



Post Title	Head of Year & Teacher of English
School / Organisation	Avanti Fields
Location	Leicester
Grade	M1 – UPS3 TLR 2b
Hours	Full-time (32.5 hours per week)
Contract Type	Permanent
Reports to	Assistant Principal
Preferred Start Date	January 2024

MAIN PURPOSES OF THE JOB

The Head of Year, and English Teacher, will work with the Senior Leadership Team to ensure Avanti Fields School provides an outstanding education for all pupils, rooted in the inclusive and distinctive Avanti Schools ethos of educational excellence, character development and spiritual insight. The Head of Year will do this by leading a team of Form Tutors, overseeing the behaviour and conduct of a year group, developing schemes of work for tutor time, that support both the pastoral and academic development of students.

RESPONSIBILITIES OF THE JOB

Team Management, Pastoral and Academic Support

- **Year Leadership:** Act as the primary middle leader for an allocated year group – in the eyes of teachers, students, parents/carers and other stakeholders;
- **Vision Implementation:** Work with other Heads of Year, Form Tutors, middle and senior leadership on the effective implementation and coordination of the vision, ethos and strategy for the school – being the same for all schools within the Avanti Schools Trust;
- **Team Management:** Be the team manager for a group of personal form tutors who each oversee a form tutor group – developing and implementing whole school and year-based policy, protocols and systems as required;
- **Pastoral Support:** Work closely with the team of tutors, the SLT member overseeing behaviour for learning and with the Designated Safeguarding Lead and SENCO to ensure that pastoral (including safeguarding) support is proactive, timely and effective for individual and groups of learners. HOYs are also expected to deal with incidents of poor behaviour occur within the year team according to published policy (contributing to the evolution of the same);
- **Academic Support:** Take a strategic lead, with tutors and working with heads of subject and senior leaders on the implementation of robust models of target setting, robust audited assessment, feedback to students, intervention and reporting to parents – for students and identified groups of students within the year group;
- **Monitoring:** Carry out weekly monitoring of homework, rewards and sanctions. To liaise with subject teachers and HODS and deal with any gaps or disparities.
- **Trips:** To take a lead on Year Trips and to support the organisation leadership of trips across the school;
- **Parent/Family Contact:** Support tutors in ensuring that parent/family contact is excellent – timely, client-centred, responsive, reciprocated. Have complaints escalated or delegated to them and deal with them according to policy. Realisation of the importance of the triad – school-parent-child;
- **Parents' Evenings, Open Evenings and Events:** Work closely alongside the Senior Leaders, other Heads of Year and tutors in planning for parents' evenings, open evenings and other events. Being front of house for those events specific to the year group, carry out analysis of attendance and formulate action plans to address non-attendees;



- **Reporting to other stakeholders:** Create, disseminate and use report/behaviour logs to ensure a consistent approach across the school;
- **Reporting to Parents:** As required, play a key role in the gathering, creation, proof-reading and delivery of Reports to Parents – quality assuring with continuous improvement.

Outcomes and activities

- **Pastoral Management: Safety, Safeguarding and Support First:** The safety (from harm, bullying, etc.), safeguarding and pastoral support of all students in the year group is the number one priority for the Head of Year. Working to ensure the maintenance of outstanding behaviour of the year group is part of this. A timely, appropriate and effective response when any of this is compromised is paramount;
- **Academic Leadership:** Outstanding achievement (attainment and progress of the year group must be had) to this end, the tracking of academic progress across all subjects – for the whole year group, individuals and vulnerable groups – through interventions and other mechanisms is key;
- **Tutor Team Support, Systems and Management:** Leading the tutor team – supporting them in pastoral and achievement work and in the upholding of the school ethos is central to the role of the Head of Year. To this end, both existing and year-based procedures must be implemented consistently and effectively;
- **Family Focus: Stakeholder Engagement:** Alongside the Assistant Principal, other Heads of Year and Tutors, create maintain strong working relationships with the community, agencies and stakeholders, including parents, families, community bodies, other schools, further and higher education and the Governing Body. All children and their unique needs must be known well;
- **Outstanding Curriculum:** Support the PSHE Lead and key stakeholders in developing a curriculum that matches the cohort of the year and formative assessment outcomes; ensuring the delivery of a cost-effective and accessible curriculum and timetable;
- **Outstanding Practitioner:** You will have a teaching commitment in this role and would be expected to be an outstanding practitioner in your own right.

PERSON SPECIFICATION

Criteria		Requirement	
		Essential	Desirable
1.	Qualified to Bachelor degree level any subject;	X	
2.	Qualified to teach and work in the UK;	X	
3.	Qualified teaching status.	X	
4.	Experience of teaching in (a) good or outstanding school(s);	X	
5.	Experience of liaising with parents to promote effectively the pastoral and academic development of children;	X	
6.	Good knowledge of the National Curriculum, changes in the curriculum and examination regimes and high-quality information advice and guidance;	X	
7.	Effective conflict resolution experience – e.g. with challenging adults or older children.		X
8.	Strong, compelling presence with excellent interpersonal, written and oral communication skills;	X	
9.	Genuine passion for lifelong learning and for teaching and learning;	X	
10.	A belief in the unique potential of every learner;	X	
11.	Able to self-start, work independently and collaboratively as part of a team-whether led or leading;	X	



12.	Effective and compelling management style that is extremely well organised and as a middle leader, secures the buy-in of stakeholders and encourages confidence, creativity, participation and innovation;	X	
13.	Demonstrable ability to lead, coach and motivate staff effectively. To do this within an effective performance management framework, linking professional learning and development to the needs of the school and the identified priorities of school leaders, teachers and support staff;	X	
14.	Shows initiative and takes personal responsibility for their own actions with the motivation to work very hard, long hours and to continually raise standards. Can initiate, complete and finish; be effectively strategic and where appropriate, innovative;	X	
15.	Resilience and motivation to lead the school through day-to-day challenges while maintaining a clear strategic vision and direction. Extremely positive and solutions-driven when faced with seemingly insurmountable challenges;	X	
16.	Commitment to the safeguarding, welfare and achievement of all pupils;	X	
17.	Training, skills and experience in pedagogical and/or leadership coaching.		X
18.	Vision aligned with the Avanti Schools Trust's emphasis on educational excellence coupled with embedded character development and spiritual insight; having high aspirations and high expectations of self and for others;	X	
19.	Clear vision and understanding of how to implement and sustain high-quality pastoral support and high standards of teaching and learning (including assessment for and of learning) and across phases;	X	
20.	Up to date on national changes to the educational landscape (statutory and guidance) and in particular around assessment, qualification types and reporting;	X	
21.	Excellent organisational skills and ability to delegate;	X	
22.	Excellent skills in the use and application of technology;	X	
23.	Able to use of data to inform and diagnose weaknesses that need addressing.	X	

FURTHER INFORMATION

Due to the nature of this role, it will be necessary for the appropriate level of criminal record disclosure to be undertaken. In making your application, it is essential you disclose whether you have any pending charges, convictions, bind-overs or cautions and, if so, for which offences. This post will be exempt from the provisions of Section 4 (2) of the Rehabilitation of Offenders Act 1974. Therefore, applicants are not entitled to withhold information about convictions which for other purposes are 'spent' under the provision of the Act, and, in the event of the employment being taken up; any failure to disclose such convictions will result in dismissal or disciplinary action. The fact that a pending charge, conviction, bind-over or caution has been recorded against you will not necessarily debar you from consideration for this appointment.

For further information - <https://avanti.org.uk/wp-content/uploads/2022/09/AST-Child-Protection-and-Safeguarding-Policy.July-2022.pdf>