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| **Role** | **Grade** | **Reports to** |
| Head of Year | MPS/UPS, TLR1.1 | SLT |

**Main purpose of the job:**

This is a middle management post. In addition to those professional responsibilities which are common to all classroom teachers in the school, the post holder’s key responsibilities will be to lead students in making the choice to learn and excel, removing barriers to learning through strategic planning, and co-ordinating the work of Form Teams. The post holder will work to improve attendance, punctuality, behaviour and the progress made by each student in the year group.

The post holder will be expected to match the characteristics described in the DfE Teaching Standards and will be required to exercise their professional skills and judgement to carry out, in a collaborative manner, the professional duties set out below.

**Key relationships:**

Senior Leaders, Form Tutors, Curriculum Leaders, all teaching and support staff across the Trust.

**Please note that whilst this job description gives an indication of the key responsibilities, it is not intended to provide an exhaustive list.**

**Main accountabilities:**

**Behaviour and Achievement**

* To ensure that equality of opportunity for all students is promoted and achieved, tackling bullying and harassment of any kind.
* To discuss and resolve students’ problems, implementing appropriate interventions to do so.
* Assist and lead Form Tutors to maintain good standards of dress, behaviour, effort, attendance, and punctuality, and to take a leading role in the Academy’s achievement and success ethos.
* To support teachers and Curriculum Leaders in implementing the Trust’s Behaviour for Learning policy.
* To co-ordinate the successful transition of pupils from other schools / countries, ensuring appropriate information is distributed, received, and acted upon to ensure smooth transition. This also includes the forwarding of information in the case of students who are transferring to another institution.
* To track progress and identify students where further intervention is required. Work with Curriculum Leaders to put in place specific intervention that impacts positively on achievement and challenges underperformance.
* Actively promote positive behaviour, creating a culture of celebration which promotes achievement through meaningful rewards and positive messages.

**Attendance and Punctuality**

* Ensure all members of the pastoral team fulfil their duties and consistently implement the Trust’s Attendance Policy.
* Strategically lead all attendance work carried out by the pastoral team.
* Promote good timekeeping and identify patterns between punctuality and attendance across curriculum areas, form groups, and pupils.
* Identify when additional strategies are required, leading and monitoring implementation.
* Monitor the attendance of key cohorts as part of the whole year group and ensure appropriate challenge and support is in place, targeting intervention appropriately to ensure attendance KPI’s are met.
* Drive rewards and incentives to promote positive attendance.

###### Academy support and monitoring

* To lead the planning, communicating and delivery of the ‘Pastoral Calendar’ that ensures students are clear about their study priorities and about opportunities available to them.
* To strategically impact upon student’s school day through high presence and positive intervention so that students feel supported and challenged to excel.
* To plan and deliver the celebration and communication strategies, so that all stakeholders are aware of success, challenges, and developments, with positive messages dominating the student culture.
* Liaise with School Leaders, the SENCO and DSL about progress made by students, managing interventions and supporting colleagues to deliver these where needed.
* To support with formulation of the Extended Learning Timetable, monitoring implementation and alerting Curriculum Leaders or SLT where policies or plans are not being followed.
* To take action to help to reinforce student progress and to rectify under-achievement through a planned, monitored intervention process. Such monitoring is evaluated systematically, and action taken where interventions have not been successful.
* To collaborate with Form Tutors in ensuring interventions and school-wide processes are in place for all students, including planners and homework.
* To lead student voice activities within the student body, including the leadership of the student council groups. Facilitate wider opportunities to develop student leadership across the year group, ensuring all cohorts have the opportunity to participate and engage in school life.
* To organise and oversee parents’ evenings.
* To ensure there is a rich and varied menu of extra-curricular opportunities available for students.
* To ensure smooth transitions between schools, ensuring confidentiality and effective student transition both academically and pastorally.

###### Liaison with parents/carers

* To respond in line with the Communication Policy to parents/carer’s enquiries, and to inform them of positive achievements of students.
* To build appropriate relationships with parents/carers to ensure engagement and outcomes for students, keeping a central summary of all contact made with parents/carers.

###### Liaison with external agencies

* To lead the liaison and collaboration with the community and external agencies to ensure that students have the necessary support to excel and to communicate with staff about these processes.
* To liaise with other educational establishments so that student information is up to date and facilitates better student progress.
* To support the SENCO and DSL in liaising effectively with external agencies

**People management**

* Full line management of a team of Pastoral Managers including recruitment, probationary period management, performance management, absence management and staff development

**All employees in the Trust are expected to:**

* Support the vision, values and objectives of the Trust and demonstrate a collaborative, team working approach to school and Trust improvement https://prospere.org.uk/about-us/vision-values
* Take appropriate responsibility and action for safeguarding, be aware of confidential issues and maintain as appropriate
* Be aware of and comply with policies and procedures relating to child protection reporting all concerns to an appropriate person
* Promote and act in accordance with the Code of Conduct and all school / Trust policies including the Health and Safety Policy, Equality Policy and Data Protection Policy
* Effectively represent the Trust when liaising with contractors and outside agencies/organisations
* Demonstrate tact and diplomacy in all interpersonal relationships with the public, pupils, parents and colleagues
* Take responsibility for personal professional growth and development, keeping up-to-date with national research, engaging proactively with nationally recognised career frameworks and professional organisations
* Attend Trust and school events as required and make a positive contribution during such events
* Attend regular meetings before and after Trust hours, including morning briefings
* Carry out duties other than those listed in the job description under the direction of the headteacher where the post holder has appropriate qualifications and has received appropriate training

The Trust 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.

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| **Person Specification** | **Essential / Desirable** | **Assessment stage** |
| **Qualifications** | | |
| Qualified Teacher Status (QTS) | Essential | Application |
| Degree or equivalent qualification | Essential | Application |
| **Knowledge and Experience** | | |
| Excellent understanding of current, relevant issues and developments within education | Essential | Application, Interview |
| Knowledge of strategies for raising achievement of students | Essential | Application, Interview |
| Understanding of strategies to develop effective Teaching, Learning and Assessment practice in a school setting. | Essential | Application, Interview |
| To be a caring and committed professional who has the highest expectations of all students | Essential | Application, Interview, Selection Task |
| To be an excellent classroom practitioner, able to articulate a clear vision for high quality education | Essential | Application, Interview, Selection Task |
| Ability to form strong working relationships with all stakeholders | Essential | Application, Interview |
| Strong analytical and problem-solving skills | Essential | Application, Interview, Selection Task |
| To be able to monitor, evaluate and challenge using a range of evidence | Essential | Application, Interview, Selection Task |
| To be able to plan, prioritise and implement organisational strategies, making the best use of resources | Essential | Interview, Selection Task |
| Able to offer enrichment activities for students and their ability to successfully deliver other subjects | Desirable | Application, Interview |
| Excellent communication skills with the ability to relate to all sectors of the Academy community and external stakeholders | Essential | Interview, Selection Task |
| **Behaviours and Values** | | |
| Demonstrates a collaborative, team working approach focused on improvement and supporting the vision, values and objectives of the organisation | Essential | Interview |
| Demonstrate a commitment to appropriate professional standards, including core policies relating to equality and diversity and child protection | Essential | Interview |
| Demonstrate a commitment to maintaining and developing professional knowledge and skills | Essential | Application, Interview |
| Tact and diplomacy in interpersonal relationships with all stakeholders | Essential | Interview |
| To be flexible and able to adapt and prioritise appropriately | Essential | Interview |
| Effective staff motivation and development, including establishment of a positive performance management culture | Essential | Application, Interview |

**Review and Amendment:**

This job description is normally reviewed annually as part of the appraisal cycle. If significant changes are required, it may be amended following an individual consultation process.

All staff are expected to carry out their duties with due regard to current and future Trust and school policies, procedures, and relevant legislation. These will be drawn to your attention during the recruitment process, induction, staff handbook, ongoing performance development and through Trust communication.