

Job title:	Head of Year (Middle School)
Salary	Main Pay Scale/ Upper Pay Scale in line with STPCD & TLR
Reports to:	SLT Line Manager

The postholder has the same professional duties as classroom teachers (see Class Teacher job description). In addition, the Head of Year role includes the duties listed within this job description.

Head of Year is responsible for the management and organisation of their year group. In carrying out the professional duties of a Head of Year the post holder is expected to provide professional leadership for the year group, which secures its success and improvement.

Heads of Year ensure they take the opportunities to contribute to pupils' overall sense of health, safety, enjoyment and achievement, enabling them to flourish in our communities and beyond.

Wider role responsibilities

- Support the vision, ethos and policies of the Trust and school, promoting high levels of achievement throughout the school; demonstrating inspirational leadership and creativity.
- Actively support the School's SLT, Local School Committee and Trust colleagues in ensuring that the school's positive ethos and vision is clearly articulated, shared, understood and acted on effectively by all.
- Adhere to the school's safeguarding policies and procedures and ensure that they are followed by all staff, volunteers and academy committee members.
- Focus on pupil achievement and to model positive approaches to learning through undertaking your own personal learning.
- Play a full and active part in the life of the school, championing its values, motivating others and promoting positive staff morale.
- Lead and motivate staff and pupils by personal influence and concern for individual needs and equal opportunities.
- Encourage the highest standards from colleagues by making sure you are aware of their strengths and weaknesses, and actively promoting and valuing their work.
- Encourage high expectations of the school by maintaining good relationships with parents, the wider community and external agencies.
- Establish channels of communication using managerial skills to resolve conflict and solve problems.
- Work effectively and collaboratively with other colleagues within The Trust and where appropriate further afield.

Main responsibilities and duties

- Support and lead a group of form tutors to run their tutor group sessions effectively. Ensure effective communication, support and develop teamwork. This includes being the designated tutor for one class within the year group.
- Be proactive in promoting and reinforcing the expected behaviour and attitudes of the year group whilst promoting and developing the school's ethos.
- Lead the pastoral care of all pupils in the year group; liaise closely with others to ensure continuity and progression through year groups.
- Liaise effectively with the SENCO, other professionals and families to ensure pastoral and behavioural needs are appropriately supported.
- Support your team where appropriate with more challenging pastoral concerns, liaising with parents and outside agencies as required.
- Demonstrate a full understanding of key data sets, making effective use of this data to support improved outcomes
- Monitor and support outcomes for all disadvantaged learners within your year group, providing evidence of the impact of actions taken by staff to ensure that specific SEND and Disadvantaged Pupil targets are met within the year group,
- Be able to present a clear and accurate account of the performance of disadvantaged pupils to a range of audiences.
- Demonstrate a full understanding of key data sets, making effective use of this data to support improved outcomes
- Ensure that clear records are maintained in accordance with trust practice and in line with GDPR
- Promote good progress and outcomes for pupils and lead the planning, monitoring and evaluation of school improvement through a Head of Year action plan.
- Seek opportunities to invite parents/carers, community, businesses or other organisations into the school to enhance and enrich your year group and its value in the wider community.
- Support the settling in of new pupils within the year group, including overseeing transition of year groups into and out of the school in years 5 and 8.
- Coordinate end of year reports
- Take part in and help organise parent's evenings
- Liaise with other schools to arrange student transfers and placements if appropriate
- Arrange and promote activities including trips and sporting events within the year group
- Prepare and hold year assemblies

The principal responsibilities and tasks as set out above are not intended to be exhaustive. The need for flexibility, accountability and team working is required. The post-holder is expected to carry out any other related duties that are within the employee's skills and abilities, commensurate with the post's grade and whenever reasonably instructed.

The job description will be reviewed regularly to ensure that it relates to the role being performed and to incorporate reasonable changes that have occurred over time or are being proposed. This review will be carried out in consultation with the post-holder before any changes are implemented.

Job description prepared by:	HR People Team
Date:	April 2026

Note: Please refer to the Class Teacher JD and person specification for role requirements.

The requirements listed below are in addition to these and relate specifically to this supplementary role:

Requirements	Essential	Desirable	Primary Source of Evidence for Essential Criteria: (A) Application Form (I) Interview (R) References (T) Task/Lesson Observation
Qualifications	<ul style="list-style-type: none"> Evidence of recent continuous professional development 		(A) (plus certificates)
Knowledge	<ul style="list-style-type: none"> Understanding and commitment to wider goals for pupils through their whole school journey, including clubs and activities outside of the classroom Knowledge of effective principles and practice of relevant Key Stage education Knowledge of recent initiatives in education including current issues 		(A) (I) (A) (I) (A) (I)
Experience	<ul style="list-style-type: none"> Proven ability to work with colleagues to help them improve their teaching A track record in meeting deadlines and delivering results through effective management, organisation and planning of work 	Previous leadership experience within a school setting	(A) (A)
Skills	<ul style="list-style-type: none"> Proven team leadership abilities Effective communication skills Plan, prioritise and organise effectively Able to use own initiative Ability to contribute effectively to the workload and responsibilities of a team, demonstrating the ability to be flexible and adaptable Ability to maintain resilience, understanding and positive thinking when working with challenging pupils, families and situations 		(A) (R) (T) (A) (I) (R) (T) (A) (I) (R) (T) (A) (I) (R) (T) (A) (I) (R) (A) (I) (R) (A) (I) (R) (T)

Requirements	Essential	Desirable	Primary Source of Evidence for Essential Criteria: (A) Application Form (I) Interview (R) References (T) Task/Lesson Observation
	<ul style="list-style-type: none"> • Demonstrates excellent behaviour management strategies • Able to create a positive and challenging learning environment • A commitment to ensuring all learners access the curriculum and make progress 		(A) (I) (R) (T)
Aptitude and attitude	<ul style="list-style-type: none"> • Act as a positive role model in setting the highest standards of professional behaviour in all areas of work • Ability to relate well to children both in and out of the classroom • Ambitious for our pupils • Calm and patient and approachable • Reliable, punctual and well organised • Self-motivated, confident and enthusiastic with a positive attitude and a high level of professional resilience • Integrity and the ability to maintain the highest standards of confidentiality 	Experience of leading and work in partnership with others	(I) (R) (I) (T) (I) (I) (I) (I) (I)
Safeguarding	<ul style="list-style-type: none"> • Total commitment to and awareness of safeguarding issues as well as following the school's safeguarding policies and practices • Evidence of completion of whole school level 2 training 		(I) (R) (I) (R)