



Lord Grey Academy
Lord Grey Can



TEACHING HEAD OF YEAR

MPS/UPS plus TLR 2b £5872

Required for September 2026

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“Lord Grey Academy is committed to safeguarding and promoting the welfare of children and young people and requires all staff and volunteers to demonstrate this commitment in every aspect of their work.”





Advertisement

TEACHING HEAD OF YEAR

Permanent - Required for September 2026

MPS/UPS SCALE PLUS TLR2b £5872

We require, for September 2026, a well-motivated, committed and energetic Teaching Head of Year. Year leaders are totally committed passionate about tracking academic progress and tackling underachievement. The successful candidate will be able to form excellent relationships with staff, students and parents and will be a caring and supportive individual who is approachable and reliable. The successful candidate will model exemplary standards of professionalism and integrity to colleagues, tutors and tutees.

They will be rigorous in monitoring the work of Academic Mentors and will be excellent in motivating students to believe in our character values and their aspirations for the future using the VESPA system. The successful candidate will be competent in analysing data on student progress and will be skilled in early identification of underachievement and will be confident in drawing on a range of strategies to tackle that underachievement. They will be consistent in application of school procedures, policies, rewards and sanctions. Candidates will be responsible for a combination of on-call, reflection room and ISR as per rota.

A vacancy booklet, information for candidates booklet and the application form are available on the vacancies section of Lord Grey Academy's website: <https://www.lordgrey.org.uk/general-information/vacancies/>

Please note the application form is available on the right hand side of the above link.

Completed application form and covering letter should be submitted to Human Resources at Lord Grey or emailed to hr@lordgrey.org.uk by 9am on Monday 18 May 2026. Interviews to be held Thursday 21 May 2026

Only successfully short listed candidates will be contacted. CVs will not be accepted.

The Academy is committed to safeguarding children. The successful applicant will require an enhanced DBS check.



Tove Learning Trust

Tove Learning Trust (TLT) is a highly successful multi-academy Trust with primary, secondary and alternative provision schools across the West Midlands, Northamptonshire and Milton Keynes. We are a cross phase trust providing a high-quality education for over 11,500 children between the ages of 4 and 18. Within our family of schools we have four primaries, nine secondaries and two alternative provision schools.

As an employer of choice, we recognise every colleague is an individual, we value diversity, and work as a team to remove barriers to equity. We know that when you are 'the best you', whatever your role is with the Trust, you will transform students' lives.

The Trust is committed to ensuring that all children achieve as highly as possible and we work hard to offer stimulating environments that enable every learner to progress and flourish. We have a small central team and a committed Board of Trustees that are focused on delivering outstanding outcomes.

We aim to have academies that are excellent communities of learning where children thrive on success.

You will have access to a team of school improvement directors specialising in Maths, English, Science, Humanities, EYFS and SEND & Inclusion. Our outcomes in the vast majority of our schools exceed national expectations and many of our schools are rated Good or better by OFSTED.

Employee Benefits:

- Teacher & support staff pension schemes
- Continuous Professional development (CPD)
- Training School Alliance
- Networking opportunities
- Specsavers eyecare voucher
- Free Flu vaccine
- Employee Assistance Programme (EAP)
- Medicash - Health Cash Plan:
 - 24/7 GP Appointments & prescription services
 - Dental treatment
 - Optical care
 - Physiotherapy
 - Skinvision - skin health tracker
 - A range of essential healthcare expenses
 - Exclusive discounts on shopping & travel

The Academy is committed to safeguarding children. The successful applicant will require an enhanced DBS check.



Why work at Lord Grey?

At Lord Grey we have a strong sense of team. Staff support each other well and we have good systems and processes to make working as effective and efficient as possible. We have a strong commitment to supporting staff so that they can manage the very important work that we do. We don't underestimate the responsibility and sometimes stress that comes with working in a busy school environment.

How we support staff at Lord Grey

- A strong sense of belonging and a shared belief that all at Lord Grey Can!
- Visible Leadership Team who are on hand to listen and support.
- Everyone has the highest expectations of behaviour supported by the Lord Grey Way and Climates for Learning with all staff reinforcing those expectations.
- A clear system of rewards and sanctions which is applied consistently which minimises disruption to learning and celebrates successes.
- Excellent pastoral support offered through our year teams.
- Specialised personalised CPD for all staff through the GROW model.
- Time for staff to put new things into action and a very careful approach to avoid initiative overload.
- Regular Staff, Faculty and Pastoral briefings to support good communication.
- Headlines – a weekly whole staff email containing all the important information which reduces the number of emails in your inbox. No emails outside of work hours.
- Comprehensive support for ECTs with dedicated mentors and regular meetings.
- Performance Management is tailored to faculty and individual needs. Data targets are not used punitively but aspirationally.
- We are constantly streamlining all systems and processes so they take less time.
- Open door Principal - no concern is ever too small.
- Countless opportunities to get involved with the wider life of the Academy - Duke of Edinburgh, school performances, sports teams, music etc.
- Contributions of staff recognised through our colleague to colleague recognition awards and student thank you cards.
- There are regular staff wellbeing events organised for staff.

Lord Grey Academy is also in a great location. The Academy is situated on a large site in West Bletchley on the southern side of Milton Keynes. Bletchley itself is the home of 'Bletchley Park', where the WW2 'Enigma' code was broken – this site of historical importance and tourist attraction is just a few minutes' walk from the Academy.

Bletchley is a lively town on the outskirts of Milton Keynes, and offers plenty of accommodation, good shopping and good rail links to London and Birmingham. Milton Keynes is centrally placed with excellent transport links, by both road and rail, to the rest of England. Milton Keynes is one of the fastest growing cities in Europe and has superb shopping, many bars and restaurants and a very good theatre. With excellent cinemas, Xscape and the Snow Dome, MK Dons FC and a range of other leisure options, there is plenty to do in Bletchley and Milton Keynes. For those who prefer the countryside, there are many beautiful Buckinghamshire and Northamptonshire villages on the periphery of Bletchley.



JOB DESCRIPTION - HEAD OF YEAR (TEACHING)

Role: Head of Year (Teaching)
Responsible to: Assistant Principal Behaviour / Vice Principal Behaviour
Based at: Lord Grey Academy
Salary: Teaching Salary, Plus TLR 2B

Job Context

Lord Grey Academy is a secondary Academy with approximately 1450 students and 190 staff. The Head of Year will be responsible for a year group cohort of between 250 and 270 students and a team of between 9-10 form tutors. The Head of Year holds a key role in ensuring the safeguarding, attendance, behaviour, progress, achievement and involvement of students in all aspects of school life and in ensuring that students display Lord Grey Academy values, understand our ethos and follow the Lord Grey Way. The Head of Year will direct and liaise with the pastoral support team to manage day to day behaviour of students whilst also proactively seeking solutions to improve the pastoral provision. The post holder will be a teacher, teaching a reduced timetable to enable the Head of Year responsibilities to be a priority alongside your excellent classroom teaching practice.

Key Responsibilities

1. Student Safeguarding, Attendance & Behaviour
2. Staff Management Progress, Guidance and Care
3. Teaching & Curriculum
4. Leading and Managing Staff
5. Professional Standards
6. Other Responsibilities

Job Description

Responsibility area 1 - Student Safeguarding, Attendance & Behaviour

1. Be accountable for the strategic and operational oversight of a Year group of students.
2. Ensure that safeguarding and child protection is the top priority in all decisions and actions
3. Be responsible for child protection procedures within the Year; the recognition of issues and the advising and monitoring within the team
4. Liaise with other schools to arrange student transfers and placements
5. Monitor attendance and punctuality and correct equipment for learning
6. Set clear expectations for staff and students in relation to student behaviour. Ensure parents are kept well informed.
7. Promoting and maintaining high standards of behaviour within the year group so that learning is undisturbed, effective and leads to excellent progress being made
8. Monitor and evaluate behaviour and attendance data for the Year group to identify patterns and solutions to address issues and concerns proactively.
9. Monitor standards of adherence to school's dress code amongst your Year group
10. Having a high presence around the Academy at social time to support managing behaviour
11. Lead and organise the rewarding and recognition of achievement to include assemblies and reward trips.
12. Keep accurate and thorough reports of student behaviour
13. Ensure the Year group staff consistently follow the Behaviour Policy and provide training as required
14. Make contact with parents regularly to discuss student progress and issues including attendance and behaviour
15. Develop close partnerships with parents to ensure that the home/school partnership is strong and supports excellent student achievement, attendance and behaviour



Responsibility area 2 - Student Progress, Guidance and Care

1. Manage student review processes and procedures
2. Ensure that statutory registers are done on a daily basis and liaise closely with Attendance Officer
3. Monitor, evaluate and support improvements in the standards of teaching and learning across the Year group subjects with Raising Standards Leader (RSL) where applicable.
4. Analyse progress data for students in the Year group to identify concerns and recognise successes.
5. Monitor the progress of individual students
 - Ensure that data is used as a baseline to monitor and review individual students' progress, especially to identify signs of underachievement or potential, and to help set targets for the students and subject areas
 - Use data and other assessment information to review the performance and expectations of students, maintaining a productive dialogue with the students about their progress
 - Ensure that test results and teacher assessments are analysed to illuminate aspects of students' performance and the extent to which progress is consistent with earlier data
 - Liaise closely with Faculties and relevant subject teachers on student underachievement
6. Support the achievement agenda by utilising the resources from PiXL and other platforms to support improvements in outcomes.
7. Raise the profile of the achievement agenda with students in Year group
8. Working with the Progress and Achievement Leader (PAL) to: promote high levels of academic achievement, monitor the progress of students, celebrate their successes and work with relevant stakeholders and agencies to overcome barriers to learning
9. Coordinate student progress reports in partnership with form tutors, curriculum team leaders and the key stage leaders
10. Take part in and help organise parent information events or other such events
11. Prepare and hold Year assemblies and organise presentation events during assembly time
12. Plan intervention strategies with appropriate liaison (Vice Principal, Director of Inclusive Learning, Heads of Faculties and outside agencies etc)
13. Leading the weekly assembly programme by setting high expectations of behaviour and routine, supporting visiting speakers, encouraging tutor group presentations and promoting Lord Grey values
14. Arrange and promote activities within the Year group including charitable and fund raising activities
15. Contribute to the planning of a programme of inter-Year activities

Responsibility area 3 - Curriculum, Teaching and Learning

1. Ensure the 'Learning and Teaching' policy is implemented and monitored across your Year group.
2. Monitor and review the curriculum options to ensure that students are on appropriate courses.
3. Work with the SENDCo to ensure teachers are adapting their practice to meet the needs of the students in your Year group.
4. Ensure there is full curriculum coverage with continuity and progression through the regular review and development of schemes of work.
5. Support the Year group teachers in ensuring that they create an effective and stimulating environment for teaching and learning and develop enrichment activities to enhance teaching and learning.
6. Liaise with the SLT Link, Academy Principal and Head of Sixth Form to devise and implement whole school strategies
7. Establish clear policies and practices for assessing, recording and reporting on student achievement. Ensure methods are standardised across the departments, achievement and underperformance identified and targets for further improvement set and implemented.



Responsibility area 4 - Leading and Managing Staff

1. Direct and liaise with the pastoral support team to ensure operational management of the Year group is effectively coordinated.
2. Leading the tutor team to ensure that tutors fulfil their role in supporting excellent student achievement, attendance and behaviour
3. Support the team in achieving constructive working relationships with students to enhance learning across an allocated year group from years 7 to 11
4. Carry out learning walks and feedback to staff on the quality of the Year group lessons.
5. Monitor, assess and develop the role of the form tutors
6. Involve tutors in Year assemblies and HOY to hold assemblies across the academic year
7. Lead tutors in coordinating students' 'Record of Achievement' by developing a Lord Grey version of this important document
8. Direct, manage, monitor and evaluate the work of the Assistant Head of Year so as to maximise impact
9. Liaise with colleagues and lead the Year 6 transition; Support Year 9 options; liaise and support destination with the 6th Form Team on Post 16 linked students - subject to the Head of Year group assigned.
10. Liaise with colleagues across the school to support the attainment of the students in your Year group.
11. Work with the SENCO and other staff with special educational needs expertise, to ensure the individual education plans are used to set subject specific targets and match work to students' needs.
12. Under take Appraisal reviews of appropriate staff
13. Ensure that Assistant Head of Year's CPD needs are met by liaison with relevant staff
14. Fully fulfil the role of Form Tutor.

Responsibility area 5 - Professional Standards

1. Deliver excellence in all aspects of the role of classroom teacher.
2. Carry out a systematic approach to self-evaluation in line with academy policy.
3. Analyse and interpret relevant data, research and other documentation to inform future practice, expectations and teaching methods.
4. Model exemplary standards of professionalism to Form Tutors, students, other staff and parents
5. Model exemplary standards with regards to safeguarding and child protection and use the CP procedures in place at all relevant times
6. Keep own CPD record, including own Appraisal, up to date and be alert to your own CPD needs
7. Be involved in decision making and policy development across the school with regard to Year ethos
8. Keep up-to-date with new initiatives, research and changes to the curriculum and specifications e.g. attending network meetings, using the internet, subscription to journals etc.
9. Contribute to the academy's CPD programme.
10. Be a role model of excellent practice as a leader, manager and teacher.
11. Promote an ethos and culture within the department that are in line with achieving the vision for the academy.

Responsibility area 6 - Other Responsibilities

1. Be involved with the Transition process
2. Represent the school at Open Evenings
3. Contribute to the planning and organising of Open Evenings or Prospective Parents' Evening

This job profile is a guide to the work that you will initially be required to undertake. It may be altered from time to time to meet changing circumstances. Staff are expected to carry out any reasonable instruction given by the Principal or other such authorised person as to allow for the effective running of the academy. This job profile does not form part of your contract of employment.

Tove Learning Trust expects its employees to work flexibly within the framework of the job description. This means the post holder may be expected to carry out work that is not specified in the job description but which is within the remit of the role, duties and responsibilities, which could include break/lunch duties, first aid, invigilation, chaperoning and minibus.

Signed: _____

Date: _____



PERSON SPECIFICATION

Experience	Essential	Desirable	How evidenced
Proven track record of raising achievement through intervention in teaching process	✓		A I
Significant experience of working with parents and carers to impact on attendance, progress and outcomes.	✓		A I
A proven track record in raising achievement through own teaching	✓		A I
Outstanding classroom teacher	✓		A I
Working with or caring for children of relevant age for minimum of 1 year	✓		A R
Knowledge	Essential	Desirable	How evidenced
Effective use of ICT to support learning	✓		A I
Understanding of relevant policies/codes of practice and awareness of relevant legislation	✓	✓	A I
Familiarity with current national initiatives and developments in education	✓		A I
Awareness of research regarding how and why learning takes place	✓		A I
Experience of implementing and sustaining effective behaviour management strategies	✓		A I
Ability to self-evaluate learning needs and actively seek learning opportunities	✓		A I
Ability to relate well to children and adults	✓		A I R
Work constructively as part of a team	✓		A I
Ability to communicate effectively, both verbally and in writing	✓		A I
Strategic Development	Essential	Desirable	How evidenced
Proven track record of school improvement planning and delivery of impact	✓		A I
Confident and forensic use of data to assess achievement and progress, diagnose weaknesses and create effective action plans	✓		A I
Clear evidence of whole school impact through recent work	✓		A
Support of the vision and ethos of Lord Grey Academy	✓		A I
Partnerships / Links with outside agencies		✓	A I
Contribution to National events		✓	A I
Skills & Attributes			
Excellent oral, listening and written communication skills	✓		A I
Strong interpersonal skills	✓		A I
Persuasiveness	✓		A I
Effectively prioritised work habits	✓		A I
The ability to lead, challenge and support others	✓		A I
Commitment to a comprehensive and holistic education	✓		A I
Sense of humour and ability to work as part of a dynamic team	✓		A I
Self-aware, self-motivated and recognise impact on others	✓		A I
Initiative, passion, energy and resilience	✓		A I
Ability to work well under pressure, being decisive with high levels of honesty and integrity	✓		A I
Other Requirements	Essential	Desirable	How evidenced
Participate in development and training opportunities	✓		A
Commitment to uphold the school's Equalities Policy and Safeguarding and Child Protection Policy	✓		A
Willingness to be flexible with working hours to respond to the school's needs	✓		A
Subject to successful completion of enhanced DBS check	✓		A

A – Application form I – Interview R – Reference