



Non Teaching Progress Leader

Permanent contract to start 7 September 2026, 37 hours per week

Term time only + 3 weeks

Grade 8, Level 1- 4, £34,301 to £37,439 per annum,

reduced pro-rata to £31,721 to £34,623

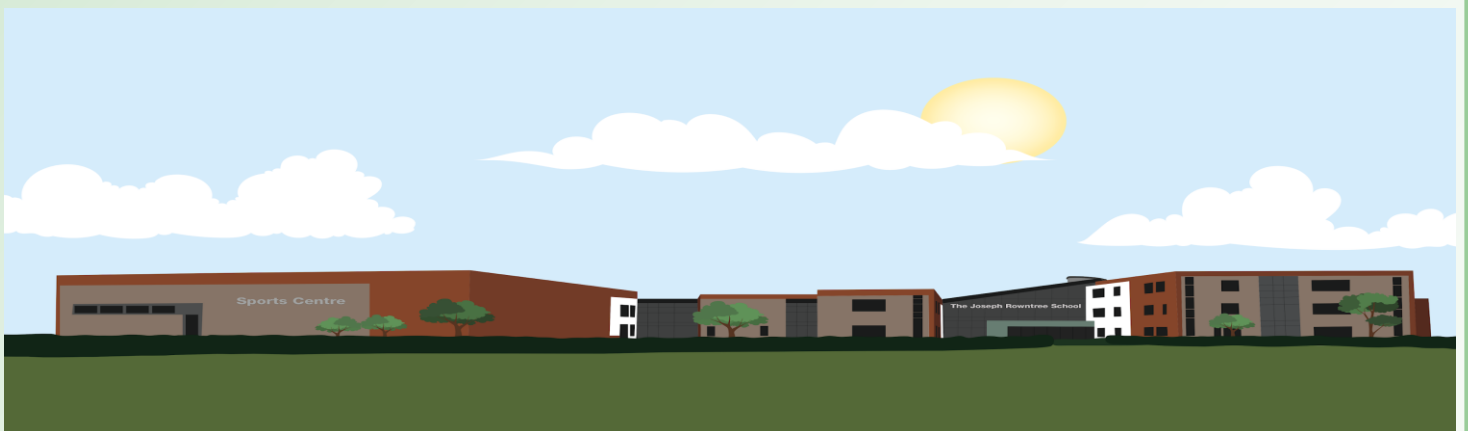
***N.B. these figures do not include the Local Government pay offer, from 1 April 2026, that is currently under negotiation**

Closing date – Sunday 5 July 2026 at midnight

Interview date – Thursday 9 July 2026

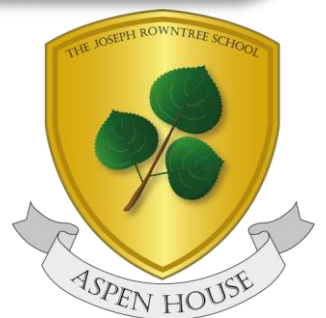
School website - www.josephrowntreeschool.co.uk

School email - contact@josephrowntreeschool.co.uk





The
**Joseph
Rowntree School**
the right school to grow in



Dear Prospective Applicant

Welcome to the Joseph Rowntree School. Please read the information about the school contained in this letter prior to completing your application.

General Information

We are a successful 11-18 comprehensive school of 1268 students, with 221 students in the sixth form. Our modern buildings and state of the art facilities provide an excellent learning environment and our talented and dedicated team of staff are wholly committed to the school and its students. We offer a broad curriculum which enables students to develop knowledge and skills that lead to important qualifications and the nurturing of talents.

Our extensive range of extra-curricular activities develops skills, interests, relationships and an enjoyment of school life. We are a school community where students are happy, safe and develop into well-rounded individuals. Integral to our focus on achievement and creativity, is a strong guidance and pastoral care system; this ensures that students are valued and supported well.

In October 2022, the school was judged to be 'Good' by Ofsted. We were pleased that Ofsted reported so positively on many aspects of the work we do with our students, particularly how well they are supported in school, the ambitious curriculum they access and how they feel safe and happy here. We are proud of our successes but are ambitious for the future. We continue to strive to develop the very best education for our students

Origins

The original school opened in 1942 as a model school in the North Riding. It was built on land provided by the Joseph Rowntree Trust. It continues to have voluntary controlled status with four governors from the Joseph Rowntree Foundation. It is, however, a non-denominational LA school. Since its illustrious origins the school has expanded considerably in phases to meet the demands of a changing educational scene and increased population.

Grounds and Buildings

The school is set in very extensive attractive grounds and playing fields. We have an excellent learning environment and superb facilities.

The Educational Context

The school is part of the City of York Councils education provision. York is a unitary authority, characterised by forward-looking leadership and a desire to work in partnership with its schools and parents/carers. The school shares this aim. There is a close network of effective working relationships in this relatively small LA. The school also has close links with its six main link primary schools.

Our Students

Our students are of above average ability with many from higher socio-economic groups. That said, we are fully comprehensive and proud of it. Approximately 18% of students receive free school meals (29% disadvantaged) and there are 190 on the SEN register (EHCP and K), 62 of whom have an Education & Health Care Plan. Equally, there are students with talents and ability to rank with the best in the country. The intake is largely from the villages of New Earswick, Haxby and Wigginton, with increasing numbers from within the historic city boundary. Our students are friendly, confident, articulate, hardworking and well-motivated. Our strong pastoral and behavioural systems help meet their needs and ensure that they fulfil their potential.

Our Staff

The school is lucky in having a forward thinking and reflective teaching and support staff. There is a wide range of experience and expertise. We are friendly, welcoming and helpful. We set a high priority on professional development and job satisfaction. Our staff work hard and there is a genuine commitment to provide high quality education for all of our learners. Working at The Joseph Rowntree School is rewarding and there is a strong induction programme for new staff. Developing best practice is a real focus at the school.

Organisation

The school's academic structure is based on departments. Guidance and welfare is based on a Year Group system. There is a great emphasis placed on teamwork and collaborative working at all levels. Leaders are expected to provide leadership, support and challenge to their teams. The Governing Body provide excellent support whilst challenging us effectively. The Senior Leadership Team consists of the Head, two Deputy Heads, three Assistant Heads and a School Business Manager. We have high standards and expect colleagues to meet these, regardless of which role they play in school.

Curriculum

The full range of subjects typical of comprehensive schools is available in the school. Currently there are around 30 different AS/A2 subjects available in the Sixth Form with a small degree of collaborative arrangements with the neighbouring Huntington School. Extra-curricular provision is wide ranging, with particularly high engagement in Sport, Drama and Music. We continue to value all subjects equally, notwithstanding a particular focus on English and Maths. We take pride in ensuring our curriculum offer at all stages meets the needs of all students. Since 2010 we have had an enhanced resource provision for students on the Autistic spectrum, one of only two units in the City; our philosophy is to allow such students to access as much of the whole-school curriculum as possible, in order to match their needs.

In Conclusion

The Joseph Rowntree School is a hard-working school community with a high level of cohesion and mutual support. We have high expectations of our students, both in terms of their behaviour and their studies. Our students are treated with respect and care and are expected to treat their staff the same in return. Relationships are good.

We always seek to appoint highly skilled and reflective members of staff. You will need to be enthusiastic, hardworking and committed to delivering high standards in your role. You should like and understand children and be prepared to go the extra mile to help them succeed.

Application information

Please read our 'How to Apply Guide' which will explain the application process from completing the application form through to appointment. Please email your completed application to recruitment@josephrowntreeschool.co.uk

We do try to acknowledge receipt of all of the applications we receive but it is advisable that you request a read receipt due to the number of applications we receive. Please accept my thanks in advance should you decide to apply.

Further information about the school is available on our website at www.josephrowntree.co.uk

Thank you for the interest you have shown in The Joseph Rowntree School.

David Hewitt

Headteacher

Important Information

Shortlisting

Applications will be evaluated against the requirements of the post, with those candidates that best fit the requirements being shortlisted. Shortlisted candidates will be contacted and invited to interview. If you have not been contacted within one month of the closing date, please assume you have not been shortlisted. In this case, may we thank you in advance for your interest in this post and wish you the very best for the future.

Due to the volume of applicants, **we are unable to give feedback to non-shortlisted candidates.**

Selection Process

As part of the selection process, in addition to assessing your skills and knowledge against the requirements of this role, specific questions will be asked to assess your suitability to work with children. The Joseph Rowntree School is committed to safeguarding and promoting the well-being of all children and expects all staff and volunteers to share this commitment. Therefore, interviews will include questions about safeguarding children.

Under the Equality Act 2010, we are legally required to consider making reasonable adjustments to ensure that disabled people are not disadvantaged in the recruitment and selection process. We are therefore committed to meeting, wherever possible, any needs you specify on the application form. Please contact the school if you need to discuss this in any detail. We will consider any reasonable adjustment under the terms of the Act to enable an applicant with a disability (as defined under the Act) to meet the requirements of the post.

Validation of Qualifications and Identity

All shortlisted candidates will be asked to bring original certificates of relevant qualifications and identity documents to interview. These will be photocopied and kept on file and, if appropriate, may be confirmed as genuine with the relevant awarding bodies. The copies for the successful candidate will be retained on their personnel file. The copies for unsuccessful candidates will be treated as confidential waste and disposed of appropriately.

Right to Work in the UK

Under the Asylum and Immigration Act 1996, it is a criminal offence to employ anyone who is not entitled to live or work in the United Kingdom. Applicants can expect us to ask for proof of this at interview stage, where you will be asked to provide some original documentation to confirm that you are eligible to work within the UK.

Photographic proof of identity will also be required.

Disclosure & Barring Service

Employment at this school is subject to an enhanced check with the Disclosure & Barring Service. All such checks must be satisfactory before any offer of an appointment can be confirmed and before commencement of work can take place. All supply and/or peripatetic staff will be required to produce their ID and other relevant documents when they arrive at school.

Safeguarding

The Joseph Rowntree School is committed to safeguarding and promoting the welfare of its pupils and expects all staff and volunteers to share this commitment. Appointments will be subject to an enhanced DBS disclosure (see above)

School Policies can be found on our School website or by following the link below. The School's Child Protection Policy should be read by candidates who are intending on applying for a post at The Joseph Rowntree School.

https://www.josephrowntree.co.uk/docs/school_policies/Child_Protection_Policy.pdf

Medical Assessment

Before taking a teaching appointment, the preferred candidate is required to complete a Work Health Assessment Form. This will be sent with the letter of appointment which states that the appointment is subject to a satisfactory medical assessment.

References

It is important that you give details for valid referees otherwise there may be a delay in confirming your appointment, should you be successful.

Please ensure that you provide the full details for two people who can comment on your suitability for the post. These people should be:

1. Your present employer, one of which should be your current Headteacher, or, if unemployed, your last employer, including your last Headteacher; AND
2. Your former employer i.e. your employer prior to your present or last employer; OR
3. If you haven't been employed before or you have only one former employer, you may use, if they consent, the details of:
 - (a) Your current or former teacher, lecturer or tutor
 - (b) Some other person of a "profession" who can comment on your suitability for the role e.g. policeman, doctor, solicitor etc.

You cannot use a family member or a friend as a referee. This applies even if you work for a family member.

All referees must be over 18 years old.

Please seek an alternative referee if you cannot comply with the above requirements. Contact us if you are unsure.

References may be taken up prior to interview for posts within schools. If you have any objection to references being taken up at this point please make the Recruiting Manager aware of this.

Confirmation of the offer of employment will be subject to satisfactory pre-employment checks including references.

Induction and Continuous Professional Development

The Joseph Rowntree School is committed to developing its staff and is proud of the approach it takes to supporting appropriate staff development. Staff are fully inducted into our school community to enable new colleagues to become familiar with the culture of our school and its policies, expectations and procedures.

Dress Code

We expect all staff to dress professionally and appropriately for the roles undertaken at The Joseph Rowntree School. We pride ourselves on the high standards of dress of both our students and staff; these standards are led by our staff whom we expect to set an example.

School Policies

All school policies are available on our website or upon written request - <https://www.josephrowntree.co.uk/Policies/>



JOB DESCRIPTION

Form
JD1

JOB TITLE:
Head of Year - non-teaching

POST NUMBER:

DEPARTMENT:

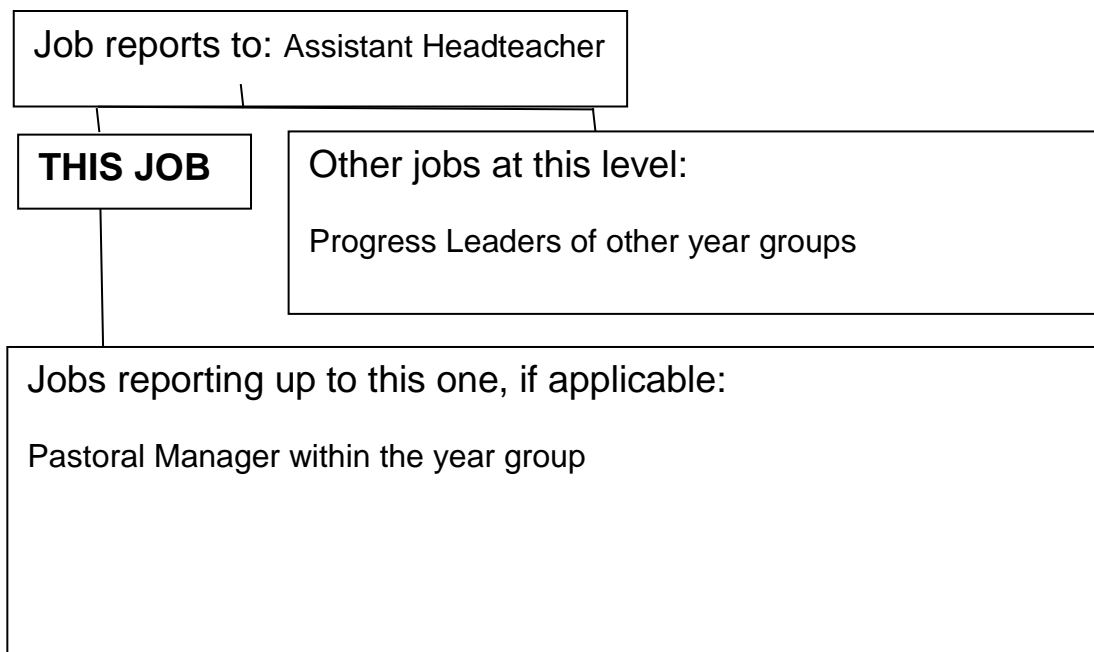
GRADE: 8

JE REF (HR to complete):

PANEL DATE (HR to complete):

09/06/26

Position of Job in Organisation Structure (please use full job titles. The completion of the structure chart is an essential part of understanding the supervision element of the role)



MAIN PURPOSE OF THE JOB:

Please provide a short, accurate statement of what the post does i.e., the main function of the post. It should be possible to capture the scope and objectives of the post in one paragraph. It may be easier to write this section once the rest of the JD has been completed.

To put in place consistently excellent pastoral provision for students in the year group

To track the progress and achievements of students in the year group

To ensure that strategies are in place to maximise achievement and address underachievement of students in the year group

To work with the pastoral manager to ensure standards of student behaviour, attendance and uniform are excellent

To lead, manage, motivate and develop a year team of tutors

To be a high profile presence on corridors and supporting students in lessons as required

CORE RESPONSIBILITIES, TASKS & DUTIES:

- **Please provide short statements (around 10-15) that describe the key activities the post holder is required to do.**
- **Include any management/supervision tasks they are required to undertake.**
- **These should be tasks that are constant and not one-offs or occasional activities.**
- **It is not necessary to list every single task.**
- **Each task should be distinct from the rest, describing a specific area in which results must be achieved, not an exhaustive list of individual steps.**
- **Try to place tasks in order of significance within the role.**
- **Do not put general tasks such as “any other duties commensurate with the role”**

1	Put in place consistently excellent pastoral provision whilst fostering positive relationships with all members of the year group, so that all students can turn to you for support and guidance when needed.
2	Oversee the work of the Pastoral Manager to ensure they meet their responsibilities effectively, whilst ensuring that all school policies are implemented across the team.
3	Be an effective line manager to the Pastoral Manager attached to the year group, through regular meetings, ensuring that their career, development and professional needs are met. Setting them challenging appraisal objectives.
4	Liaise with Senior Leaders, Heads of Departments, Teachers and SENCo, regarding student progress. Take appropriate action where monitoring and evaluation reveal underachievement or particular issues.
5	Communicate effectively with parents/carers, support staff, governors & external agencies in relation to attainment, progress and relevant intervention strategies.
6	Lead a team of Form Tutors, ensuring that there is an effective programme of activities to support them in the delivery of tutor time, with ongoing monitoring and evaluation of the programme.
7	Induct new form tutors and give guidance and support to all tutors to ensure they meet the pastoral needs of their students. Support tutors in the consistent implementation of whole school policies, rules and procedures.
8	Maximise academic progress in the year group by monitoring student standards and attainment against targets and implementing effective intervention strategies to ensure that all students are supported in achieving their potential.
9	Work alongside the Pastoral Manager and Form Tutor team to implement effective strategies for raising attendance and punctuality in the year group and to eliminate truancy
10	Set and maintain high standards of behaviour from students in the year group by effective role modelling. To work proactively, but also to intervene when issues and incidents arise, including leading on strategies to support students. To take responsibility for following up any behavioural incidents which occur related to the year group
11	Develop a year ethos through the delivery of high quality assemblies, ensuring high expectations are met and maintained
12	Be a high profile member of staff around school and a positive role model by supporting high standards of conduct and behaviour and effectively challenging poor behaviour
13	Support the school's aims, ethos and policies, encouraging staff and students to follow this example. Contribute to the development of whole school policy,

14	Work closely with the DDSL and DSL to support students who are known to other agencies
1. SUPERVISION / MANAGEMENT OF PEOPLE:	
<i>This factor measures the degree of responsibility for supervision and management of staff. The number of staff should be expressed as a 'headcount' not full time equivalent.</i>	
Does the posts holder have full line management responsibility for any staff? These are staff who the postholder will performance manage, undertake PDRs for etc.	
Please indicate the total number (headcount):	
1 x Pastoral Manager	
Does the the post holder supervise any staff? (Day to day supervision, allocation and checking of work – not full line management)	
Please indicate the total number (headcount):	
7 x Form Tutors	
Does the postholder have any indirect reports (e.g., contractors, volunteers, agency staff)?	
Please detail who these are, headcount and the aspects of the postholder's supervision	
None	
Does the postholder have responsibility for any temporarily assigned staff or apprentices? Please detail who these are, headcount and the aspects of the postholder's supervision	
None	
Are the employees supervised/managed based in more than one workplace or at a separate location to the postholder or are they mobile ? NO	
<i>(This does not include staff who are working from home)</i>	
If yes, describe how:	
No	

Does the post holder lead any project teams? **NO**
If yes, which ones and for how long?

No

Please note: For job roles that include direct supervision of staff, the relevant health and safety statement that describes the post holder's responsibility in this area, will automatically be added to the list of tasks on the final job description and job profile.

2. CREATIVITY & INNOVATION

This factor considers the extent to which the work requires innovative and imaginative responses to issues and the resolution of problems. Examples of creativity are:

- *Responding to customers (in writing and/or verbally)*
- *Problem solving*
- *Developing or improving services, process, or work methods*
- *Policy development*
- *Counselling and caring*
- *Specifications and tenders*
- *Strategic development*

Details should be given of how frequently the postholder would need to be creative, the amount of guidance they have (e.g., from management or legislation, policies, and procedure) or are they restricted by these, and the complexity of the problems the job holder has to resolve.

- Will be required to deal with sensitive, complex problems and respond to parents/carers and external agencies in an appropriate manner.
- Will need to be creative in developing systems to improve attainment, attendance and behaviour.
- Innovation will be required when dealing with students whose behaviour can be challenging. The post-holder will need to be able to manage student emotions so that both students and staff are safe at all times. This may involve de-escalating potentially violent situations.
- The postholder will follow documented school procedures within legal guidelines to ensure the safeguarding of students and use their initiative in proposing changes to their own, and the school's, working practices.
- Continually assessing work and improving systems as necessary.
- Ability to give advice and seek information from students, parents/carers
- Work within the school's behaviour management guidelines but establish new procedures and approaches for individuals, as and when required.

3. CONTACTS & RELATIONSHIPS

*This factor measures the degree of contact and the nature of the contact the post holder has with other people within and outside the Council. This **should not** just be a list of contacts. Focus on:*

- *Who are the contacts and what is the nature/purpose of the contact? Is it exchanging information, providing a service of some sort, giving advice, selling services, or negotiating contracts?*
- *Consider the tasks and link to this section to describe the contacts*
- *How frequent is the contact?*
- *How difficult/ complex are these relationships or the contact with these people?*
- *Do they involve difficult negotiations, or can there be conflict or stress?*
- *Do they rely on co-operation to get the job done?*

- Daily face to face meetings and telephone calls with parents/carers, social workers, and a wide range of professionals who deliver services to vulnerable students, exchanging highly confidential information
- Able to communicate effectively with students and parents/carers in potentially stressful situations. Will deal with a wide range of issues, some of which will be difficult and not straightforward, and may require diplomacy and tact to resolve
- Regular and frequent contact with the most behaviourally challenged students in the school, which requires a calm and firm manner
- Liaise with SLT, Heads of Departments, Teachers, the Pastoral Team and wider support staff team to give and receive sensitive information
- Confidently take part in team, whole school and multi-agency meetings, including Child Protection meetings and other relevant meetings with Police and Social Services.
- Provide advisory support to teachers and other colleagues with respect to student progress and behaviour.

4. DECISIONS – Discretion & Consequences

This factor looks at the requirement to make decisions or recommendations as a regular feature of the post and the consequences of those decisions or recommendations. For this factor you need to consider:

Discretion

- *Give details of the important decisions the postholder is required to make*
- *Do they have autonomy to make these decisions or are they making recommendations to others/their manager? Do they need approval from someone else to act on these?*
- *Does the decision making relate to budgeting, expenditure, or project development?*
- *Could it be about interpreting rules rather than making decisions?*
- *Are there policies, guidelines, advice, precedents, regulations, or procedures that are referred to for decision making?*
- *Are the decisions being made a regular feature of the work of the post?*

Consequences

- *What is the effect of these decisions?*
- *Do they affect people (e.g., employees or the public), property, finance, budgets, policies, objectives, and targets both inside and outside the department or the authority?*
- *Consider positive consequences as well as negative ones*
- *If an error was made, how quickly would this be noticed and what would the implications be?*
- *Is there any reputational impact?*

- Management / prioritisation of own workload.
- Delegation of work to Pastoral Manager, where appropriate.

- Negotiation, problem solving, giving advice and seeking information.
- Working without close supervision and dealing with issues which will not be subject to established procedures, practices and routines.
- Use judgement to design, develop and implement modification / variations to processes and working arrangements, to improve the quality of the work of the team.
- Uses discretion when responding to enquiries so as not to commit any breaches of confidentiality. Use the GDPR policy to manage this.
- The role the jobholder undertakes will have a significant effect on the efficiency of the operation of the school and support for Teaching staff. In particular supporting members of staff to effectively engage students in learning
- Must be able to refer cases when needed and to deal with urgent issues as they arise. To represent the school in Child Protection meetings as required and make relevant decisions on behalf of the school.
- Analyse student performance and attendance data and identify students who require interventions to improve their achievement, progress, attendance, behaviour and effort. Work with the Pastoral Manager to ensure that agreed routines are consistently followed across the school by teachers as well as support staff.
- Decide upon appropriate sanctions for disruptive behaviour. Sanctions range from detention to suspension. All sanctions less than suspension will be decided by the Progress Leader

5. RESOURCES

Under this heading, you should record the physical resources for which the jobholder has personal and identifiable accountability.

- **Resources which should be included (with an estimated value):**
- **Tools**
- **Specialist Equipment or specialist PPE**
- **Vehicles**
- **Plant machinery**
- **Materials**
- **Cash/cheques (not budget)**
- **If the postholder will be a key holder for premises and/or have security responsibilities for these please also provide details. E.g., who else holds keys and how often may the post holder be called out**

Do not include:

- **Normal office or home working equipment (e.g., laptops, printers, mobile phones)**
- **Everyday PPE e.g., helmets, high vis jackets, boots**
- **Shared resources (e.g., pool cars)**
- **Budget responsibilities (this should be reflected under the Decisions factor)**

N/A

6. WORK ENVIRONMENT

WORK DEMANDS:

This sub factor looks at how changeable the job is. You need to consider:

- **Is the job subject to interruptions?**
- **What deadlines, if any, does the post holder have to meet?**
- **The frequency of demands for work that is not planned**

<ul style="list-style-type: none"> Does the jobholder have conflicting requests placed upon him or her? 		
Choose <u>ONE</u> of the options below that best fits the physical demands of the post:		Enter an 'X' to indicate choice
1	Work where the postholders tasks are interchanged but the programme of tasks is not normally interrupted. If interrupted, they would revert back to same or similar tasks.	
2	Work subject to some interruption to the programme of tasks but not involving any significant change to the programme. Interruptions are of a routine nature.	
3	Work subject to deadlines involving changing problems, circumstances, or demand. This could be jobs covering one or more area of work or programme of tasks or those where emergency interventions occur that can cause significant change to the work.	
4	Work subject to deadlines involving frequently changing circumstances conflicting priorities. There is the expectation that changing circumstances and conflicting priorities will occur several times a day.	X
5	Work subject to daily rapid, fundamental, and constant change and the management of conflicting priorities and deadlines (e.g., a manager managing managers with conflicting priorities or managing multi-functional teams undertaking diverse tasks).	
<p>Please provide examples/details of how the role meets the option chosen and provide details/examples e.g. indicate types of deadlines, what and why are interruptions etc:</p> <p>Elements of the job are predictable, others are unpredictable. Required to work to deadlines set by external organisations or LA. Flexibility is required. Issues with students may require an immediate response that will impact on ability to complete work</p>		
PHYSICAL DEMANDS		
<p><i>This sub factor looks at the physical demands of the job. You need to consider:</i></p> <ul style="list-style-type: none"> How much physical activity is needed to do the job? What type of physical activity and how often is this needed (E.g., bending, lifting, standing, walking)? Is any manual dexterity needed in the job? Does the jobholder have to spend lengthy periods of time concentrating, for example, driving? 		
Choose <u>ONE</u> of the options below that best fits the physical demands of the post:		Enter an 'X' to indicate choice
1	Normal or no physical effort required - (work is office or home based and does not require any continuity of or periods of increased physical effort).	
2	Work requiring normal physical effort with periods of substantial effort; OR normal physical effort occasionally in awkward postures OR prolonged effort in a constrained position involving considerable manual dexterity.	X

3	<i>Work requiring substantial physical effort with short periods of intense physical effort; or normal physical effort regularly in awkward postures.</i>	
4	<i>Work regularly requiring intense physical effort; or lengthy periods of substantial physical effort in awkward postures.</i>	

Please provide examples/details of how the role meets the option chosen (e.g. use of ladders, lifting, prolonged walking) and frequency of physical activity:

This role requires a high level of moving around the whole school site, as colleagues may be required to search for students and move them from one part of the building to another.

Physical intervention may be required with students where they are emotionally heightened and involved in unsafe behaviour.

WORKING CONDITIONS

This sub factor covers the physical environment and the conditions in which the job is performed. You need to consider if any of the following apply:

- *Does the post holder work in dirty, dark, hot, cold, cramped, or noisy conditions?*
- *Does the post holder work outside?*
- *Are these conditions occasional/regular/frequent/continuous?*

Choose ONE of the options below best fits the working conditions of the post: *Enter an 'X' to indicate choice*

1	<i>Work normally performed in a heated, lit, and ventilated indoor environment; may be exposed to occasional noise or outside conditions. (Normal office or home working environment. Exposure to outside conditions and noise are rare).</i>	
2	<i>Work exposure to significant elements (not the majority) of inside or outside work involving some exposure to moderate noise, heat, cold, disagreeable, or difficult surroundings/conditions. (Exposure is frequent).</i>	X
3	<i>Majority of work performed outside, involving exposure to all weather conditions; or exposure inside or outside to considerable noise, dirty, difficult, or disagreeable and unpleasant surroundings/conditions. (Exposure is considerable and very little of the role is done in a normal working environment).</i>	
4	<i>Working continuously outside, involving exposure to all weather conditions or exposure inside or outside to continuous noise or work in dirty or very disagreeable and unpleasant surroundings/conditions. (There is no ability to undertake the work in any other environment).</i>	

Please provide examples/details of how the role meets the option chosen e.g. where the postholder may be working, are they on site, at customers' homes etc. and how frequent is this element of the role:

No unpleasant working conditions. Normal school environment.

The post-holder will be required to supervise students during breaks, lunchtimes and before and after school both within and, at times, outside of the school building.

WORK CONTEXT

This sub factor looks at the risk to health and wellbeing involved in the job. You should consider:

- *How high is the potential risk of injury and from what (e.g., aggression from others or dangerous environment)?*
- *What is the risk of abuse (both physical and mental) and from whom?*
- *Is it minimal, some, moderate or substantial risk?*

There is always the underlying assumption that there must be strict compliance with the Council's procedures and working practices under health and safety legislation.

Choose ONE of the options below best fits the potential risk to postholder:

Enter an 'X' to indicate choice

1	<i>Work involves minimal risk to personal safety or injury, illness or health problems arising from the environment or the public/clients.</i>	
2	<i>Work potentially involves some risk to personal safety of injury, illness or health problems arising from the environment or the public/clients.</i>	X
3	<i>Work potentially involves moderate risk to personal safety of injury, illness or health problems arising from the environment or the public/clients.</i>	
4	<i>Work potentially involves a substantial risk to personal safety of injury, illness or health problems arising from the environment or the public/clients.</i>	

Provide examples/details of how the role meets the option chosen e.g. who/what is the postholder at risk from, how often may the postholder be exposed to the risk, is lone working involved etc:

There may be regular instances of conflict with students and with some parent/carers resulting in a moderate to high risk of abuse (most likely to be verbal) from some pupils / parents and a potential risk from contagious illnesses.

7. KNOWLEDGE & SKILLS (Information in this section will form the Person Specification)

This factor measures knowledge and skills in their broadest sense. This will not necessarily reflect the qualifications or skills held by the current or most recent incumbent.

It is what is necessary for competent performance of the key tasks and responsibilities of the post and must be justifiable.

It is also important to think about the type of person you need, to maximise getting the right applicants to apply for the role.

Essential criteria (E) are those that are critical for the satisfactory performance of the job. It is expected that applicants will meet all the essential criteria to be considered eligible for appointment.

Desirable criteria (D) are those that enhance a person's capacity to do the job but can be acquired once in employment. Desirable criteria are used to shortlist if there are too many candidates who meet the essential criteria.

Please note that desirable criteria will not be considered when evaluating the JD for grading purposes.

Add additional lines if necessary.

*A = Application Form; I = Interview; P= presentation/work-related task; C = Checked via pre-employment checks at conditional offer stage. Criteria can be assessed at more than one stage i.e. Application Form and Interview

Qualifications

Indicate any specific formal qualifications required, e.g. from professional bodies, NVQ's, degrees, diplomas, and licences and/or level of education.

When listing qualifications or standards of education, only ask for them if they are necessary for the role, do not be tempted to just use them to reduce candidates or to assume that candidates who have studied a lot will automatically be better at the job in question.

You could also ask for relevant experience if the qualification is not a legal requirement. Some candidates may have had a lot of experience but not have a relevant qualification. If you choose this option, you need to consider how you measure the experience fairly for all candidates in relation to the qualification.

Include any professional memberships the candidate will need to have.			
List qualifications required	Essential	Desirable	How measured? (*A I P C)
GCSE English and Maths at grade C/grade 4 or above, or equivalent Level 2 Numeracy and Literacy qualifications	X		A
Good honors degree or equivalent qualifications		X	A/C
Evidence of recent and relevant CPD	X		A/C
<u>Knowledge</u>			
Outline any specific knowledge required, e.g., specific ICT packages/systems, legislation, office procedures.			
These requirements can be written in the form of, e.g. 'Proven experience of ...,' 'Working knowledge of ...,' or 'A strong understanding of ...'.			
How is the knowledge acquired? Is it through formal study or on-the- job training?			
What level of knowledge is required? Is it a basic understanding or is its professional mastery of the subject?			
List knowledge required	Essential	Desirable	How measured? (*A I P C)
Knowledge of child and young person development;	X		
Understanding of the social, educational and personal contexts which relate to children becoming vulnerable and becoming at risk of not fulfilling their potential;	X		

Understanding of the broader parenting policy agenda;			
Understanding of the broader parenting policy agenda	X		
A high level of accuracy especially in relation to record keeping.	X		
Knowledge of CAFs and PEPs	X		
Experience of multi-agency working;	X		
Ability to engage a wide range of partners to achieve positive outcomes;	X		
Good organisational skills;	X		
Good time management skills;	X		
Good interpersonal and communication skills (written, oral and presentation);	X		
Ability to achieve results through effective partnership working;	X		
Ability to manage a varied workload;	X		
Ability to work independently and as part of a team;	X		
May need to attend meetings across the city;	X		
Computer literacy, numerate, typing/secretarial skills;	X		
Ability to work under pressure to deadlines;	X		
Knowledge of Health and Safety issues;	X		
Knowledge of sexual health and/or teenage pregnancy work; substance misuse, domestic violence etc and how these issues can impact on parenting ability;	X		
Problem solving skills, diagnosing problems, exploring options and making accurate judgements;	X		
Good assessment skills, able to collect and analyse data	X		
Administrative skills, able to maintain good quality written records as well as electronic records;	X		
Reliability and resilience.	X		
<u>Experience</u>			

Give details of any specific experience required in either similar organisations or roles. This could include tasks, projects, or responsibilities.

Avoid indicating number of years' experience – individuals learn at different rates,' and you may discriminate against younger candidates who would still be able to do the role. However, this may be justified in some circumstances, e.g. for some statutory roles where the post holder must have a certain number of years' experience in a particular field or role.

If the postholder manages staff, what management/supervisory experience is required.

List experience required	Essential	Desirable	How measured? (*A I P C)
Substantial experience of working with students in a school setting	X		A
Experience of implementing robust self-evaluation and quality assurance procedures	X		A/I
Ability to use data to effectively assess prior attainment, track progress and improve progress		X	I/P
Experience of working in more than one school		X	A

Skills, Abilities & Competencies

Focus on the main skills, abilities and competencies and list these. These could be for example technical, organisation, creative or communicative skills needed for the role. Be clear about the standards required.

e.g. 'Ability to write reports' does not reflect the standard required. Instead define the standard – e.g. 'Ability to write detailed management reports including budget forecasting and financial trends'

Try to be as specific as possible. For example – 'good interpersonal skills' is vague and open to wide interpretation.

List skills, abilities & competencies required	Essential	Desirable	How measured? (*A I P C)
Ability to develop excellent relationships with all students	X		A/I
Ability to inspire, motivate and challenge students and staff	X		A/I
Ability to work strategically and lead an effective pastoral team	X		I
Commitment to the pursuit of high standards for all	X		I
Ability to communicate effectively with colleagues, students, parents/carers and external agencies	X		A/I/P
<p><u>Personal Attributes</u></p> <p><i>These describe how a person approaches an activity or situation. e.g., how a person makes decisions, how they gather information, wider thinking.</i></p> <p><i>Describe the sort of person, behaviours and type of approach required for the job.</i></p> <p><i>Examples might include working style, approach to change, enthusiasm for certain aspects of the role, customer focus, proactivity, or resilience. e.g. 'A proactive and practical approach to problem solving'.</i></p> <p><i>Be objective and ask whether these characteristics are directly relevant to the job. If not, they could be discriminatory. For example, seeking someone who is fit and strong could be indirectly discriminating against certain candidates and must be objectively justified, in which case it becomes acceptable.</i></p>			
List personal attributes required	Essential	Desirable	How measured? (*A I P C)

Passionate commitment to securing academic and pastoral excellence for all	E		A/I
Energy and enthusiasm	E		A/I
Flexibility and ability to cope with the diverse challenges of the post	E		I
Resilience and the ability to work strategically even when under pressure	E		A/I
Positive and optimistic with a solution focussed approach	E		A/I
<i>Job specific requirements (e.g. DBS, English Language Fluency Level, Health & Safety)</i>			
<i>These are requirements that the candidate needs to be aware of when applying for the role.</i>			
<i>List other job requirements</i>			

THE JOSEPH ROWNTREE SCHOOL



School Ethos and Values

- **R**espect all members of our community
- **O**vercome obstacles to success
- **W**ork together collaboratively
- **N**urture talent
- **T**each and learn through inspiration
- **R**ecognise excellence
- **E**mbrace diversity
- **E**ncourage wellbeing