



Head of Year

Permanent
Full Time

Closing Date 9.00am Wednesday 26 March 2025



Dear Candidate

I am delighted that you have requested further information regarding the position of **Head of Year** at Unity College. This is a full time, permanent appointment.

I have been the Headteacher at Unity College since September 2022. Unity College has a very positive, friendly atmosphere. The staff care passionately about the well-being of our children and students are vibrant, enthusiastic and affable. Although Unity College is a large school, we strive to maintain a 'family feel' and a powerful sense of community in which every member of our community feels that they belong, are valued, and contributes positively to College life.



Our primary focus is, and will always be, developing a superb curriculum across all areas of the College. At Unity College we share a belief that the curriculum - and the enactment of that curriculum - is the single most important factor in closing the disadvantage gap. The curriculum is the key lever in accumulating advantage year-on-year and is the most important mechanism that we have to privilege those who are presently or previously experiencing disadvantage. Curriculum and pedagogy underpin all we do and all staff at Unity College are committed to their own learning as well as their teaching.

Heads of Year are a really important part of our college leadership structure. The Head of Year holds ultimate accountability for the Year Group. They are supported in this by a non-teaching Deputy Head of Year and expert pastoral teams: Student Support (including Mental Wellbeing Workers and an Early Help Co-ordinator); Targeted Support; Safeguarding; SEND and Attendance. Heads of Year line manage a team of 12 tutors and are line managed by a member of the Senior Leadership Team, with whom they will meet regularly.

The successful candidate will possess excellent leadership, management and communication skills and will have demonstrated an ability to work with young people and their families successfully. They will be aware of some of the challenges facing young people yet hold the highest aspirations for Unity College students. They will also be committed to and use strategies that will ensure that all students are given the very best opportunities to be successful in all areas of their lives

We are looking for Heads of Year with experience of working with young people to secure excellent outcomes, who are able to develop and sustain strong routines and who will inspire students to engage widely across the College. They will ensure all students engage in extra-curricular activities and will develop a range of leadership roles within their year groups. Above all, Heads of Year will model and maintain the highest of standards at all times.

The Head of Year will work with the Senior Leadership Team to create and deliver a shared vision for the personal development, behaviour and attitudes, wellbeing and safeguarding of all members of the College community. The Heads of Year are some of the most senior leaders of the College and, as such, play a pivotal role in shaping the future of Unity College.

Working at Unity College is tremendously rewarding and this role is a fantastic opportunity to make a real difference to young people's lives as well as offering abundant prospects for professional development. As a College, we are firmly committed to continuous professional development for all and we invest heavily in developing our staff at all levels.

You are very welcome to visit Unity College to help you decide if this is the school and the role for you; I'd be delighted to meet you. Please contact our HR Manager for an appointment. I look forward to hearing from you.

With best wishes

A handwritten signature in black ink, appearing to read 'J. Richardson', with a stylized flourish at the end.

Jane Richardson
Headteacher

The College

Unity College is a co-educational, 11-16 college. With 1500 students on roll, we are one of the largest secondary schools in Lancashire. The College's intake is diverse.

Unity College lies within the beautiful grounds of Towneley Park with breath taking views of the local countryside. The College was part of the Building Schools for the Future project. Our main building opened in September 2010. Due to the huge demand for places at Unity College there has been a large expansion programme which has included a new build of 19 classrooms and some internal structural changes. The new building opened in April 2022.

The College's roll has grown significantly in recent years. In January 2021, there were 1244 students on roll; in January 2022 there were 1299 students; in January 2023 there were 1380 students and in January 2024 there were 1432 students on roll. The College roll has continued to grow and there are now 1500 students on roll. This is a very exciting, but challenging, time for the College as we work hard to ensure that such rapid expansion does not detract from our core business of offering the very best possible education for every student at the same time as knowing our children and families really well.

Burnley is an area with significant levels of social deprivation. In 2023/2024, 66.3% of Unity College students came from areas with E/E* overall multiple deprivation indices; 68.5% of student came from IDACI Bands A-F. The school location deprivation indicator is 'above average' and the pupil deprivation base is 'well above average' (IDSR). The percentage of students in receipt of Free School Meals is 'above average' (IDSR). The challenges of this context are manifest in the College and this is one of the reasons that we place such emphasis on excellent teaching and high levels of pastoral care to remove barriers to achievement for all students.

The percentage of SEND support students is 'well above average' (IDSR). The percentage of students with an EHC Plan is 'close to average' (IDSR), having historically being been 'below average'. The number and percentage of students identified as having Social, Emotional and Mental Health needs is above that of other Lancashire secondary schools and is increasing rapidly.

The percentage of students classified as White British (82.6%) is 'well above national average' (61.4%). The percentage of students classified as Asian or Asian British – Pakistani (6%) is 'slightly above national average' (4.5%). The increase in the College roll to accommodate 'new to country' families has resulted in a significant increase in the numbers of students who speak English as an additional language. Whilst the percentage of EAL students (8.0%) is now close to average (IDSR) it has, historically been below average.

The percentage of children who are looked after (CLA) at Unity College (1.0%) is above the local authority average (0.8%). The percentage of children who are looked after (CLA) with SEN Support (66.7%) is above the local authority average (29.6%).

At Unity College, we are united by a desire for our students to be happy. Academic progress is obviously vital but we also place a high value on the provision of enrichment opportunities that help our students to grow into responsible, confident, considerate, happy young adults. Underpinning all of this are excellent standards of pastoral support and care that enable children to feel safe and valued. At Unity College, we are proud of the extensive and expert support systems that we have in place for our students. These comprise a wide range of people

and processes (both within college and involving outside agencies). We currently have 11 DSLs trained and operational at Unity College.

We believe that our children need to be challenged to think hard, work hard and behave well but we always seek to challenge with compassion: every student will be given the opportunity to achieve academic success in an inclusive, supportive, creative environment. We are committed to ensuring that every student at Unity College experiences a sense of belonging at the same time as creating a culture and ethos that is utterly committed to achievement.

Why work at Unity College?

Every Headteacher will say good things about their own school and so we asked our staff to contribute to this brochure to give you an honest view 'from the chalkface'. Furthermore, interviews always provide opportunities for candidates to talk frankly with a range of staff.

"I feel so proud and privileged to have worked with so many amazing children over the years. There is nothing more satisfying than seeing children who deserve to achieve great results do so. The fact that we, at Unity College in Burnley, can help students achieve high grades of 8s and 9s shows the true value and quality of our teaching and curriculum. It gives me joy to know our students from Burnley can not only rival the grades achieved by children at grammar schools/private schools but beat them too. (It also makes me feel quietly smug!) We have, and continue to have, a positive impact on the life chances of young people across our community in Burnley."

"I genuinely enjoy coming to work and love what I do. I enjoy teaching and being part of such an amazing team who are more than just work colleagues but are genuine friends. I have worked in a few schools but none of them have ever felt like home in the way that this school does. Here are just a few reasons why I love teaching at Unity College.

1. Many students here at Unity College come from challenging backgrounds, but I feel that I make a difference in their lives by working here. I love working with the dedicated team of staff in our department.
 2. This school has a sense of community where students, staff and our parents and carers work together to look after each other.
 3. We have access to incredible facilities that allow us to offer our students a broad curriculum that is not only engaging but also provides fun experiences that no other local school can genuinely match. As a result, we can offer students of all abilities access to opportunities to lead an active, healthy lifestyle.
 4. I feel proud to be a member of the Unity College family because we have an excellent reputation for the quality of our teaching and excellent behaviour of our students."
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"I believe that Unity College has a genuine desire to do the best for all the students. The staff within the department are a good team who work together and the staff have an excellent spirit. When I first came to the school, the staff and pupils were warm and welcoming and accepting of new staff and pupils. I feel as I can discuss any issues with any other member of staff (SLT or class teacher) and will not be judged or questioned but supported to find a solution that is best for everyone."

“I have worked at Unity for six years now and commute here every day from Yorkshire. One of the many reasons I am still here is the excellent working relationships I have with other members of the mathematics department. There is a very friendly feel to the department, and everyone just "gets on" with each other. I have worked in several other schools where there was not the same cordial atmosphere in the staffroom. As for the students I have found that they take a little bit of getting used to but once you have gained their respect, they are a great bunch of young people to work with. The diverse range of student backgrounds makes it a very rewarding job where you can feel that you are really making a difference to the lives of the students in your care.”

“Unity College is a modern, successful, and well-respected school with great facilities based in beautiful surroundings – but none of that to me is truly important. The reason I work at Unity College is because I love the great team dynamic in the supportive, professional department that I'm part of; it was also immediately obvious when I interviewed here that the whole of the college really cares about the future of our children. The fact that the school is within easy reach of a variety of vibrant places to live doesn't hurt matters either!”

“There are so many reasons why I love working at Unity College. Here are just a few:

1. There is a whole school approach to behaviour management: staff are supported by Heads of Department and SLT to maintain a positive learning environment.
2. Teachers are respected as professionals.
3. Although some students face real challenges outside of school, when they see that you as a teacher are staying here and not giving up on them, they behave well and work hard. I find this one of the most rewarding things about working here.
4. We have such a range of students from different backgrounds.

There is never, ever a dull day!”

“You really should choose to work at Unity College because it is a school where staff are valued and made to feel welcome, truly act as part of a team, and are encouraged to develop themselves as practitioners. As the College expands and grows, it is an exciting time to join to help shape the future of more young people in Burnley and make a difference to their lives every day.”

“I have travelled 6121 miles from my home town and have taught for half my life at Unity College. I absolutely love being part of the 'Unity' family. It is one of the most rewarding experiences playing a part in educating young people in Burnley, watching them grow in confidence, develop a love for Mathematics and achieve success.”

Why work in Burnley?

A big warm Northern welcome to Burnley. After all, we weren't voted the friendliest town in Britain without good reason! From world-renowned, cutting-edge brands to affordable living and housing and spectacular countryside to explore, we truly believe we have it all in Burnley.

Burnley is conveniently located on the uncongested M65, providing easy access to the M62, M66, M6 and beyond. There are three international airports within an hour's drive, as well as Manchester, Leeds, Preston, Blackpool, The Lake District and Liverpool being a short drive away.



Burnley offers affordable housing: the mean house price in Burnley is £106,199, which is 36% of the national average. Not only does your money go further when you live in Burnley, but there is a wide-range of properties at your fingertips. From quality modern newbuilds and contemporary apartments to quaint cottages and impressive Victorian terraces, there's something for everyone's budget and taste. 80% of Burnley rural, making it the ideal place to wind down and explore.



Job Description

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| Dates | Apply by Wednesday 26 March 2025 - To start September 2025 or ASAP |
| Accountable to: | Assistant/Deputy Headteacher |
| Salary | MPR/UPR + TLR 1.2 |
| Contract Type | Permanent |

Introduction

This job description outlines the purpose and key tasks required to indicate the level of responsibility. It is not a comprehensive or exclusive list and duties / specific tasks may be varied from time to time, without changing the general character of the job or the level of responsibility entailed. This will allow flexibility for the college to respond to changing priorities and also support and enhance individual professional development. It is the practice of the college to examine job descriptions periodically, update them and ensure that they relate to the job performed, or incorporate any proposed changes. This procedure will be conducted by the Headteacher/Line Manager in consultation with the post holder.

Terms and conditions for staff employed on teaching contracts are detailed in the current School Teachers' Pay and Conditions document.

Overall Purpose and Accountability

The Head of Year is a key leadership position within the College, responsible for the achievement, personal development, welfare and conduct of all students within their year group, so that:

- **Every young person achieves their true potential**
- **Our community shares a love of learning**
- **Our students are involved in every aspect of college life beyond the classroom**
- **Our community is characterised by an ethos of inclusivity, tolerance and respect**

The successful candidates will possess excellent leadership, management and communication skills and will have demonstrated an ability to work with young people and their families successfully. They will be aware of some of the challenges facing young people yet hold the highest aspirations for Unity College students. They will also be committed to and use strategies that will ensure that all students are given the very best opportunities to be successful in all areas of their lives

We are looking for Heads of Year with experience of working with young people to secure excellent outcomes, who are able to develop and sustain strong routines and who will inspire students to engage widely across the College. They will ensure all students engage in extra-curricular activities and will develop a range of leadership roles within their year groups. Above all, Heads of Year will model and maintain the highest of standards at all times.

Each year group has a Head of Year, a Deputy Head of Year and a team of form tutors. The Attendance Team, Inclusion Team, Safeguarding and Wellbeing Team and 11 DSLs also support the year team.

The Heads of Year will work with the Senior Leadership Team to create and deliver a shared vision for the personal development, behaviour and attitudes, wellbeing and safeguarding of all members of the College community. The Heads of Year are some of the most senior leaders of the College and, as such, play a pivotal role in shaping the future of Unity College by:

- Creating a strong college community, characterised by consistent, orderly, caring and respectful relationships
- Contributing to the development of the strategic vision for Unity College, based on analysis of local and national need
- Ensuring that the pastoral offer reflects the College's vision and values
- Raising the aspirations and ambitions of our students, their families and carers and the local community
- Creating a college culture and ethos that is utterly committed to achievement
- Ensuring that every student at Unity College experiences a sense of belonging

Post-Specific Responsibilities

Leadership of a Year Group

- Lead, manage and develop the Deputy Head of Year and a team of Form Tutors to ensure the highest standards of attendance, uniform, behaviour and attitudes for all students in a year group, ensuring every student achieves the best possible outcomes
- Lead the monitoring and tracking of attendance, punctuality, behaviour and attitudes for all students in a year group
- Know the progress and attainment measures for the year group and support improvements for underachieving students and groups of students
- Be a visible presence around the College, modelling and ensuring high standards and high expectations consistently, insistently and persistently
- Ensure that an ethos of inclusion and tolerance characterises the year group so that identity is celebrated and difference is valued
- Ensure that clear routines are promoted within the year group both within and between lessons and during social time
- Ensure that any students who have particular needs or whose behaviour and/or attendance fall below the College's high expectations, demonstrate improvement with necessary support and guidance
- Be the key contact for parents and carers of students within the year group
- Establish a strong sense of identity and belonging in the year group
- Work in partnership with other leaders to ensure whole College improvement priorities are achieved
- Build and sustain effective, positive relationships with all staff, students, parents and carers, governors and the local community and be an excellent ambassador for Unity College

Attendance and Punctuality

- Ensure that all students in the year group have high attendance and are punctual

- Lead the monitoring and tracking of attendance and punctuality for all students in the year group to ensure that the attendance of all students in the year group is above or in line with national averages
- Work collaboratively with the Attendance Team to analyse persistent absence rates to ensure that the attendance of all students in the year group is above or in line with national averages
- Work collaboratively with the SENCO to ensure that the attendance of SEND students in the year group is above or in line with national averages
- Work collaboratively with the Inclusion and Safeguarding Teams to ensure that attendance of the most vulnerable students in the year group is above or in line with national averages
- Ensure that the College's attendance policies and procedures are followed and consistently applied across the year group
- Organise and participate in targeted intervention programmes to raise standards of attendance for individual students and groups of students
- Ensure that, if a student has been absent from college, they are supported in catching up on work missed and reintegrated successfully into the College

Behaviour and Attitudes

- Ensure that every member of the Year Team has high expectations for students' behaviour and conduct, that these expectations are applied consistently and fairly and that these expectations are reflected in students' behaviour and conduct
- Ensure that relationships among students and staff reflect a positive and respectful culture
- Be a visible, proactive presence around the College, promoting positive behaviour and attitudes from all students
- Support and advise all members of college staff to ensure high standards of behaviour and attitudes are secured throughout the College, ensuring that there is a calm and orderly environment which enables students to both learn and thrive
- Undertake regular learning walks to ensure high levels of engagement from all students in your year group in all lessons, recognising, reinforcing and rewarding excellent attitudes to learning in the year group
- Ensure standards of uniform, equipment and conduct are exemplary through the implementation of robust systems and checking mechanisms
- Model for all staff exemplary practice in terms of managing difficult and challenging behaviour from students
- Liaise with others in the implementation and development of the rewards and sanctions programmes in line with college policy, to ensure that the College's vision and values are realised
- Lead detentions and ensure sanctions are applied consistently and fairly in line with College policies
- Ensure consistent application of the College's Behaviour Policy and ensure that the application of the Policy, including fixed-term suspensions and internal exclusions, is effective

- Track and monitor standards of behaviour and behaviour data for the year group, ensuring that the relevant policies are consistently applied and that excellent behaviour and attitudes permeate throughout the year group
- Use behaviour data to evaluate, respond and make changes and recommendations
- Improve standards of behaviour both for individual students and the year group as a whole
- Plan, implement and evaluate targeted intervention programmes for individuals and groups of students within the year group
- Work with parents and carers to review student behaviour patterns and identify actions needed to improve standards of behaviour and attitudes, attainment and progress, and, in doing so, build strong relationships with parents and carers
- Plan and promote reward activities within the year group in line with College policies
- Plan and promote opportunities for student leadership within the year group, ensuring that levels of student engagement in such activities are high

Personal Development

- Lead and manage a team of Form Tutors in order that the role of a form tutor is clearly defined, well-understood and that the work of the team is of a consistently high quality
- Ensure that form groups have appropriate areas for display of information and that these are kept up to date.
- Ensure that PD time is productive and work with others to ensure it is delivered in line with the College's vision and values and contributes to the effective delivery of the PSHE, SMSC, Citizenship and RSE curricula
- Plan and deliver regular, meaningful assemblies as part of the College's programme to support students to better understand the College's values and expectations
- Know how to support students' personal development, mental health and wellbeing and be the first point of contact for students with regard to extra support which may be needed
- Actively celebrate diversity and create an environment in which bullying, sexual abuse and harassment between children or discrimination are not tolerated. Ensure that, if they do occur, such issues are dealt with quickly and effectively, and not allowed to spread
- Keep up to date with political and social issues which affect students and be committed to organising workshops and other activities designed to ensure a no tolerance approach to all forms of discrimination
- Contribute to the evaluation and development of PSHE, SMSC, Citizenship and RSE curricula in order that all student make progress
- Ensure that there is a well-developed extra-curricular offer for the year group and that each child takes up this opportunity
- Ensure that regular Student Voice informs the development of the year group and the College as a whole
- Organise and take part in parent and carer meetings and events to ensure that parents and carers are fully involved in their child's education

Safeguarding

- Ensure that all students in the year group are safe and feel safe at all times and in all aspects of college life
- Take appropriate actions to ensure all students in the year group are effectively safeguarded, making relevant referrals where appropriate and working with other agencies where necessary.
- Work closely with the DSL and Safeguarding Team to ensure effective safeguarding practices are highly effective across the year group
- Undertake duties to ensure that students are safeguarded during social times and between lessons

Achievement

- Work collaboratively with leaders at all levels to ensure strong engagement in the curriculum and improved academic outcomes for students, including identifying barriers to learning and patterns of disruption and working with colleagues to address these
- Support staff in ensuring that students follow routines and that disruption to learning is not tolerated
- Ensure that students' attitudes to their education are positive: they are committed to their learning, know how to study effectively and do so, are resilient to setbacks and take pride in their achievements
- Have oversight of the educational provision and outcomes for any student educated off site within the year group

As a **Teacher**, you will:

- Meticulously plan and teach engaging and challenging lessons
- Meet the needs of all students through high quality planning and teaching
- Set and feedback upon appropriate homework
- Use regular, measurable and useful assessments of teaching
- Complete all reporting on time
- Closely monitor progress and attainment of students and use this to inform planning and teaching
- Provide content for and, where necessary, deliver high quality student interventions
- Support all students to achieve college targets
- Work alongside colleagues on self-evaluation measures, quality assurance processes and department improvement strategies
- Support department leaders in the implementation of high-quality Schemes of Learning
- Maintain regular and productive communication with parents about students' learning
- Organise and participate in trips and events as appropriate
- Take responsibility for your own professional learning through participating in the College's appraisal processes and CPD opportunities

Health and Safety

You will:

- Adhere to college health and safety policies/procedures and current statutory health and safety requirements
- Attend training as and when required for the purposes of safeguarding children and corporate safety
- Ensure school is immediately notified of any issues that may affect your right to maintain enhanced clearance to work on the school site (DBS)

**This post is subject to satisfactory enhanced level verification by the
Disclosure and Barring Service**

Person Specification

| | | Essential | Desirable |
|--|---|-----------|-----------|
| Qualifications | A good honours degree | ✓ | |
| | A teaching qualification and QTS | ✓ | |
| Professional Experience and Knowledge | You have substantial teaching experience | ✓ | |
| | You have a proven track record of school improvement | ✓ | |
| | You have experience of leading change in schools | ✓ | |
| | You have experience of leading teams and raising standards | ✓ | |
| | You have experience of curriculum development | | ✓ |
| | You have knowledge of cognitive science and effective learning | | ✓ |
| | You have experience of developing inclusivity | ✓ | |
| | You have experience of using evidence to inform actions | ✓ | |
| | You have experience of using self-evaluation to drive school-improvement | ✓ | |
| | You have experience of developing the work of colleagues at various professional stages | ✓ | |
| | You are able to show how you have used performance management and accountability systems to improve performance | | ✓ |
| | You have experience of working with and presenting to governors | | ✓ |
| | You have experience of working with external agencies | | ✓ |
| You have an up to date knowledge of the emerging issues in school leadership and a record of appropriate CPD | ✓ | | |

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| Skills and Attributes | You are an excellent teacher with a proven track record of excellent outcomes | ✓ | |
| | You have proven leadership skills and the ability to motivate and inspire others | ✓ | |
| | You pay close attention to detail and adopt a meticulous approach to record keeping | ✓ | |
| | You have the ability to inspire high levels of student performance | ✓ | |
| | You can work under pressure and prioritise according to need | ✓ | |
| | You are a skilled communicator, both orally and in writing | ✓ | |
| | You are a skilled presenter, able to engage and inspire others | ✓ | |
| | You are effective at building strong partnerships with parents, carers and other agencies | ✓ | |
| | You have excellent literacy and numeracy skills | ✓ | |
| | You have excellent behaviour management skills | ✓ | |
| | You have the ability to think creatively to solve problems, pioneering new approaches as well as understanding which prior methods have been effective | ✓ | |
| | You have a sense of humour and good interpersonal skills | ✓ | |
| | You have high levels of energy and enthusiasm | ✓ | |
| You are a committed, highly-competent, reflective and resilient individual | ✓ | | |
| Beliefs | You believe inclusivity and equality | ✓ | |
| | You are committed to raising aspirations in the College and believe in the potential of all young people to achieve highly | ✓ | |

How to apply



Please complete an application form **and** write a letter of application of no more than three sides of A4 (please use font size 11 or 12 and double spacing for this). Your letter of application should include your vision for this role and how your experience and skills will equip you to realise this.

The application form can be downloaded from our website and should be returned to Joanne Lever, the College's HR Manager, **by 9.00am on Wednesday 26 March 2025**, preferably by email to j.lever@unity.lancs.sch.uk

If you do not receive an acknowledgement of your application by the deadline, please contact the College.

Interviews will be held during the week commencing Monday 31 March 2025.

If you would like to arrange a visit or have an informal, confidential discussion, please contact the College's HR Manager via the email above or telephone number below.

**Unity College
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Burnley
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01282 683010

www.unity-college.com

