**JOB TITLE: Head of Year**

**SCHOOL: Longdendale High School**

**RESPONSIBLE TO: SLT link, Deputy Headteacher and Headteacher**

**GRADE: Main Pay Scale + TLR 2b**

This job description is additional to the basic duties outlined in the latest School Teachers’ Pay and Conditions document and in accordance with the school’s policies and under the direction of the Headteacher. A summary of the key accountabilities is outlined below.

**PURPOSE OF POST:**

* To support the cross phase transition of Year 7 and lead, manage and develop the year group.
* To provide clear organisational support and management of the year group.
* To provide a vision, character and ethos in the students in a year group that reflects the whole school vision for inclusion and that builds on the school’s core values.
* To ensure a professional, positive and resilient ethos across the year group, built upon a culture of mutual respect.
* To implement a clear and ambitious vision for a year group and a year group improvement plan that sits within the whole school inclusion vision and school improvement plan.
* To have responsibility for monitoring and supporting the overall progress and personal development, behaviour and attitudes of all students in a year group. To ensure robust and consistent implementation of the quality assurance framework to support ongoing improvement.
* To lead a team of form tutors ensuring a consistency of approach to all school pastoral policies and procedures where high expectations, routines and standards are developed and maintained.
* To develop, lead and promote a culture of success and celebration where students and staff thrive and demonstrate pride in their achievements.
* To lead form tutors to ensure the robust and consistent delivery of the PSHE curriculum and the form tutor curriculum.
* To oversee attitudes and behaviour in a year group, minimising barriers to progress and attainment.
* To have responsibility for leading, monitoring and supporting attendance across the year group and for key individual students.
* To develop and lead pastoral interventions in a timely and proactive manner to ensure students are supported to be successful in all aspects of school life.
* To oversee the personal development of students in a year group, giving young people the personal skills and competencies that are necessary to achieve success in the world beyond school.
* To establish within the year team a clear, shared understanding of the contribution it can make to school improvement.
* To lead pastoral intervention in a year group to minimise the attainment gap for vulnerable students.
* To develop positive professional relationships with students and their families.
* To be accessible to students and responsive to their needs.

**KEY RESPONSIBILITIES:**

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| Operational/Strategic Planning |
| * To self-evaluate student behaviour and attitudes and their personal development to enable strategic year group improvement planning. * To develop a clear and ambitious vision for their year group. * To work with the senior link to ensure that the year group vision for providing high-quality, inclusive education to all is shared and applied. * To work with the senior link to produce a year group improvement plan that sits within the whole school inclusion vision and school improvement plan. * To work with the senior link to respond to emerging issues in the year group and ensure appropriate intervention is in place to address any concerns. * To deliver assemblies as per expectation, ensuring that the messages shared are in line with the school vision and mission. |
| Inclusion: Behaviour & Attitudes and Personal Development |
| * To have high expectations for students’ behaviour and conduct and apply these expectations consistently and fairly following the school behaviour policy. * To ensure that student attitudes in their year group are positive, and they are committed to their learning, know how to study effectively and do so, are resilient to setbacks and take pride in their achievements. * To ensure that students have high attendance and are punctual. * To ensure that relationships among students and staff are mutually positive and respectful. * To create an environment where bullying, peer-on-peer abuse or discrimination are not tolerated. * To establish positive relationships with families, working in partnership with home to encourage positive behaviour choices from young people in their year group. * To establish positive professional relationships with students. * To ensure, prompt, effective and consistent responses to situations of behaviour that fails to meet expectations. * To develop a positive culture and ethos for the year group using praise and rewards to celebrate achievement success. * To support the personal development of students within the year group by quality assuring the provision and delivery of the life skills and character curriculum. * To plan and lead enrichment and celebration events as required for the year group. |
| Staffing/Staff Development |
| * To monitor, assess and help support the professional development and role of the form tutor. * To work with the pastoral support and learning support teams to ensure clearly planned and targeted provision for all students is in place to remove barriers to learning and to support positive engagement and access with the wider school curriculum. * To ensure that form tutors have the highest of expectations regarding professional standards within their tutor groups. * To have positive professional relationships with their team who all share a clear and ambitious vision for the year group. * To plan, direct and, where appropriate, lead inclusion specific training for form tutors. * To take part in the school’s staff development programme by participating in arrangements for further training and professional development. * To fully participate in the school coaching model. * Reflect on your own practice and use constructive feedback to help develop your own leadership. * To ensure all members of the tutor team feel supported and have the opportunity to develop professionally. * To engage actively in the Performance Management Review process. * To work as a member of a designated team and to contribute positively to effective working relations within the school. |
| Quality Assurance |
| * To help to implement school quality procedures and to adhere to those. * To contribute to the process of monitoring and evaluation of the year group in line with agreed school procedures, including evaluation against quality standards and performance criteria. To seek/implement modification and improvement where required. * To take part, as may be required, in the review, development and management of activities relating to the year group, organisation and pastoral functions of the school. * To ensure through quality assurance that the tutor team are consistently following and applying school policies and procedures. * To monitor professional standards and expectations during form time by quality assuring the students experience through observations, student and parent voice and the scrutiny of the tutor time curriculum. |
| Management Information |
| * To maintain appropriate records and to provide relevant accurate and up-to-date information. * To scrutinise and evaluate inclusion data to identify emerging barriers to learning, progress and personal development to inform intervention and support strategies. * To manage a year group improvement plan that contributes to school improvement planning. |
| Communications |
| * Where appropriate, to communicate and co-operate with persons or bodies outside the school. * To follow agreed policies for communications in the school, and to work with others professionally and effectively. * Attend the appropriate parent’s evenings/student progress days to help keep parents involved about the progress of their child. * To communicate effectively and promptly with families. Communication from home needs to be responded to within 24 hours. |
| Marketing and Liaison |
| * To take a lead on and participate in marketing and liaison activities such as Open Evenings, Parents’ Evenings, Review days and liaison events with partner schools and partners. * To contribute to the development of effective pastoral links with external agencies. * To contribute to the positive perception of the school in the local and wider community through the press, newsletters and the use of social media platforms. * To support with cross phase transition between primary schools and colleges. |
| Management of Resources |
| * To identify resource needs and to contribute to the efficient/effective use of resources. * To co-operate with other staff to ensure a sharing and effective usage of resources to the benefit of the school, tutor team and the students. |
| Student Support System |
| * To liaise with the wider inclusion team and heads of department to ensure the implementation of the school’s student support system. * To evaluate and monitor the attitude to learning of students and keep up-to-date student records as may be required. * Be familiar with the Code of Practice for the identification and assessment of Special Educational Needs and keep appropriate records on Individual Education Plans for students in the year group. * To contribute to the preparation of Year Group Improvement Plans and other reports. * To alert the appropriate staff to problems experienced by students and to make recommendations as to how these may be resolved in line with the school safeguarding policy. * To communicate as appropriate, with the parents of students and with persons or bodies outside the school concerned with the welfare of individual students, after consultation with the appropriate staff. |
| Teaching |
| * To provide evidence that you are consistently meeting all of the Teacher Standards set out by the Department in Education 2012. * To plan and prepare high quality teaching and learning courses and lessons and sequences of lessons to meet student’s individual needs, using a range of appropriate strategies for teaching and classroom management, and using information about prior attainment to set well-grounded expectations for students giving clear constructive feedback. * To give constructive verbal and written feedback in line with the whole school marking and assessment policy. * Monitor student progress and where necessary implement teacher led intervention to ensure all students make at least expected progress. * To implement and deliver an appropriately broad, balanced, relevant and differentiated curriculum for students and to support a designated curriculum area as appropriate. * To teach students according to their educational needs, including the setting and marking of work in school 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 school subject specialisms are reflected in the teaching/learning experience of students. * To undertake a designated programme of teaching. * To ensure a high quality learning experience for students which meets internal and external quality standards. * To prepare and update subject materials. Work should be planned in accordance with schemes of learning and National Curriculum programmes of study. * To use a variety of delivery methods. Plan lessons and sequences of lessons to meet students individual learning needs. * To maintain discipline in accordance with the school’s procedures, and to encourage good practice with regard to punctuality, behaviour, standards of work and homework. * To apply the Behaviour Support Plan so that effective learning can take place. Set high expectations for student’s behaviour by establishing a purposeful working atmosphere. * To take appropriate action regarding students involved in misbehaviour in conjunction with other Heads of Department, On Call or the Pastoral Support team. * To undertake assessment of students as requested by external examination bodies, departmental and school procedures. * Set appropriate and demanding expectations for students’ learning, motivation and presentations of work. * To mark, grade and give written/verbal and diagnostic feedback with clear targets for future learning as required within a reasonable time span in accordance to the whole school marking and assessment policy. * Take account of student’s prior levels of attainment and use them to set targets for future improvements. * Set work for students absent from school for health or disciplinary reasons. * Work in collaboration with classroom support attached to any teaching group. |
| Professional Standards |
| * To support the aims of Longdendale High School to promote a learning community where children work hard and flourish. * To be an effective professional, who challenges and supports all students to do their best. * Treat all members of the community, colleagues and students, with respect and consideration. * Treat all students fairly, consistently and without prejudice. * Set a good example to students in terms of appropriate dress, standards of punctuality and attendance. * Promote the aims of the school by attendance at and participation in events such as open evenings, parents’ evenings and the like. * Support the ethos of the school by avoiding confrontation, rewarding achievement and positive classroom management. * Take responsibility for your own professional development and participate in staff training when required. Liaise with the CPD coordinator or SLT about training options available. * Reflect on your own practice as well as the practices of the school with the aim of improving all that we do. * Read and adhere to the various policies and priorities of the school as expressed in the School Improvement Plan, the staff handbook, subject team/year team documentation etc. * Participate in the management of the school by attending various team and staff meetings. * Undertake duties as prescribed within school policies. * Ensure that all deadlines are met as published in the school calendar. * Undertake professional duties that may be reasonably assigned to you by the Headteacher e.g. cover etc. * Be proactive and comply with the school’s Health and safety policy and undertake risk assessments as appropriate. |
| Other Specific Duties |
| * To play a full part in the life of the school community, to support its distinctive mission and ethos and to encourage staff and students to follow this example. To support the school in meeting its legal requirements for worship. To promote actively the school’s corporate policies. To undertake any other reasonable duty as specified by the Headteacher not mentioned in the above. * Whilst every effort has been made to explain the main duties and responsibilities of the post, each individual task undertaken may not be identified. * 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 school 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. * Employees are expected to subscribe to the School Improvement Plan. |

This job description is current at the date shown, but following consultation with you, may be changed by Management to reflect or anticipate changes in the job which are commensurate with the salary and job title. The post holder will be expected to participate in the school appraisal programme for staff and to participate in appropriate staff training and development activities.

The person appointed must at all times work within the requirement of the Health and Safety at Work Act 1974, current Health and Safety legislation and the school’s policies and procedures.

Longdendale High School is part of the Multi Academy Trust, Stamford Park Trust who is the employer for all staff.