



Head of Year

Job Description & Person Specification

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Job Description

Reporting to:	Deputy Headteacher, Assistant Headteacher
Key Contacts:	Leadership, Teachers, Support Staff, Students, Parents/Guardians, External Agencies
Location:	Based at Penrice Academy but there may be a requirement to travel to undertake work at or for other academies/sites within Cornwall Education Learning Trust.
Salary Grade:	L6 – L10
Hours:	Full Time

Main Duties and Responsibilities

Head of Year – Strategic Leadership of a Year Group

- ❖ Develop a clear and consistent vision and values for the year group being led.
- ❖ To lead and manage a team of tutors and maintain regular formal and informal contact with tutors, supporting colleagues in developing and maintaining effective teaching, learning and tutoring practice so that all staff are consistent in applying school policy and practice.
- ❖ Ensure the quality of tutoring is maintained to the highest level across the year group.
- ❖ Carry out regular performance reviews with staff including pastoral managers and encourage commitment to continuous improvement and development.
- ❖ Utilise data from a range of sources to create a strategic plan to improve the attendance, behaviour and culture of a year group
- ❖ Develop a team culture committed to enrichment and inter-school activities with a strong year group identity.
- ❖ Work with Deputy Headteacher/Assistant Headteacher and Pastoral team in developing appropriate relationships with external agencies as required.
- ❖ Lead the assembly programme to ensure assemblies are inclusive and inspirational.
- ❖ To plan and organise Year/ Whole School events – Including Year Council, as required.
- ❖ To ensure tutor time is well structured and students are engaged in learning and leadership activities.
- ❖ Develop good relationships with students, staff and parents based on trust, respect and support.
- ❖ To have an involvement in policy development and decision making across the school in relation to attendance, behaviour and culture.
- ❖ Contribute to the management of key school events; for example, induction, transfer arrangements, outings, extracurricular and social events.
- ❖ Have a high and proactive presence around the school site.
- ❖ Provide a link for parents, tutors, SENCO, teachers, Heads of Faculty, SLT and external agencies

- ❖ Plan, initiate and respond to communications with parents ensuring that they are kept fully informed and involved in the progress of their children.

Head of Year – Behaviour and Attendance

- ❖ Maintain clear, aspirational expectations in relation to standards of attendance, behaviour and academic progress across a year group.
- ❖ Make use of attendance and behaviour data to develop and implement plans and practices for the year group, which reflect the school's commitment to high achievement.
- ❖ Work closely with the Attendance Officer, Pastoral Managers and Behaviour Lead to continually drive the highest standards.
- ❖ Develop and implement plans to ensure the tracking of PP/SEND students, and students at risk of underachieving.
- ❖ Implement behaviour management strategies in line with whole school policies.
- ❖ Play a leading role in maintaining the discipline of students referring situations to the member of SLT when appropriate.
- ❖ Manage and monitor intervention strategies through clear lines of referral to ensure individual success.
- ❖ Monitor punctuality and intervene as required.
- ❖ Oversee students on report and contact parents when necessary.
- ❖ 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.

Head of Year – Character

- ❖ Lead the development and delivery of the Character Curriculum for the year group.
- ❖ Ensure the assembly programme is coherent with the ambitions of the character curriculum of the year group.
- ❖ Work collaboratively with other Heads of Year to develop a well sequenced and ambitious character curriculum across the five years students are at Penrice.
- ❖ Lead the Character Curriculum for the Year Group in liaison with the HOY team and monitor the effectiveness of SMSC.

Teaching

- ❖ To undertake an appropriate programme of teaching in accordance with the duties of a standard scale teacher.
- ❖ Plan work in accordance with department schemes of learning.
- ❖ Ensure all lessons are stimulating and accessible to all our students.
- ❖ Liaise with relevant colleagues on the planning of units of work for collaborative delivery.
- ❖ To ensure that numeracy and other cross-curricular requirements are reflected in the learning experience of students.
- ❖ Take account of students' prior level of attainment and use them to set targets for future improvements.
- ❖ To mark, grade and give written, verbal and diagnostic feedback as required.
- ❖ Adopt most appropriate teaching strategies to meet student learning needs.
- ❖ Set work for students absent from school for long-term health or disciplinary reasons.
- ❖ Maintain good discipline by adherence to the advice given to staff in the induction handbook, curriculum team handbook and elsewhere.
- ❖ Set high expectations for students' behaviour by establishing a purposeful working atmosphere in accordance with the school's behaviour code and assertive discipline policies.

- ❖ Set appropriate and demanding expectations for students' learning, motivation and presentation of work.
- ❖ Work in collaboration with Teaching Assistants attached to any teaching group.
- ❖ To provide and/or contribute to, oral and written assessments, reports and references relating to individual students and groups of students.
- ❖ To carry out assessment of students as required by examination bodies, departmental and school procedures.
- ❖ Provide a stimulating environment by taking responsibility for the assigned teaching space and all equipment.

Communication

- ❖ To ensure effective communication as appropriate with the parents of students.
- ❖ To liaise with partner schools, higher education, industry, examination boards, awarding bodies and other relevant external bodies.

General Responsibilities applicable to all staff:

- ❖ To demonstrate and promote the values of Cornwall Education Learning Trust at all times.
- ❖ To work effectively with other members of staff to meet the needs of all students.
- ❖ To work with professionalism in line with the Trust's Code of Conduct.
- ❖ To attend staff meetings and Trust-based INSET as required.
- ❖ To be responsible for his/her own self-development on a continuous basis, undertaking any training/professional development as appropriate.
- ❖ To be aware of and adhere to all applicable Trust policies and procedures.
- ❖ To maintain at all times the utmost confidentiality with regard to all reports, records, personal data relating to staff and pupils and other information of a sensitive or confidential nature acquired in the course of undertaking duties for the Trust, with due regard to General Data Protection Regulations.

Note:

- ❖ This Job Description is illustrative of the general nature and level of responsibility of the work to be undertaken commensurate with the grade. It is not a comprehensive list of all the responsibilities, duties and tasks relating to the post.
- ❖ The postholder may be required to undertake such work as may be determined by the Headteacher/line manager from time to time, up to or at a level consistent with the main responsibilities of the job.
- ❖ This Job Description may be amended at any time in consultation with the postholder.

SPECIAL CONDITIONS OF EMPLOYMENT

Cornwall Education Learning Trust is committed to safeguarding and promoting the welfare of children and young people and expects all staff to share this commitment. The postholder is required to follow all of the Trust's policies and procedures in relation to safeguarding at all times, and to adhere to the statutory guidance 'Keeping Children Safe in Education'. The postholder must take appropriate action in the event that they have concerns, or are made aware of the concerns of others, regarding the safety or wellbeing of children or young people.

All offers of employment are conditional and subject to an Enhanced DBS check and, where applicable, a prohibition from teaching check will be completed for all applicants.

Person Specification

Selection Criteria	Essential	Desirable	How Assessed
Education and Training	<ul style="list-style-type: none"> ❖ Good Honours Degree ❖ Qualified Teacher Status 	<ul style="list-style-type: none"> ❖ Additional professional qualifications 	Application Form / Interview
Skills and Experience	<ul style="list-style-type: none"> ❖ Excellent organisational skills, Proven excellence as a classroom teacher including teacher to GCSE level over at least 5 years ❖ Contribution to the leadership of a Year group ❖ Good understanding of how pastoral systems work and link to standards and achievement ❖ Excellent Form Tutor Practitioner ❖ Excellent behaviour management skills 	<ul style="list-style-type: none"> ❖ To have worked as an Assistant Head of Year or similar ❖ Led a Year group through transition of a Key Stage ❖ Experience in developing a character curriculum/SMSC strategy ❖ Contributed to or led a whole school project ❖ Contribution to the school's improvement plan and SEF ❖ Experience in developing successful community links 	Application Form / Interview
Specialist Knowledge	<ul style="list-style-type: none"> ❖ Ability to analyse and use data effectively to improve pupils' attendance, behaviour and engagement in their education. ❖ Ability to identify early on in pupils the need for early intervention regarding progress or welfare ❖ Ability to work alongside key Middle Leaders to provide effective interventions for individuals and groups of pupils ❖ To be able to lead a team successfully and work as a member of a team ❖ Excellent oral and written communication skills ❖ Excellent behaviour management pupils ❖ Good knowledge of SIMS and ability to use data intelligently 	<ul style="list-style-type: none"> ❖ Current experience of working with the DfE guidance for schools relating to attendance and behaviour ❖ Knowledge of current educational issues 	Application Form / Interview
Personal Qualities	<ul style="list-style-type: none"> ❖ To believe in the importance of team work and a collaborative approach, to be able to contribute effectively 		Application Form / Interview

	to a team and build supportive working relationships with colleagues ❖ Professional, reliable and honest		
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Penrice Values and Ethos	<p>❖ Pride - Our students are proud to be part of this community. They take pride in how they present and conduct themselves, and in the quality of work they produce. Our staff take pride in their work with students to develop them both academically and socially.</p> <p>❖ Respect - We are respectful of each other and our beliefs, allowing individuals to grow into their own unique self without fear of prejudice.</p> <p>❖ Success - Students at Penrice are able to feel successful every day, not just through the outstanding academic results they achieve, but through small wins each time progress is made or an obstacle is overcome, knowing that being the best version of themselves is the ultimate quest and the only expectation we have.</p>
	<div>Pride</div> <div>Respect</div> <div>Success</div>



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