

Dear Applicant

Thank you for your interest in the position of Head of Year at Abraham Moss Community School, Crescent Road, Crumpsall, Manchester, M8 5UF.

Salary: TLR1A (Depending on skill set and experience)

- Full Time
- Access to Employee Assistance Programme
- On site free parking
- Cycle to work scheme

The Head of Year role is a vital one in ensuring that standards and expectations are high and that the Year group has cohesion and purpose. This must include the successful leadership and management of the team of tutors and partners to enable them to develop professionally, to support their pupils and to achieve the school's aims. The ability to support the Senior Leadership team through teamwork strategies is an indispensable skill. The Head of Year will therefore play an important role in promoting the moral, spiritual, cultural and academic development of pupils and ensure that outcomes for all pupils in the year group are achieved

The school has a proud history of serving a community which values education, is supportive of the school, and expects the best for their children. With an inclusive and aspirational ethos, we have recently joined The Dean Trust family of schools, which will accelerate the enhancement of teaching, learning, professional development and the physical environment of the school.

The successful candidate will work as part of an established team to support pupils in making excellent progress and ensuring teaching staff are best equipped to meet the needs of pupils with special educational needs. Please find below a job description and person specification.

If you would like to learn more about The Dean Trust, please visit [thethedeantrust.co.uk](http://thethedeantrust.co.uk).

### **Method of Application**

The preferred method of application is electronically via our career's website [careers.thedeantrust.co.uk](http://careers.thedeantrust.co.uk) All applications must be made using the Dean Trust's application form. Applications will be shortlisted for interview and the HR Department will contact those applicants who are selected.

### **Closing Date**

Applications received after the closing time of **9am on Friday, 25 April 2025** will not be considered.

The Dean Trust is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share in this commitment.

If you have any questions please contact us on 0161 532 5400 or email [noelinetaker@abrahammoss.co.uk](mailto:noelinetaker@abrahammoss.co.uk). Thank you again for your interest in working for The Dean Trust. We look forward to hearing from you.

**Believe Achieve Succeed**

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Crescent Road, Crumpsall, Manchester, M8 5UF

t: 0161 532 5400

e: [office@abrahammoss.co.uk](mailto:office@abrahammoss.co.uk)

w: [www.abrahammoss.co.uk](http://www.abrahammoss.co.uk)

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## Job Description

*The information contained below is to help staff understand and appreciate the work content of their post and the role they are to play in the operation. However, it should be noted that whilst every effort has been made to outline all the duties and responsibilities of the post, a document such as this does not permit every item to be specified in detail. Broad headings may therefore have been used; in which case all the usual associated duties are included in this job description.*

<b>Job title</b>	<b>Head of Year, Permanent Position</b>
<b>Reporting to</b>	<b>Assistant Headteacher</b>
<b>Start Date / Salary</b>	As soon as possible, TLR 1A
<b>Main Purpose</b>	To take particular responsibility for leading a team of tutors; managing the academic, social and personal progress of pupils in the year and promoting the year group as a model of excellence within the school.
<b>Main Contacts</b>	<ul style="list-style-type: none"> <li>▪ Senior Leadership Team</li> <li>▪ Pastoral Team</li> <li>▪ External Agencies</li> <li>▪ Inclusion Team, SENCO</li> <li>▪ Attendance Team</li> <li>▪ Parents</li> <li>▪ PSHE and Citizenship Teams</li> <li>▪ Pupils</li> <li>▪ Tutors / Partner Tutors</li> </ul>
<b>Main Purpose</b>	<p>This is an important middle management and leadership role relating directly to the management and leadership of tutors and to pupil behaviour and academic progress across the curriculum.</p> <p>The Head of Year role is a vital one in ensuring that standards and expectations are high and that the Year group has cohesion and purpose. This must include the successful leadership and management of the team of tutors and partners to enable them to develop professionally, to support their pupils and to achieve the school's aims. The ability to support the Senior Leadership team through teamwork strategies is an indispensable skill. The Head of Year will therefore play an important role in promoting the moral, spiritual, cultural and academic development of pupils and ensure that outcomes for all pupils in the year group are achieved.</p>
<b>Responsibilities of the post</b>	<ol style="list-style-type: none"> <li>1. Leadership within school             <ul style="list-style-type: none"> <li>• Assist the Senior Leadership team in the overall leadership and management of KS3 / KS4 pupils. Draw up a Year Plan each year to show the year priorities and developments.</li> </ul> </li> </ol>

- Assist with planning and organisation of, for instance, parents' consultation evenings, open evenings, presentation evenings and the year photography.
- Be involved in the work of the PSHE and Citizenship Team and the development of the pastoral curriculum.  
Be involved in work related learning activities and support the work of the Careers Team.

## 2. Leadership of a Team of Tutors

- Lead, manage, support and train a team of tutors and partner tutors.
- Develop the roles of tutors and partner tutors, including through classroom observation and review, in order to support individual and team development.
- Ensure that the team of tutors meets regularly and understands school policy on all important matters, and develops their tutor groups so that every pupil feels that the school is doing everything possible to develop her or his social and academic capability to the full.
- Support tutors in ensuring all pupils wear the school uniform correctly.
- Ensure that the conduct of registration and tutor periods meet the standards expected.
- Lead on the planning of a purposeful programme of study, activities and reflection for tutors to use in registration or tutor time and monitor and evaluate its effectiveness.
- Support the school's homework policy, and support tutors in making regular checks that it is being completed.

## 3. Develop the Year Group

- Prepare and hold regular assemblies with the year in accordance with school policy. Currently each Year group has one full assembly per week.
- Lead the Year in academic, spiritual, moral, social, cultural development by planning a programme of activities, including charitable and fund-raising work.
- Develop a Year identity and build up a strong ethos of mutually supporting relationships through a structure of positive discipline.
- Encourage, organise and promote the development of in and out of school activities for pupils so that pupils develop valuable personal qualities and a sense of responsibility.
- Contribute to the design and implementation of the PSHE and Citizenship curriculum for the year in consultation with the PSHE co-ordinator.
- Establish and maintain a system of recording, monitoring and supporting the personal and academic development of pupils from one year to the next, including participation in CAP's.
- Know all the pupils in the Year group as well as possible and become accepted as a person to whom pupils can turn for guidance in addition to the form tutor.

#### 4. Attendance

- Supervise attendance and punctuality, checking on and dealing with reasons for absence, unauthorised absence and lateness.
- Check attendance data and ensure that it is scrutinised, analysed and acted upon where necessary.
- Ensure that high standards of registration are maintained and that staff understand their role in the school's Attendance Policy.
- Hold attendance review meetings with parents as and when needed.
- Be involved with the Pastoral Team in deciding attendance rewards.

#### 5. Behaviour Support

- Ensure pupils know, understand and follow the school's behavioural policies.
- Liaise with and support individual teachers and departments in managing positive behaviour.
- Take steps to prevent peer to peer abuse and support pupils who are vulnerable.
- Be responsible for the daily report system, including holding a thorough end of day surgery to inspect, check and record pupils on report, and take appropriate action.

#### 6. Administration to Support the Year

- Make arrangements for new pupils and leavers including the transfer of documentation.
- Prepare and contribute to reports and references including confidential court / social services / medical reports, in conjunction with other responsible staff.
- Co-ordinate all information received from staff, parents, and outside agencies regarding individual pupils, ensure that this information is distributed correctly, and check that action is taken and information followed up.
- Ensure that the link SLT colleague is consulted about any communication and contact with parents or outside agencies and receives a copy of all letters or notes of contact.
- Be responsible for the maintenance of all appropriate records including pupils' individual files.
- Work with administrative support, giving clear instructions to designated support staff to ensure that records are maintained effectively.

#### 7. Liaison with others

**This section emphasises the importance of very effective liaison and professional relationships with a range of staff. For example:-**

- Supporting Gifted & Talented and Aim Higher activities.
- Promoting partnership with parents through oral and written communication.

- Arranging meetings with parents to discuss the welfare and progress of particular pupils and to ensure that they are familiar with school policies.
- Liaising closely with the Pastoral Team and with outside agencies such as welfare and social services, attending case conferences / reviews when necessary, including those of Looked After Children and for Child Protection issues.
- Assisting the Pastoral Team in identifying needs, planning support, and writing the pupil Support Plan for those pupils in the year with social, emotional and behavioural needs.

#### 8. Teaching

- Teaching will be as far as possible within the specialisms of the post holder.
- Teach PSHE and Citizenship as and when needed.

#### 9. General

- Undertake other responsibilities as may be reasonably required by the Senior Leaders or Headteacher.
- To undertake responsibilities for the performance management of staff.

All post holders must comply with The Dean Trust professional standards for leaders and managers. The job description will be reviewed as necessary as part of the Performance Management process and is subject to modification and amendment at any time after consultation with the post holder.



## Person Specification

	Criteria	Identify
Qualifications	Qualified teacher.	Application
	A degree or equivalent	
Knowledge and Experience	Successful teaching experience which has demonstrated good practice in teaching and in achieving high standards of achievement and participation for bilingual learners.	Application and Interview
	Understanding of the potential causes of underachievement in pupils from different ethnic groups and experience of strategies for raising aspirations and achievement.	
	Detailed knowledge and understanding of how language and literacy can be taught across the primary and secondary curriculum to raise the attainment of bilingual learners at all levels.	
Diversity and Inclusion	A commitment to working in a school where pupils come from a variety of social, cultural and linguistic backgrounds and where diversity is celebrated.	Application and Interview
	A commitment to providing equal opportunities for all pupils.	
	The ability to create a learning environment in which all pupils are expected to achieve highly and feel valued.	
	The ability to use strategies to provide access to the curriculum for pupils from a variety of cultural backgrounds, for bilingual pupils at all levels, for pupils with learning or behavioural difficulties, for pupils with physical disabilities, and for gifted pupils.	
Classroom Practice	The ability to produce detailed schemes of work and sequential lesson plans.	Application and Interview
	The ability to use assessment criteria to help plan.	
	Ensure individual data is used to monitor pupil progress so that all pupils secure their minimum expected grade (MEG).	
	To raise attainment and progress, as evidenced by internal and external assessments and examinations.	
	A commitment to excellence.	
	The ability to use good behaviour management skills.	

	Criteria	Identify
	The ability to establish good working relationships through the pupils' work.	
Teamwork + Communication	A commitment to teamwork and partnership teaching and the ability to work effectively with staff in departmental or pastoral teams.	Application and Interview
	The ability to plan and work effectively with other teachers and adults in the classroom.	
	Good communication skills and the ability to communicate effectively in writing and orally.	
Data and Administration	Evidence of administrative competence and good organisational skills.	Application
	Understanding and experience of how to use data, target setting and other strategies to raise achievement and monitor standards.	
Continuing Professional Development	The ability to identify professional development needs for oneself and others, and to learn from continuing professional development experiences.	Application and Interview
	The ability to contribute to the planning and delivery of effective and targeted training on own subject and other topics related to INAs and bilingualism for a range of professional audiences.	
Pastoral Involvement	The ability to establish good relationships with a tutor group and its members in order to develop identity, self-discipline, respect and positive attitudes to school life.	Application and Interview
	A willingness to contribute to extra-curricular activities (if needed).	
Personal Qualities	Personal qualities of enthusiasm, imagination, flexibility, perseverance and good humour.	Application and Interview