



BELIEF IN EVERY CHILD



WELCOME TO BLACKDOWN EDUCATION PARTNERSHIP

Thank you for your interest in this post. Please take some time to have a look at this pack and gain a sense of who we are and what we stand for. All Multi-Academy Trusts are different and we are keen to explain why we believe that our values and ethos make us a great employer.

The Blackdown Education Partnership was created by the merger of two founding trusts which shared some important similar values. Put simply, we believe that collaboration, partnership working and sharing our best ideas will enable us to deliver on our mission.

- To nurture and develop the ambition, talents and interests of every child
- To break down the barriers that inhibit the opportunities and achievements of disadvantaged pupils so that they can go on to lead lives of choice and opportunity
- To create a family of schools that are deeply and purposefully connected to their communities.

All our schools share this purpose and we work closely together to understand and deliver it.

We do not believe in creating schools which are replicas of each other. Our philosophy of aligned autonomy enables Headteachers to make effective decisions within the context of each individual school. We do not have a common curriculum but we do have a view on excellence and seek to harness the expertise of our subject leads to ensure that each school delivers schemes of learning that are rigorous, inspiring and rich in knowledge. Curriculum and other leaders across our schools meet regularly to network, share and moderate and the Trust operates a well-developed programme of peer-review to ensure that leaders are challenged, supported and have access to excellent professional development.

Our schools are all characterised by a strong ethos, ambitious culture and compassionate environment which together drive success. We are lucky enough to employ brilliant people who share our vision, many of whom have started careers with us and stayed to progress these careers. We want people to join us who believe that, whatever their role, they can make a difference to the life chances of students. We are totally committed therefore to helping all our staff thrive and fulfil their professional ambitions. A large number of colleagues are currently undertaking leadership development and we run regular networks and collaborative groups to allow colleagues to share best practice across the Trust.. We also offer some more bespoke leadership programmes run through our outstanding network of partners.

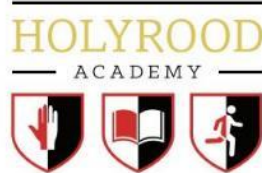
We take staff wellbeing seriously and take active steps to reduce workload. We have a wellbeing offer which ranges from gym membership and support with personal fitness to talking therapies and subscribe to Carefirst. We also allow employees personal days to enable everyone to enjoy some flexibility over attendance and participation in events that they might not otherwise be able to.

We are always willing to consider flexible working requests and job-shares and pride ourselves on a family friendly approach across our schools. The best resource we can provide for pupils is highly skilled, happy and fulfilled staff.

We are looking for an individual who shares the same vision and values – if you believe that you have the skills, drive and vision to help us achieve our aims we would be delighted to receive your application.

LORRAINE HEATH, OBE
CHIEF EXECUTIVE OFFICER





HEADTEACHER: MR DAVID MACCORMICK

WELCOME TO HOLYROOD ACADEMY

Dear Applicant,

Thank you for your interest in this post.

Holyrood exists to serve its community as such; we are looking for a permanent, Head of Year, who shares our commitment to ensuring that the young people we serve receive the best possible standard of education. You will join a positive and hard-working team of staff who are absolutely focussed upon bringing our vision for the Academy to fruition.

We seek to establish a mission for social justice at Holyrood: one that promotes social mobility and allows students to achieve brilliantly, regardless of their background. However, we are also developing a school culture wherein students feel happy, are invested in the wider aspects of school life and are not ashamed to aim extremely high.

We are a school that values the building of positive and compassionate relationships with students and we place high aspiration, quality classroom delivery and 'feeding the Holyrood culture' at the heart of what we do.

If you would like an informal telephone conversation with me or to visit the Academy please email your contact details to dmaccormick@holyrood.bep.ac so I can arrange to call you.

If this vision matches your own, we would be delighted to hear from you.



Mr Dave MacCormick – Headteacher

The Opportunity



HEAD of YEAR

Required: February 2025 or sooner if available

Hours: Full Time, Permanent

Salary: MPS/UPS plus TLR1B

Main Job Purpose

The role of the Head of Year is to lead the year group to excellent academic outcomes and exemplary behaviour while securing the effective care of the social, emotional and learning needs of all individual students within the year group. The overriding role is to remove barriers to learning and to promote the ethos of aspirational and supportive academy where everyone succeeds; to provide strong leadership and management and ensure high quality student intervention which results in high student standards and achievement. This role will lead either Year 8 or Year 10 depending on the candidate's skills and experience.

We would be particularly interested in hearing from potential candidates who can teach, Maths, Boys' PE, Geography, Science or Health and Social Care. This is desirable but not essential.

See the Job Description for a full breakdown of the role and responsibilities.

Closing date – 9am on Thursday 14th November 2024

What you can expect from us:

- Eligibility to join excellent pension scheme.
- Option to make additional voluntary contributions to pension for local government pension scheme members which can help boost retirement benefits.
- Access to a range of continuous professional development opportunities.
- Trust wide charity events designed to encourage our people to participate in meaningful activities.
- Access to wellbeing provision which offers information and advice on a range of workplace and personal issues.
- Flexible working opportunities.
- Enhanced special leave provision, including additional time off as part of our 'Personal Day' entitlement which supports employees to achieve a better work/life balance.
- Free car parking.
- On site catering facilities, all of which provide healthy and nutritious meals at a low cost.
- Gym membership. Many of our schools have on-site gyms, the use of which is available to employees at a discounted rate.
- Cycle to work scheme which enables employees to purchase a bike and accessories for their commute to work.
- Free tea and coffee

Job Description



Job Title: Head of Year

Location: Holyrood

Pay Grade MPS/UPS plus TLR1B

Hours of Work: Full Time, Permanent

Key Relationships: Staff, Students, Parents

Reporting to: Assistant Headteacher – Behaviour and Culture

General Responsibilities

- To lead both the team of tutors and cohort of students. This involves giving a clear vision and direction to work, identifying key areas for improvement and planning appropriate actions to meet them.
- To manage both the people and resources associated with each year group.
- To monitor the quality of learning experienced by the year group, liaising with CTLs and offering support and guidance where necessary.
- To promote the ethos of the school through leading high-quality assemblies.
- To ensure that the programme of activities delivered through tutor time is of high quality and is regularly quality assured.

Academic Progress

- To monitor the academic progress of the year group to secure and sustain effective learning, with particular reference to the proportion of students and groups of students not making required progress.
- To use assessment data such as CATs, SATs, KS2+KS3, to inform an analysis of individual student progress and collective progress across each tutor group and the year group.
- To have an overview of the range of barriers to learning that impacting on student progress, with reference to behaviour for learning, in and out of the classroom.
- To use all of the above to identify underachievement with a view to establishing and coordinating improvement strategies in conjunction with teachers and Curriculum Team Leaders, with particular reference to the proportion of students and groups of students not making expected levels of progress.
- To monitor the effectiveness of these interventions and report to Leadership Team as required on the progress being made by students in the year group.

- To liaise with key staff, including the SENDCo, regarding all groups of students' achievements in the year group, with particular reference to the proportion of students and groups of students and focusing on those students not making expected progress.
- To report to the link SLT member on the progress of the year group and individuals, with particular reference to the proportion of students not making expected progress and also on focus groups of students i.e. boys, pupil premium and SEND.

Leadership and Management:

- To act as a role model for tutors by demonstrating high quality pastoral care and academic monitoring of students, continuous professional development and professional presence in the year team.
- To lead and manage a team of tutors and maintain regular formal and informal contact with tutors.
- To ensure all tutors understand and are actively implementing the key aspects of the Academy's policies including those for behaviour, attendance, uniform and safeguarding.
- To set the agenda for Year Team meetings.
- To make a significant contribution to the induction of tutors referring any individual training needs to the member of Leadership with responsibility for staff INSET.
- To have an overview of all the different care and guidance for students' e.g. learning mentor, SENCO, teaching assistants, external agencies etc.
- Liaise with SENCO with regard to intervention strategies available and in place for students identified with SEND.
- To provide a link for parents, tutors, pastoral leaders, SENCO, teachers, Heads of Department, SLT and external agencies.
- To initiate and respond to communications with parents ensuring that they are kept fully informed and involved in the progress of their children.
- To contribute to the organisation of any parent information evenings by encouraging and monitoring parent attendance to such events.
- To contribute to the management of key school events; for example, induction, transfer arrangements, outings, extracurricular and social events.

Attendance, Behaviour and Rewards

- To monitor student attendance and punctuality on a weekly basis and to take all the appropriate steps to ensure that attendance and punctuality of students in the year group are at the highest levels. To liaise with the Academy Attendance Officer in this respect.
- To monitor student behaviour, attendance and achievement using the Academy's MIS (SIMs) and, in consultation with key staff, decide on appropriate sanctions, interventions and rewards.
- To oversee students on report and make contact with parents when necessary.
- To play the leading role in the disciplining of students referring situations to the appropriate member of SLT when appropriate.
- To administrate and implement Individual Behaviour Plans (IBPs) and Pastoral Support Plans (PSPs) to support improvement.
- To liaise with the designated member of SLT to access internal and external support services for students where appropriate.
- To secure support services for students in the Year Group through the Pastoral Leader Team.
- To ensure that safeguarding concerns are thoroughly investigated, rigorously recorded and appropriately followed up, using the support of the DSL.

- To manage students with persistent uniform and/or equipment failures and liaise with parents to solve these issues.
- To ensure that students in the Year Group are rewarded for their successes and that a culture that values success is built within the Year Group.

Administration

- To organise and, through a team of tutors, implement a framework for daily tutorial activities. This includes both day to day administrative tasks (checking of homework, checking absences etc) and year specific tasks (preparation for exams, options, learning conversations etc)
- To ensure that all tutors have access to relevant materials to deliver high quality tutorial activities.
- To maintain individual student records as necessary and ensure that they are kept up to date.
- To oversee 'in year' admissions for new students. This will include liaising with the member of staff responsible for admissions, meeting potential students and parents and in conjunction with key staff organising timetables and setting.
- To monitor the settling in of new students.
- To oversee the completion of progress checks as appropriate.
- To have an involvement in policy development and decision making across the school

Specific Accountabilities

Year 7

- To play a full part, in conjunction with the Leadership team member responsible for primary transition, in the induction of students into Year 7
- To liaise directly with the Primary transition worker to gain information regarding students transferring into Year 7
- To play a part in the organisation of Year 6 taster day in July
- To oversee the settling in of year 7 during the Autumn Term including contributing to Year 7 parent and student welcome events.
- Work with Link Leadership Team member responsible for transition on grouping of students into tutor groups

Year 9

- To play a full part in preparing students for option choices and preparation for the start of the key Stage 4 studies

Year 10

- To ensure that safe, meaningful and worthwhile work experience is effectively organised and undertaken by all students.

Year 11

- To lead the revision and preparation for Key Stage 4 exams
- To participate in and support the promotion of the Sixth form
- To lead Prom, Celebration Day, Year 11 Hoodie and Year Book organisation and delivery

Classroom responsibilities:

- Ability To teach across key stage 3,4 and 5 as necessary in line with the Department's Schemes of Work and external examination courses in such a way to challenge and inspire students of all abilities to achieve high standards.
- Plan, prepare and teach lessons according to the students' educational needs with reference to prior attainment, subject targets, SEN and other needs, as required.
- Assess, record and report on the development, progress and attainment of students in line with Academy and department policies and procedures.
- Set high expectations for students' behaviour establishing and maintaining a good standard of discipline through well focused teaching, effective classroom management and through positive and productive relationships.
- Act within the statutory frameworks, which set out their professional duties and responsibilities and in line with the duties outlined in the current School Teachers Pay and Conditions Document and Teacher Standards.
- To set and mark work for classes according to Academy guidelines.
- To set appropriate, quality homework in accordance with the Academy timetable.
- Liaise with support staff, such as Teaching Assistants, to ensure a coherent programme of study for students in the classroom.
- To follow Academy procedures for preparing, presenting and assessing students.
- Take an active part within the Academy's monitoring, evaluation and review programmes, professional development activities and teachers' Performance Management structures and cycle
- Attend staff briefings and departmental meetings as required.
- Carry out a share of supervising duties in accordance with published schedules.
- Carrying out such other tasks commensurate with the above as may be required from time to time by the Headteacher.

Knowledge and understanding:

- Have a sound knowledge and understanding of the concepts and skills in his/her specialist subjects and a detailed knowledge and understanding of the National curriculum programmes of study.
- Understand for his/her specialist subjects the framework of 11-16 and sixth form qualifications and the routes of progression through it.
- Understand and know how national, local comparative and Academy data can be used to set clear targets for students' achievement.
- Understand how students' learning in the subject is affected by their physical, intellectual, emotional and social development.
- Be familiar with subject-specific health and safety requirements, where relevant, and plan lessons to avoid potential hazards.

Attributes and professional contribution to the community

- Establish a safe and stimulating environment for students rooted in mutual respect.
- Demonstrate consistently the positive attitudes, values and behaviour which are expected of pupils.

- Contribute positively and effectively to working relationships across the school through positive contribution in academic, pastoral and other school meetings.
- Make a positive contribution to the wider life and ethos of the school.
- Take responsibility for improving teaching through appropriate professional development, responding to advice and feedback from colleagues.
- Communicate effectively with parents/carers and take part in liaison events with parents and agencies outside school, as appropriate.

Safeguarding

- Attend all safeguarding training as directed.
- Follow Trust procedures and report any concerns to the relevant DSL

Data Protection

- Ensure that legislation and Trust policies and procedures relating to confidentiality and data protection are adhered to.

Special Factors

This role may involve some traveling between schools within the Trust (and new ones that may join in the future). The reimbursement of travel costs to schools, other than the location of the central Trust office, will be as per the Trust's travel policy.

The post-holder will support the achievement of the Trust's objectives by working proactively with colleagues on projects or activities outside their direct area of responsibility, as required.

The post-holder is expected to familiarise themselves with and adhere to all relevant Trust and Policies and Procedures including Health and Safety and Data Protection requirements and to be aware of and assume the appropriate level of responsibility for safeguarding and promoting the welfare of children and to report any concerns in accordance with the Trust's safeguarding policies.

As this post meets the requirements in respect of exempted questions under the Rehabilitation of Offenders Act 1974, all applicants who are offered employment will be subject to an Enhanced Disclosure and Barring Service Check (DBS) before the appointment is confirmed. This will include details of ALL cautions, reprimands or final warnings as well as convictions, whether "spent" or "unspent". Criminal convictions will only be taken into account when they are relevant to the post.

This job description sets out the duties and responsibilities of the post at the time when it was drawn up. Such duties and responsibilities may vary from time to time without changing the general character of the duties or the level of responsibility entailed.

The Trust seeks to promote the employment of disabled people and will make any adjustments considered reasonable to the above duties under the terms of the Equality Act 2010 to accommodate a suitable disabled candidate.

Employee Signature:

Date:

Person Specification



Head of Year		
	Essential	Desirable
Qualifications	<ul style="list-style-type: none"> • Good honours degree (2:2 or higher) • QTS status • Experience of leading a curriculum or pastoral area of the school 	<ul style="list-style-type: none"> • Participation in a relevant middle leader development programme
Experience	<ul style="list-style-type: none"> • Potential to deliver outstanding outcomes for students • Strong track record as a Form Tutor, Deputy Head of Year or Head of Year. • Proven ability to manage a high and at times responsive workload. • Evidence of having led improvement in attendance, behaviour, academic outcomes and student welfare. 	<ul style="list-style-type: none"> • Experience of teaching in at least two other schools • Responsibility for the performance management of other staff.
Skills & Knowledge	<ul style="list-style-type: none"> • High level of subject knowledge and enthusiasm for subject • Excellent ICT skills • Evidence of a willingness to contribute to extra-curricular programme 	<ul style="list-style-type: none"> • Evidence of wider professional learning
Personal Qualities	<ul style="list-style-type: none"> • Excellent interpersonal skills • Ability to inspire and enthuse young people • A genuine love of teaching and rapport with young people • Willing to go the extra mile to secure high levels of student performance and engagement. • Commitment to further professional development and learning • Excellent relationships with colleagues • Excellent record of attendance and punctuality • Infectious enthusiasm and relentless positivity 	
Equal Opportunities	<ul style="list-style-type: none"> • Commitment to the Academy's Equality and Safeguarding policies 	



We believe in the potential of every child

OUR MISSION

- To nurture and develop the ambition, talents and interests of every child
- To break down the barriers that inhibit the opportunities and achievements of disadvantaged pupils so that they can go on to lead lives of choice and opportunity
- To create a family of schools that are deeply and purposefully connected to their communities.

Our Schools





Our schools' varied locations allow our staff to access not only beautiful beaches, but also some of the best areas for walking, biking and other outdoor activities; yet the cities of Exeter, Bristol and Bath are close by.



