|  | **Teaching Head of Year - CRITERIA** | **E**ssential / **D**esirable |
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| **Work related circumstances – professional values and practices of the Bishop Fraser Trust** | High expectations of all students; respect for their social, cultural,  linguistic, religious and ethnic background and a commitment to raising  their educational achievements | E |
| Ability to build and maintain successful relationships with students, treat them consistently, with respect and consideration and demonstrate concern for their development as learners | E |
| Commitment to the Trust’s Christian ethos and educational purpose, demonstrating and promoting the positive values, attitudes and behaviour they expect from the students with whom they work | E |
| Ability to work collaboratively with colleagues and carry out role  effectively, knowing when to seek help and advice | E |
| Able to liaise sensitively and effectively with parents and carers recognising  their role in student learning | E |
| Able to improve their own practice through observations, evaluations and discussion with colleagues. | E |
| Flexible with an ability to be able to embrace and generate change | E |
| **Personal Qualities** | Strongly self-motivated and personally resilient | E |
| Exceptional levels of personal integrity, discretion, honesty, reliability and self-awareness | E |
| Approachable | E |
| Conscientious and diligent work ethic | E |
| High standard of professional personal presentation with an excellent  attendance and time-keeping record | E |
| Patience, kindness and understanding | E |
| **Role Specific Professional Dispositions** | Evidence that the candidate perceives that the role of the Year Leader is to  provide and advocate effectively for all of their year group through  identifying individual needs and providing appropriate support to  maximise student progress | E |
| Interest in keeping up to date with latest learning support strategies | E |
| Evidence of learning beyond the workplace | D |
| **Qualifications** | Qualified Teacher Status | E |
| 5 A\*- C GCSEs including English & Maths | E |
| A level standard of education or equivalent | E |
| Degree in relevant discipline | D |
| Counselling qualification | D |
| First Aid at Work | D |
| **Experience** | Minimum 2 years’ experience of working with secondary aged children in  any setting | E |
| Minimum 2 years’ experience of working with secondary aged children in  an educational setting | D |
| Experience of working with students with behavioural / social and  emotional difficulties and implementing effective behaviour management  strategies | E |
| Experience of delivering bespoke behaviour management and engagement  strategies. E.g. anger management sessions or willingness to train to  deliver | D |
|  | Experience of leading a small team of people to deliver required outcomes | E |
| **Knowledge** | Understanding of the principles of child development | E |
| Working knowledge of relevant policies/codes of practice/legislation | E |
| Understanding of statutory frameworks relating to safeguarding and child  protection including Early Help Assessments | E |
| Understanding of inclusion, especially within a school setting | E |
| **General Skills** | Ability to plan, organise and prioritise effectively | E |
| Strong administrative skills, able to complete and deal with any required  documentation in an appropriate, timely, efficient manner | E |
| Ability to write reports using professional language, correct spelling and  grammar | E |
| Ability to gather information and present either verbally or in writing in a  concise easily understood way | E |
| The ability to manage highly confidential material in an appropriately  sensitive way including the electronic filing of such documents | E |
| Ability to use technology and appropriate software to enhance learning | E |
| Ability to use Management Information Systems (e.g. SIMs) | E |
| Ability to work effectively within a team environment, understanding roles  and responsibilities | E |
| Ability to influence and motivate a team of form tutor staff, ensuring  effective communication and ‘buy in’ to new initiatives, non-negotiables,  strategies, protocols | E |
| Ability to work with children at all levels regardless of specific individual  need and identify and employ those strategies that work best to engage  them in becoming a positive member of our school community | E |
| Excellent personal numeracy and literacy skills | E |
| **Communication skills** | Confident communicator, communicating effectively and concisely both in written and verbal form to a variety of audiences | E |
| Ability to identify, assess and diffuse potentially confrontational situations | E |

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