

Head of Year

Harris Academy Sutton

Welcome to Harris Academy Sutton and thank you for your interest in the above role. We are a highly inclusive, successful Academy with exemplary behaviour and high levels of academic achievement. Having opened in 2018, we are housed in a £40million state-of-the-art Passivhaus building and looking for a committed, passionate individual to join us as Head of Year.

Thank you again for your interest and I wish you all the very best with your application.

Mick Berry
Head of Academy

APPLICANT PACK

Head of Year (with PE)

Harris Academy Sutton

START DATE: September 2026

PAY: Leadership Scale [L2 start point - Outer London]

Loyalty Bonus + Teacher Pension Scheme + Harris Wellbeing Cash Plan + Additional Harris Benefits

Join our success:

- Judged 'Outstanding' in all categories by Ofsted (Feb 2023), more information here: <https://www.harrissutton.org.uk/469/ofsted>
- Progress 8 scores of +1.10 & +0.91 in our first two sets of GCSE results (2023 and 2024)
- Attainment 8 scores of 60.6, 59.9, 58.2.
- High achieving sixth form with multiple Russell Group Alumni (including University of Cambridge, Durham University and London School of Economics)
- Hugely oversubscribed in both Year 7 and Year 12, the 'Comprehensive of Choice' in a borough with several grammar schools

Deadline: **Thursday 7th May 2026**

Interviews: **w/c Monday 11th May 2026**



ROLE OVERVIEW

The Academy is looking for a committed and passionate Head of Year to join our pastoral team. Our team of Heads of Year work, alongside their group of Form Tutors, to provide stability and implement the pastoral and wellbeing programme at HASU which plays such an important role in the underpinning of academic success and personal growth for young people. Successful candidates will recognise the impact that a stable life at school can have for children, especially those who face challenges beyond the Academy gates, and will be prepared to tackle the behavioural, attendance-related issues that can sometimes act as barriers to success. We also train all out Heads of Year to DDSL level so that they are aware of the way teams need to work together to support the welfare of students.

This role is student-centred and family-focused, and the successful candidate will need to show evidence of the ability to empathise with students and their needs, as well as a willingness to tackle head on the challenging conversations with families about the nature of life at secondary school.

We are committed to equality and diversity and welcome applications from practitioners regardless of background or experience: it may be that you have just the qualities we are looking for to add to our thriving team!

You will have full access to the Joint Professional Development support offered in house here at Harris Sutton; but there is also a great deal of collaborative working and sharing of good ideas and what works within secondary across the Harris Federation. The successful candidate will be joining a friendly and outward looking group where professional development and progression opportunities are second to none.

Staff wellbeing and workload is high on the priority list at Harris Sutton, we have a number of initiatives to aid with this including a full 2-week October half term, half days at the end of each term and our recently launched flexible PPA periods (which teachers can choose to use at home or offsite).

Reporting to: Assistant Principal

Responsible for: Student Pastoral Care and Year Group Tutors

Liaising with: Academy Leadership Group, SEND Staff, Teaching and Associate Staff, Families and other supporting external agencies



INTRODUCTION TO HARRIS ACADEMY SUTTON

Our staff

We believe that a happy and settled staff body helps drive the very best performance from our students. We are committed to a high-quality professional development programme and can draw on expertise from across the Harris Federation. As a HASU member of staff at any level you will receive the training and support that you need to carry out your role effectively and develop at a pace that suits you.

We are committed to ensuring that our staff have the right level of balance between work and home life. Our policies and procedures are aimed at allowing our teaching staff to spend as much time as possible planning and delivering lessons. We work in an award-winning building with excellent facilities.



- "Teachers work together to plan for **excellence**."
- "Teachers are **highly skilled** in selecting strategies and adaptations to ensure that **all pupils**, including those with SEND, fully access and excel in learning the curriculum."
- "Teachers **know about pupils' needs** and how best to help them learn."
- Staff at the school "...receive **excellent professional development**."
- "**Leaders value their staff.**"
- "Staff are **thoroughly trained in safeguarding**... When leaders are concerned that pupils may be at risk of harm, they react with **rigorous and relentless tenacity** to ensure that pupils are protected"

Our students

We run a broad and diverse curriculum to a fully comprehensive intake of students.

Our focus on the core value of Integrity means that our behaviour is excellent, with staff supported by a strong and highly visible Academy Leadership Group. Detentions are run centrally, allowing teaching staff to do what they do best: plan and teach amazing lessons.

Attendance and engagement with learning is high, and centrally planned tutor time resources ensure that our tutors can engage with students whilst delivering high-quality experiences.



- “[Pupils] are **respectful** to one another.”
- “Pupils throughout the school are **highly motivated**, polite and courteous.”
- “Pupils **understand and respect the rules**. This means that little reinforcement of these is necessary.”
- “Pupils readily **hold leaders to account**. Leaders respect and act on pupils’ ideas.”

Our location

We are located in Sutton, with good public transport and road links. Central London (Clapham, Victoria) is 25 minutes away. Belmont station is just an 8-minute walk and Sutton station a 12-minute walk. We are on the Surrey border so journeys do not take long in fact journeys from Kent only take just over 30 minutes by car. We have safe and secure onsite parking with electric charging points.

Other benefits of working for us

- Regular dialogue about workload and how to manage it effectively
- Protected time for examiners
- Internal promotion and progression opportunities
- Staff CPD breakfasts
- Harris subject networks
- Clear communication and manageable deadlines
- High-quality staff induction programme
- Regular recognition and celebration of staff excellence
- Free on-site parking
- Exemplary student behaviour
- All SLT teach
- Fully centralised behaviour system including rapid and effective support with any student behavioural issues



JOB DESCRIPTION

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

Job Purpose

- To develop a culture that celebrates success and effort in equal measure, ensuring the highest standards of behaviour, achievement, progress and attitudes across a year group.
- To lead and manage the work of the year group tutors in promoting the best possible standards of learning, effort and achievement in students
- To monitor and evaluate the implementation of the PDC curriculum across a Year Group.
- To develop and enhance the teaching practice of tutors and to be a role model in this respect
- To monitor the progress of students with a commitment to raising standards as they move through a year group
- To support the Academy Behaviour Team and ensure consistent and fair application of the Academy Behaviour Policy as necessary
- To support the Academy Safeguarding Team and ensure student wellbeing is promoted and maintained at the highest level across the year group
- To monitor the attendance of students within a year group, taking appropriate action as necessary, including interventions, home visits and liaising with external agencies as required.

Support for Students

- To know the students in your year group as fully as possible and to provide them with support, welfare and guidance with a strong focus on their attendance, and on safeguarding children and child protection issues
- To create a positive year group identity and to promote good attitudes to learning, to the school community and to the fullest and most positive participation in this by each student
- To work closely with your tutor team to ensure the effective management of students with the emphasis on a positive system of care and support and on their personal and social development
- To be fully aware of the needs of disadvantaged students, students on the SEND register and any other students with vulnerability and/or barriers to education
- To liaise closely in this respect with Student Support staff and the relevant Assistant Principals
- To initiate, contribute to and review child support programmes where and when appropriate
- To oversee arrangements relating to assessment, tracking examinations and reporting for your year group
- To oversee, monitor and evaluate target setting and interviewing for your year group
- To oversee guidance to parents/carers and students in relation to transition issues for your year group
- To value and contribute to the school's achievement culture and to its commitment to working in partnership with other schools

Development and leadership of other staff:

- To keep abreast of local and national education developments
- To be responsible for tutorial and registration teaching and management methodology, advising on and monitoring/observing this in order to develop and disseminate best practice and challenge under-performance
- To promote teamwork with your tutors in order to enhance the quality of teaching and learning, motivation, professional presentation and behaviour, and good working relations with you and each other
- To work with trainee teachers to develop them in the role of the tutor
- To ensure that the improvement plan's targets are kept in sustained focus throughout the year's cycle

The PDC Curriculum

- To work with relevant staff to develop and implement the PHSE curriculum, reviewing and refining it as appropriate
- To apply evaluation process and systems, including self-evaluation, in order to identify and develop improvements to the management and operation of the year group
- To ensure that tutor rooms provide a stimulation environment for teaching and learning and as a tutor base
- To encourage the celebration and publishing of your year group's work in the school and updating the website when appropriate
- To ensure that appropriate activities are provided for registrations when tutors are absent and to monitor the impact of any longer-term teacher absence on the learning and progress of students in your year group

Teaching:

- To undertake an appropriate programme of PE teaching
- To assist in the development of appropriate syllabuses, resources, schemes of work, marking policies and teaching strategies in the curriculum area and subject area.
- To contribute to the curriculum area and subject area's development plan and its implementation.
- To teach students according to their educational needs, including the setting and marking or work to be carried out by the student in Academy and elsewhere.
- To assess record and report on the attendance, progress, development and attainment of students and to keep such records as are required.
- To provide, or contribute to, oral and written assessments, reports and references relating to individual students and groups of students.
- To ensure that ICT, Literacy, Numeracy and Academy subject specialism(s) are reflected in the teaching/learning experience of students.
- To ensure a high-quality learning experience for students which meets internal and external quality standards.
- To prepare and update subject materials.

- To use a variety of delivery methods which will stimulate learning appropriate to student needs and demands of the syllabus.
- To maintain discipline in accordance with the Academy's procedures and to encourage good practice with regard to punctuality, behaviour, standards of work and homework.
- To undertake assessment of students as requested by external examination bodies, subject area and Academy procedures.
- To mark, grade and give written/verbal and diagnostic feedback as required.

Development:

- To take part in the academy's staff development programme by participating in arrangements for further training and professional development.
- To continue personal development in the relevant areas including subject knowledge and teaching methods.
- To engage actively in the Performance Management Review process.
- To ensure the effective/efficient deployment of classroom support.

Quality Assurance:

- To help to implement academy quality procedures and to adhere to those.
- To contribute to the process of monitoring and evaluation of subject areas and pastoral support in line with agreed academy procedures, including evaluation against quality standards and performance criteria.
- To seek/implement modification and improvement where required.
- To review from time-to-time methods of teaching and programmes of work.
- To take part, as may be required, in the review, development and management of activities relating to the curriculum, organisation and pastoral functions of the academy.

Management Information:

- To maintain appropriate records and to provide relevant accurate and up-to-date information for Management Information Systems (MIS), registers etc.
- To complete the relevant documentation to assist in the tracking of students.
- To track student progress and use information to inform pastoral planning, teaching and learning.

Other Specific Duties:

- To play a full part in the life of the Academy community, to support its distinctive aim and ethos and to encourage staff and students to follow this example.
- To promote actively the Academy's corporate policies.
- To comply with the Academy's Health and Safety policy and undertake risk assessments as appropriate.
- To show a record of excellent attendance and punctuality.
- To adhere to the Academy's Dress Code.

Academy Ethos

- To undertake such other duties as may be required, commensurate with the level of responsibility of the post
- To participate in training and other professional development learning activities as required.
- To promote equal opportunities and celebrate diversity in all aspects of the academy.
- To play a full part in the life of the academy community, to support its distinctive aim and ethos and to encourage staff and students to follow this example.
- To support and attend academy events such as Open Evening.
- To promote actively the academy's corporate policies.
- To adhere to the academy's Dress Code.
- To comply with the academy's Health and Safety policy and undertake risk assessments as appropriate.
- To be familiar with and promote safeguarding requirements, demonstrating adherence to the DfE Guidance 'Keeping Children Safe in Education and the academy's Safeguarding/Child Protection policies.
- To be aware of and comply with all academy and Federation policies and procedures, in particular those relating to conduct, child protection (as above), health, safety and security, confidentiality and data protection, reporting all concerns to an appropriate person.
- To undertake any other duty as specified by School Teachers' Pay and Conditions Body (STPCB) not mentioned in the above.

Employees will be expected to comply with any reasonable request from a manager to undertake work of a similar level that is not specified in this job description. Employees are expected to be courteous to colleagues and provide a welcoming environment to visitors and telephone callers.

The academy will endeavour to make any necessary reasonable adjustments to the job and the working environment to enable access to employment opportunities for disabled job applicants or continued employment for any employee who develops a disabling condition.

Following consultation with you this Job description may be changed by Management to reflect or anticipate changes in the job which are commensurate with the salary and job title.

PERSON SPECIFICATION

Attributes	Description	How will these be assessed
Qualifications	QTS (or equivalent) Degree or equivalent	Application Application
Experience	Extensive teaching experience of PE Outstanding teaching practice of PE Successful management experience (desirable) Experience in presenting to a wide audience Experience of implementing a range of strategies to raise student achievement, with evidence of success Contribution to impact on the quality of learning and teaching and curriculum Experience of developing and sustaining positive relationships with students, parents/carers and staff	Application, Interview Interview Application Application Interview Application Application
Knowledge and understanding	Ability to use data to analyse performance and manage interventions Understands a range of behaviour management techniques Understands how to plan lessons with challenging learning objectives and outcomes Understanding of Assessment for Learning Effective use of ICT to promote learning Understands the factors effecting learning Strategies to maintain good behaviour and pace Strategies for monitoring and evaluation of standards of attainment Effective development of staff and resources Ability to manage and lead excellent meetings and provide accurate, timely and constructive feedback Understand factors that may impact on a child's wellbeing and welfare	Interview Interview Interview Interview Interview Interview Interview Interview Interview Interview Interview Interview
Skills and Abilities	Personal organisation and time management skills Effective oral and written communication skills Ability to analyse and interpret data effectively and act upon analysis Ability to think strategically Ability to work within a team and manage a team Ability to motivate and lead students and staff Ability to analyse issues and identify solutions Vision and ability to manage change successfully	Interview Interview Interview Interview Application Interview Application, Interview Application
Personal Qualities	Ambitious and hard-working Commitment to the wider school community and a willingness to offer extra-curricular activities Commitment to pursue agreed short/medium and long-term strategies to completion Commitment to working with students of all abilities A passion and commitment to an ethos of high expectations, personal fulfilment and academic success Presence and approachability Sense of humour and resilience	Application Application Interview Interview, Application Interview, Application Interview Interview
Academy Ethos	Enthusiasm for and commitment to the achievement of the Academy overall vision for success at all levels. Motivation to work with children and young people. Ability to build and sustain professional standards, relationships and personal boundaries with children and young people. Emotional maturity and resilience in dealing with challenging behaviours. Ability to contribute towards creating a safe and protective environment. Empathy with the aims and objectives of Harris Federation Willingness to continue professional development. Commitment to maintaining high standards and expectations. Commitment to contributing to academy life as a whole. Commitment to equality of opportunity, valuing diversity and the safeguarding and welfare of all students.	Interview, Application Interview, Application Interview, Application Interview Interview Interview Interview, Application Interview, Application Interview, Application

We will consider any reasonable adjustments under the terms of the Equality Act (2010) to enable an applicant with a disability (as defined under the Act) to meet the requirements of the post. The job-holder will ensure that Academy policies are reflected in all aspect of his/her work, in particular those relating to:

- 1) Safeguarding children
- 2) Equal Opportunities
- 3) Health and Safety
- 4) General Data Protection Regulations (2018) and Data Protection Act (2018)

HOW TO APPLY

Apply online through the Harris Academy Sutton website (www.harrissutton.org.uk) or the Harris Federation careers website (www.harriscareers.org.uk).

For a confidential discussion about this post with the Head of Academy, more information or to arrange a visit, please contact the careers team on 0203 962 4500 or info@harrissutton.org.uk . Thank you for your interest in our school. We look forward to receiving your application.

Before You Start Your Application

Please remember to check your junk mail folders for our email communications and add us to your safe senders list to ensure all future email communication is received. This is important to ensure you are kept up to date on the status of your application and to avoid delays in the recruitment process.

To submit an application, you'll need to have ready:

- Personal information about you
- Details of your education and employment history
- Details of any qualifications and training gained
- A CV and/or supporting statement to upload

Help and Support

For our Help and Support completing your application, visit www.harriscareers.org.uk

Safeguarding Notice

The Harris Federation and all our academies are committed to ensuring the highest levels of safeguarding and promoting the welfare of children and young people, and we expect all our staff and volunteers to share this commitment. All offers of employment are subject to an enhanced Disclosure and Barring Service (DBS) check, references, an online search, and where applicable, a prohibition from teaching check will be completed. Before applying, please review our Policy Statement on the Recruitment of Ex-Offenders.