, and inclusion in all aspects of the role.</p> <p>Clear awareness, understanding, and commitment to the protection and safeguarding of children and young people.</p> <p>Possession of a full, valid UK driving licence.</p> | <p>E</p> <p>E</p> <p>E</p> <p>D</p> | <p>A/I</p> <p>A/I</p> <p>A/I</p> <p>A</p> |

E = Essential, D = Desirable