**Job Description**

**POST:** Head of Year

**RESPONSIBLE TO:** Deputy Headteacher - Relationships

**SALARY:** Main Pay Scale/Upper Pay Scale + TLR2E

**LOCATION:** The Telford Park School

**WORKING PATTERN:** Full Time

**DISCLOSURE LEVEL:**  Enhanced

**KEY RELATIONSHIPS:** Strategic Leadership Team, other Heads of Year, Subject Leaders, Learning Support, Local Authority, Parents and Student Support Officer

**RESPONSIBLE FOR:** Tutors and other relevant personnel within the year team, including and Student Support Officer.

**MAIN PURPOSE:**

* Model excellence in day-to-day leadership.
* Lead the development of high quality, learning centred policies & practices which:
  + Ensure continuity and progression for all students, actively planning for all student groups (e.g. More Able, SEND) and managing specific intervention processes as appropriate.
  + Liaise with the Deputy Headteacher to ensure methods of recording and reporting improve student progress, learning behaviour and achievement.
  + Support the Deputy Headteacher - Progress in the analysis of performance data to target, monitor and evaluate student intervention.
* Day-to-Day:
  + Lead Year Assemblies which ensure the Spiritual, Moral, Social and Cultural aspects of learning are met.
  + Contribute to the direction of the school plan as part of a team of Middle Leaders.
  + Engage in and encourage innovation.
  + Monitor attendance of students in the Year and liaise with the Attendance Support Team (AST) and other agencies as and when necessary.
* Work with staff to ensure the Year reflects the school’s ethos and aims.
* Develop a strategic view for the Year which supports the vision, ethos and policies of the school.
* Support the creation and implementation of the school improvement plan, especially as it relates to the Year and to take responsibility for appropriately delegated aspects of it.
* Use national, local and school management data effectively, to monitor standards across the Year.
* Monitor the progress made towards achieving annual plans and targets and use the information to plan future developments.
* Ensure that parents are well informed about the curriculum, targets, children’s progress and attainment within their appropriate year groups.
* Be proactive in day-to-day behaviour issues that may arise within the Year using agreed school strategies
* Effectively communicate with parents/carers

**SPECIFIC RESPONSBILITIES**

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| **Student learning and progress** | * Work alongside Deputy Headteacher - Progress to establish a vision for an effective, distributed and well led curriculum that meets the needs of all student groups and includes curricular and co-curricular provision across the school. * Collaboratively lead the implementation of the curriculum and constantly review its effectiveness. * Lead, develop and implement all assessment and intervention procedures to maximise student achievement and progress at all levels. * Quality assure that assessment processes are robust and accurately reflect the current attainment of pupils. * Ensure an unrelenting and school wide focus on ensuring the different groups of learners across the school achieve outstanding progress. * Ensure a positive and productive partnership with parents in their children’s learning including at parents evenings and reporting to parents. |
| **Operational/ Strategic:** | * Model excellence in day-to-day leadership. * Collaboratively establish and implement a vision for teaching and learning in the subject area. * Liaise with and support the Director of Learning to develop own subject area. * Work with subject and pastoral staff to ensure the subject reflects the school’s ethos and aims. * Work alongside the EWO to promote positive school attendance. * Use agreed school strategies to reduce fixed term exclusions. |
| **Teaching, Learning and Curriculum:** | * To liaise with the other Heads of Year and other teams/staff and ensure the delivery of an appropriate, inclusive, high quality, innovative curriculum programme that is in line with the school’s wider plans (School Plan) and enhances them. * To liaise with Heads of Departments to ensure a coordinated approach to learning support for each student. * To constantly explore improvement, innovation and personalisation. * Contribute to our international dimension. * Develop eLearning and specifically ensure a positive Year presence and student engagement with our school website. * Be responsible for the care of students within the Year, promoting self-discipline and positive behaviour in accordance with school policy. * Take responsibility for the development and monitoring of the curriculum provision throughout the Year, liaising appropriately with subject leaders and class teachers. * Support the SLT in the monitoring of the quality of teaching and learning across the Year, including the analysis of performance data. * Establish a partnership with parents to involve them in their child’s learning. * Celebrate student achievement and promote the values of the school through Year assemblies. * Ensure the delivery of appropriate, inclusive, high quality and innovative tutorial programmes. |
| **Staff:** | * Lead, guide, support, mentor and develop team members. Hold them accountable for their work. * Set expectations for staff and students, in the context of school policies, and help them to achieve those standards in relation to the delivery of “Ensuring Excellence” and in particular our values. * Help to identify and respond to the professional learning needs of staff utilising all available expertise and provision. * Provide induction, support and training for new staff and trainee teachers. * Develop effective working relationships with SLT, other leaders and staff in the school. * Ensure the Year team offers an effective first line of support for staff in student disciplinary matters that is in line with whole school disciplinary procedures. * Contribute to the assessment of staff skill in support of UPS progression based on sound evidence. * Participate in recruitment and selection. * Act as a positive role model for staff on a day-to-day basis. * Develop positive working relationships with and between all students and staff in the Year. * Support the performance management process as required and use it to develop personal and professional effectiveness. * Work with the Director of Inclusion to ensure that individual students receive appropriate support. * Ensure that the Headteacher, senior managers and governors are well informed about Year policies, plans and priorities, the success in meeting objectives and targets and Year-related continuing professional development plans. |
| **School Self Evaluation:** | * Meet the expectations described in academy wide policies, including reporting procedures and deadlines. * Be active in evaluating the quality of tutorial provision. |
| **Communications** | * To ensure effective collaboration with staff, parents and students. * To liaise and work with partner schools, HEIs, ESW’s, Social Services, police and other relevant external agencies. * Excite and engage visitors at Open Evenings, and other events * Liaise with relevant staff to ensure continuity of learning as part of an effective transition from KS2 to 3, KS3 to 4 and KS4 to 5. |
| **Other Specific Responsibilities** | * Comply with any reasonable request from the Head of School or Executive Headteacher to undertake work of a similar level that is not specified in this job description * This job description may be changed by the Executive Headteacher in consultation with you to reflect or anticipate changes in the job commensurate with the grade and job title. * The post holder is required to carry out the role of DSL / DDSL in line with the requirements of the role, as defined in the current Keeping Children Safe in Education. |

**Safeguarding Children**

The trust is committed to safeguarding and promoting the welfare of children and young people. We expect all staff to share this commitment and to undergo appropriate checks, including enhanced DBS checks.

The above responsibilities are subject to the general duties and responsibilities contained in the Statement of Conditions of Employment. The duties of this post may vary from time to time without changing the general character of the post or level of responsibility entailed.

The person undertaking this role is expected to work within the policies, ethos and aims of the Trust and to carry out such other duties as may reasonably be assigned by the Line Manager. The post holder will be expected to have an agreed flexible working pattern to ensure that all relevant functions are fulfilled through direct dialogue with employees, contractors and community members.

**English Duty –**

This role is covered under part 7 of the Immigration Act 2016 and therefore the ability to speak fluent spoken English is an essential requirement for this role.

**Person Specification**

**Our Values and Vision**

These are our values. They can be thought of as our ‘non-negotiables’ – beliefs, expectations and standards that underpin how we work with the young people in our care, and the community we serve. We believe that if we work in the context of these values, students will achieve more than they ever thought possible. They are also values that have evolved following a sustained period of success for our school.

**Our Young People**

We value three main types of achievement for our young people, and the vision for our school is that we ensure our students are empowered to achieve to a consistently outstanding level.

Achievement – Academic: We believe all young people have the potential to achieve great things. Intelligence can be developed regardless of emotional and social background, given appropriate teaching and bespoke, individualised support.

Young people should be encouraged to develop autonomy and meta-cognitive control (‘knowing what to do when they don’t know what to do’) in their learning and to gain inspiration from learning. They should be equipped with a crucial sense of possibility based on a well-developed self-awareness and ambition – ambition not only for themselves but for the communities in which they live and work.

Achievement – ‘letting your light shine’: All young people achieve things they can be proud of every day in addition to academic success and outside our school’s planned curriculum. We have a vital role in ensuring individuals develop their own talents and interests and have a responsibility to instil in them a sense of pride in who they are and what they achieve. We must recognise and celebrate these achievements.

Achievement – relationships (Starfish Principle): Excellent relationships for learning are a prerequisite for all other achievements. Relationships that result in mutual respect between young people and all other members of our school community will ensure learning can be fun in a disciplined and caring environment where the highest expectations are the norm.

**Our Staff**

Our Values extend to how we challenge, support and work with each other. All staff (support and teaching) play a crucial role in the education of young people. We all understand how our work has a direct influence on the life chances of the young people in our care. In the same way that we all have a duty of care to them, we have a duty of care to each other and have regard for each other’s professional and personal wellbeing.

The Trust Board sees all members of the Trust’s staff community as learners. They are empowered to make decisions, be creative and to lead. Mutual respect pervades all relationships working together to enhance professional learning and practice and collaboration; collegiality and a sense of team identifies how all staff work together. Staff co-operate with each other and are not in competition with each other – they are part of a team that ensures the academies throughout the Trust strengthen their positions among the best academies in the country.

**Person Specification**

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|  | **Essential** | **Desirable** |
| ***Qualifications and Experience:*** | * QTS. * Experience in a TLR post ideally in a pastoral role. | * Evidence of further subject-based professional development. |
| ***Leadership and Management:*** | * To have the attributes to develop and motivate a team effectively. * To believe in the importance of team work and a collaborative approach, and be able to build supportive working relationships with colleagues both within and outside the faculty. * To have evidence of successfully leading others. | * Experience of involvement in monitoring and self-evaluation activity. |
| ***Teaching:*** | * Evidence of consistently good or outstanding classroom practice. * Excellent understanding of effective and engaging teaching methods. * The ability to model outstanding practice. * Evidence of keeping up to date with subject pedagogy in order to support colleagues. * The ability to engage, enthuse and motivate students and staff | * Experience of developing others as teachers with good/outstanding practice. |
| ***Professional Development:*** | * Ability to lead a team of colleagues and oversee student development. * Ability to professionally mentor and develop colleagues. * Excellent ICT skills to enhance teaching and learning. * Knowledge of current education and professional developments and an understanding of their application in a whole school context. * High level of oral and written communication skills and an ability to work in partnership with teachers and other staff. * Evidence of strategic planning and evaluation leading to improved provision. * Ability to work under pressure, meet deadlines. |  |
| ***Assessment:*** | * An excellent understanding of the use of assessment to inform planning. * Evidence of improved student outcomes. | * The ability to monitor student progress through the use of ICT. * Ability to monitor staff and team progress and intervene as appropriate. |
| ***Planning:*** | * The ability to plan lessons and sequences of lessons with clear objectives to ensure progression for students of all abilities. * The ability to set consistently high expectations for all students through class work and homework. * The ability to plan strategically. * To manage own time effectively and be able to prioritise work. | * A willingness to be involved in extended curriculum opportunities in the subject area. * An ability to delegate appropriately. * Ability to lead planning for progress. |
| ***Professional Attributes:*** | * Highly motivated. * Responds well to a challenge. * Maintains high professional standards. * Excellent communication skills. * Commitment to own professional development. * Ability to work hard with competing deadlines, prioritising appropriately, and maintaining good humour. * The desire to contribute to the wider life of the school. * To be interested in children as individuals, in how they learn and be committed to the comprehensive ideal. * Evidence of commitment to and understanding of collective responsibility. * A willingness to initiate curriculum and pastoral innovation. | * Evidence of mentoring or coaching skills. * Evidence of leading significant improvement in others and teams. |

Postholder agreement in line with KCSIE 2023 \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Dated \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_