



Shaw
Education
Trust



Careers

at Shaw Education Trust



Job Title:	Head Of Year
Grade:	M1- UPS3 Plus TLR (TBC)
Conditions of Service:	STPCD
Responsible to:	Headteacher

Job Purpose

The Head of Year is an Additional Teaching and Learning Responsibility that carries additional requirements to that of a classroom teacher. The Head of Year post has overall responsibility for standards within their area. They lead staff to take steps to ensure that student achievement within their pastoral area is in line or better than expectations and are committed to safeguarding and promoting the welfare of children and young people.

Key Responsibilities

SECURING HIGH STANDARDS OF TEACHING AND LEARNING

In order to achieve this they will:

- Manage student progress within the designated year group in accordance with the school aims and in pursuit of high standards of achievement.
- Share and support the corporate responsibility for the well-being, education and discipline of all students.
- Raise the aspiration/self esteem of all students.
- Foster good relationships within the school community.
- Co-ordinate and monitor the Group Tutors.
- Contribute to the development and implementation of whole school policies.
- Promote a positive year group identity.

SPECIFIC TASKS

- Take a lead responsibility for the achievement of students in the designated year group e.g by monitoring student progress, attitude and behaviour, attendance and punctuality, and by producing minuted year team meetings. In line with School policy contribute to the Pastoral elements of the School Self Evaluation processes.
- Review, develop and implement all means of supporting student learning by monitoring the effectiveness of student support and intervention.
- Encourage, monitor and evaluate professional development of other team members.
- Maintain and develop effective communication with all those involved in the student progress, e.g ensure reporting procedures are carried out effectively and efficiently following the agreed school policy; ensure student files are read, maintained and updated; develop and maintain good communication with carers; plan and promote high quality parents evenings.
- Promote the contribution the year group makes to the school community.
- Manage the smooth transition of students through the stages of secondary education.
- Plan and lead Year group assemblies when necessary.
- Support and promote the development of the Student Council.
- Manage the induction/in Year transfer of students.
- Comply with all policies and procedures relating to child protection, reporting all concerns to the appropriate person.

Support to School (this list is not exhaustive and should reflect the ethos of the school)

- Promote and safeguard the welfare of children and young persons you are responsible for or come into contact with.

- Be aware of and comply with policies and procedures relating to child protection, health, safety and security, confidentiality and data protection, reporting all concerns to an appropriate person.
- Ensure all pupils have equal access to opportunities to learn and develop.
- Appreciate and support the role of other professionals.
- Contribute to the overall ethos/work/aims of the school.
- Attend and participate in relevant meetings as required.
- Participate in training and other learning activities and performance development as required.
- **Promote inclusion and acceptance of all pupils within the school.**
- Establish good working relationships with pupils, acting as a role model and setting high expectations.
- Be aware of, support and ensure equal opportunities for all.
- Assist with pupil needs as appropriate during the school day.

Safeguarding

- Take overall responsibility for promoting the safety and welfare of all pupils.
- Create an organisational culture which is vigilant to and monitors and prioritises the safeguarding of pupils above all considerations.
- Co-operate and work with relevant agencies to protect children.
- Ensure all statutory requirements are adhered to including Prevention

This job description is not prescriptive, nor necessarily a comprehensive definition of the position.

Notwithstanding the duties in this job description, you will be expected to undertake any other duties and tasks which are not specifically listed but are within the scope and remit of this post to ensure the effective delivery and development of the service.

Qualifications and Experience

Qualifications/Training

- Qualified Teacher Status
- Degree
- Able to demonstrate continued development of own expertise (through CPD) and willing to continue to develop.

Experience / Knowledge / Skills

- A proven track record of raising and maintaining high educational standards beyond your own classes
- Good knowledge of the national curriculum and relevant schemes of work
- Proven knowledge of BfL
- Proven management and leadership skills
- Good knowledge of the underlying principles of learning and pastoral care
- Good understanding of how to develop skills and attributes in students
- Good knowledge of how to use ICT to enhance learning
- Substantial successful experience of teaching students of all abilities in the secondary phase
- Successful experience of managing and monitoring the work of other staff
- Successful experience of the management of change in the secondary setting

Codification of expected norms and behaviours

Leadership, of self and others		
Attitude	Aptitude	Functional Capability
<ul style="list-style-type: none"> • Build relationships between yourself and the team, and between team members. • Unify not divide the team, promote a culture of respect. • Manage conflict well and pro-actively. • Embrace and welcome accountability of self, and for team. • Care for the well-being of your team/colleagues. • Support the retention of good staff by creating a positive culture around workforce development and team communities. • Ensure good communication amongst your team and the wider organisation as appropriate. 	<ul style="list-style-type: none"> • Ensure effective workforce development and training for self and all, including coaching and mentoring. • Spot and nurture talent – in yourself and in others. • Positively engage in development opportunities and aptitude development. 	<ul style="list-style-type: none"> • Ensure clear roles and accountabilities for the team are well understood. • Develop and promote mutual accountability between colleagues in the team. • Deploy staff and resources effectively across the team. • Manage the workload of self and team. • Know your team(s)/colleagues well.
Model our values and behaviours		
Attitude	Aptitude	Functional Capability
<ul style="list-style-type: none"> • Build trust within your teams and across the Trust. • Create and contribute to a psychologically safe environment so staff can work and flourish within your team and across the Trust. • Value compassion • Encourage a can-do approach personally and across your team. • Positively challenge poor behaviour and call it out. 	<ul style="list-style-type: none"> • Be self-reflective on your own strengths and be proactive in seeking support (via colleagues, reading or CPD) to understand any areas for improvement and ensure your development in these. 	<ul style="list-style-type: none"> • Display professional credibility to team, peers, and trustees.

<ul style="list-style-type: none"> • Be highly and consistently visible across the organisation and within your team. • Demonstrate a consistent approach and calmness. 		
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Motivate and inspire

Attitude	Aptitude	Functional Capability
<ul style="list-style-type: none"> • Celebrate and acknowledge success of self and others. • Show and demonstrate the value of others – create an abundance culture where all can be successful without threat or competition. • Demonstrate drive and ambition for self, team and Trust. 	<ul style="list-style-type: none"> • Engage in wider networking, development opportunities and/or reading to gain inspiration and personal motivation. • Understand and share your ‘why’ – and revisit it regularly. 	<ul style="list-style-type: none"> • Communicate a precise and clear vision. • Set the journey ahead which is understood by all. • Evidence sharp goal setting and achievement. • Ensure errors, oversights and mistakes are rare.

Reflection

Attitude	Aptitude	Functional Capability
<ul style="list-style-type: none"> • Demonstrate transparency and integrity within team and across the Trust. • Accept responsibility and be vulnerable, avoid a blame culture. 	<ul style="list-style-type: none"> • Take time to know yourself and engage in self-reflection and learning. • Ask thoughtful questions and seek the truth. • Give and accept feedback. 	<ul style="list-style-type: none"> • Encourage your team to reflect on efficiency and effectiveness, striving to gain a constantly improving approach.

Secure accountability by giving tools to succeed by...

Attitude	Aptitude	Functional Capability
<ul style="list-style-type: none"> • Giving generously with your time. • Ensuring 1:1 meetings are useful and effective in driving improvement. • Providing support and removing barriers to success. • Be true to your word, if you say you will do something, do it. 	<ul style="list-style-type: none"> • Have high expectations of yourself and others, seek out best practice. 	<ul style="list-style-type: none"> • Ensuring absolute clarity in terms of expectation and ‘the ask’. • Allocating resources effectively to support KPI delivery. • Be willing and able to have challenging conversations.

In addition to candidates' ability to perform the duties of the post, the interview will explore issues relating to safeguarding and promoting the welfare of children including:

- Motivation to work with children and young people
- Ability to form and maintain appropriate relationships and personal boundaries with children and young people
- Attitudes to the use of authority and maintaining discipline
- The post holder will be required to have an enhanced DBS check



If a disabled person meets the criteria indicated by the 'Two Ticks' symbol and provides evidence of this on their application form they will be guaranteed an interview.

HH 05.01.2022

Note This job description and person specification conforms to the Shaw Education Trust job evaluation standards and cannot be amended/updated without SET HR approval.