

# Head of Year

## Job Description and Person Specification

### JOB DESCRIPTION

<b>JOB TITLE</b>	Head of Year
<b>EMPLOYER</b>	University of Brighton Academies Trust
<b>LOCATION</b>	The St Leonards Academy
<b>SALARY</b>	East Sussex Grade 11
<b>RESPONSIBLE TO</b>	Senior Head of Year
<b>RESPONSIBLE FOR</b>	Form tutors for relevant year group
<b>MAIN PURPOSE OF THE JOB</b>	<ol style="list-style-type: none"> <li>1. To be the Safeguarding Lead for a year group and to ensure good communication between families, other professionals, and the school.</li> <li>2. To secure a complementary service to teachers and other pastoral staff in school, addressing the needs of students who need support to overcome barriers to attendance, behaviour, mental health that impacts on their learning both inside and outside school, limiting their opportunity to achieve their full potential.</li> <li>3. To enable high quality, high profile contact with families of students, ensuring support is co-ordinated between school, families and outside agencies.</li> <li>4. To create a culture of excellence and a commitment to learning.</li> </ol>
<b>MAIN TASKS / KEY RESPONSIBILITIES:</b>	
1.0	<b>To be the Safeguarding Lead for a year group and to ensure good communication between families, other professionals, and the school.</b>
1.1	To lead year group Assemblies and events and support Parent evenings.
1.2	To contribute to the implementation, monitoring and reporting of the Academies pastoral support plan.
1.3	To network with other Year leads and designated safeguarding leads and share best practice.
1.4	To help adapt and plan the development of resources necessary to lead learning and therapy activities, taking into account students interests, language and cultural backgrounds.
1.5	To lead year group events with external providers and the community to engage students in experiencing 'real life' learning opportunities.

1.6	To work closely with the Attendance Officer, Behaviour and Mental Health Team as well as other relevant teachers and staff securing the desired impacts.
1.7	To liaise regularly with Senior Leadership Team and other key school leaders. Giving feedback on impacts and processes towards desired outcomes
1.8	To produce and share regular statistical reports with the Senior Leadership Team, University of Brighton Academies Trust, Hastings Opportunity Area, with SMART action plans for future improvement and development within the academy.
<b>2.0</b>	<b>To secure a complementary service to teachers and other pastoral staff in school, addressing the needs of students who need support to overcome barriers to attendance, behaviour, mental health that impacts on their learning both inside and outside school, limiting their opportunity to achieve their full potential.</b>
2.1	To rigorously monitor the attendance and behaviour of the students in the year group working with colleagues to ensure a school-based action plan is in place to support the most vulnerable. To direct intervention from other professionals to support improvements in both areas.
2.2	Organise rewards for the named year group including residential trips and experiences.
2.3	To regularly analyse student welfare and wellbeing paying particular care to the groups of students such as pupil premium students.
2.4	To develop one to one and group mentoring relationships with students needing particular support where necessary aimed at achieving the goals defined in the action plan.
2.5	To identify those students who would benefit most from emotional support and manage a personal caseload.
2.6	Working with other key staff members to draw up and implement an action plan for each student who needs specialist professional support.
2.7	To work closely with key members of staff to ensure that the needs of the students are met, including contributing to policies and practices that will promote inclusion and engagement.
2.8	To liaise with ESBAS to work with groups of students on attendance issues within the academy.
<b>3.0</b>	<b>To enable high quality, high profile contact with families of students, ensuring support is co-ordinated between school, families, and outside agencies.</b>
3.1	To develop the social, emotional and academic wellbeing of students in collaboration with external agencies as appropriate
3.2	To develop a range of events that help parents keep their children safe and equips them in supporting their child.
3.3	To maintain regular contact with families/carers, to keep them informed of the students' needs and progress and to secure positive family support and involvement.
3.4	To have full knowledge and appreciation of the range of activities, organisations and individuals that could provide extra support for students and their families and recommend referrals as appropriate.

3.5	To provide support for students emotional and social needs by encouraging and modelling positive behaviour in line with school policy.
3.6	To work within agreed legal and ethical boundaries particularly in regard to child protection. To maintain good case recording and present reports to panels and in court as appropriate.
<b>4.0</b>	<b>To create a culture of excellence and a commitment to learning.</b>
4.1	To develop and lead a tutoring programme for a year group that supports students pastoral and wellbeing needs.
4.2	To undertake a comprehensive assessment of young people referred for mentoring and to support students learning in the most effective way.
<b>5.0</b>	<b>Other duties</b>
5.1	To promote inclusion and equality of opportunity for all students in accordance with academy policy.
5.2	To undertake other reasonable duties as directed by your line manager
5.3	To carry out all activities in line with the Trust's Human Resources, Data Protection, Health & Safety and Equal Opportunities policies and the Trust's Financial Regulations
<p>This Job Description is correct at the time of print and gives the main responsibilities and tasks of the role. These may however be changed or added to as appropriate.</p> <p>There may also be the need for staff to undertake additional duties from time to time, appropriate to the level of the post. Should these additional tasks become a frequent part of the role, the job description will be revised through consultation with the post holder.</p>	
<b>Date: July 2020</b>	
<b>Additional Information</b>	
<ul style="list-style-type: none"> <li>• All Support Staff posts within the Trust are subject to a six-month probationary period.</li> <li>• This post is subject to a Disclosure and Barring Services (DBS) check.</li> <li>• This post is exempt from the Rehabilitation of Offenders Act (1974) – applicants must be prepared to disclose all criminal convictions and cautions including those that would otherwise be spent under the Act.</li> </ul>	
<p><b>The Trust is committed to safeguarding and promoting the welfare of children and young people, and expects all staff and volunteers to share this commitment.</b></p>	

## PERSON SPECIFICATION

The criteria below indicate the qualities that are needed to do the job well. Candidates for the post will be selected according to the extent to which they satisfy them, and their evidence of potential for developing the rest further. Most of the criteria must normally be met in order to qualify for selection.

<b>Education and Qualifications</b>	<b>Essential</b>	<b>Desirable</b>	<b>Method of Assessment</b>
Educated to degree level		√	A
Social work qualifications and registered with the professional regulatory body.		√	A
Permitted to work in the UK	√		A
Successfully completed Assessed and Supported Year in employment or the equivalent prior to 2012 (NQS year and academic module) or equivalent		√	A
Additional qualifications relating to mental health, wellbeing or child development	√		
<b>Knowledge and Experience</b>	<b>Essential</b>	<b>Desirable</b>	<b>Method of Assessment</b>
Able to demonstrate knowledge of, and competence against the 9 domains of the Professional Capability Framework at social work level.	√		A/I
Demonstrate knowledge of appropriate legal and policy frameworks and an awareness of current case law, that informs and mandates social work practice.	√		A/I
A working knowledge of human growth and development throughout the life span recognising the impact of relationships, psychological, socio-economic, environmental, physiological, factors on people's lives.	√		A/I
Understand how the principles of relationship-based approaches apply to practice.	√		A/I
Recognise how systemic approaches can be used to understand the person in the environment and inform practice.	√		A/I
Understand forms of harm and their impact on people, and the implications for practice, drawing on concepts of attachment, loss, resilience, vulnerability, risk and resistance.	√		A/I
Knowledge of theories, models and evidence bases for social work intervention with individuals, families, children, groups and communities.	√		A/I
Awareness of changing contexts at local, national and organisational level and their implications for practice.	√		A/I
Experience of working directly with children and families.	√		A/I

Experience of completing needs assessments upon which effective plans are based.	√		A/I
Able to make use of research to inform practice.	√		A/I
<b>Skills</b>	<b>Essential</b>	<b>Desirable</b>	<b>Method of Assessment</b>
Engage effectively using creativity, compassion and authority to overcome resistance, build relationships, and communicate while maintaining professional boundaries with children, families and carers in complex, variable and emotionally challenging situations. to facilitate access to opportunities that may enhance their economic wellbeing.	√		A/I
Ability to promote, develop and establish effective, collaborative partnerships and networks to promote appropriate information sharing, and utilise the expertise of external agency professionals, service users and carers.	√		A/I
Able to manage workload independently, applying critical reflection and analysis to maintain, develop and apply a range of effective judgements, and assessments, utilising a wide range of evidence and hypotheses to inform decision making, assessment and timely intervention to progress complex cases and safeguarding interventions.	√		A/I
Able to demonstrate accountability and effective judgement when anticipating, identifying, assessing and managing risk, seeking support and solutions where appropriate.	√		A/I
Able to demonstrate a skilled use of self in interventions.	√		A/I
Able to articulate a positive social work identity and application of power and authority.	√		A/I
Apply the principles of social justice, social inclusion and equality decision making in all casework, challenging issues of discrimination and oppression and demonstrating the confident application of ethical reasoning to professional practice.	√		A/I
<b>Qualities</b>	<b>Essential</b>	<b>Desirable</b>	<b>Method of Assessment</b>
Demonstrate personal and professional resilience.	√		A/I
Able to demonstrate awareness of own professional limitations, personal values and knowledge gaps, to critically reflect on the influence and impact on professional practice and engage in regular supervision to improve practice and career development.	√		A/I
Work positively with others and contribute to team working and a learning environment for self, team and colleagues.	√		A/I
<b>Other</b>	<b>Essential</b>	<b>Desirable</b>	<b>Method of Assessment</b>
Able to meet the travelling requirements of the post.	√		A/I