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| Title of Post | **Head of Year** | |
| Salary Scale/Range | **TLR 1 (£7622.00)** | |
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| Responsible to: | **Assistant Principal (Student Progress)** | The duties may be varied by the Principal to meet changing circumstances in a manner compatible with the post. |
| Employment duties: | **To carry out the duties of a teacher in accordance with the provisions of the current Teacher’s Pay and Conditions document and to work towards the agreed aims of the school.** | |
| Purpose of Job: | To lead a team of tutors who guide and support students in their transition through the years to the end of Year 11, taking an overview of their academic progress, their pastoral care and their guidance and well-being. To undertake the role of a teacher to the specified standards set out in the Teachers’ Standards document. | |
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| Duties & Responsibilities | To satisfy the roles and responsibilities set out in the job description for a classroom teacher and additionally those detailed in this particular job description. | |
|  | * Classroom teacher job description | |
|  | Leadership | |
|  | * To work with the Student Support Officers and administrator in the Middle/Lower School to manage the students, under the support and guidance of the Assistant Principal. * To lead a team of tutors for a year group and to support and challenge them in the carrying out of their functions. * To oversee attendance for the year group in conjunction with the Attendance officer * To set high expectations and, with the tutors, to promote high standards of behaviour and discipline amongst the students. * To liaise with parents and other such agencies as may be necessary in support of the Tutors to promote the students’ well-being and welfare. * To provide advice and guidance to staff and students on educational and social matters and, through the leading of and support for assemblies, instill and uphold the values and ethos of the school. * To oversee the maintainence of appropriate records by tutors and to monitor student attendance, behaviour and academic progress. * To communicate and consult regularly with the Assistant Principal (Inclusion) to ensure a single co-ordinated and coherent approach to support and interventions for the most vulnerable students. * To support the Assistant Principal with the planning, implementation, monitoring and evaluation of the pastoral development plan and to contribute to the school’s self-evaluation processes (SEF). * To work with the necessary staff to ensure a smooth transition processes for students moving both between Schools (Lower to Middle to Upper). | |
|  | Management | |
|  | * To participate in meetings arranged for any of the purposes described above. * To provide or contribute to oral and written assessments, reports and references relating to individual students and groups of students. * To organise a programme of structured activities for use by tutors in tutor time and, through liaison with other key staff, which will contribute to the citizenship and PSHE requirements. * To monitor student progress towards targets in the year team, identify underachievement and organise strategies for intervention. | |
|  | Examinations and Reports | |
|  | * To support the organisational arrangements for internal examinations in the year team. * To take an active role in the quality assurance of the tutor reports in the year team. | |
|  | Appraisal or review of performance | |
|  | * To participate in the current arrangements made for the appraisal or review of your performance and that of other teachers. * To line manage the work of the tutors and SSO in the year team. | |

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|  | Review, induction, further training and development |
|  | * To review from time to time the methods and quality of tutoring and contribute to the induction for new tutors. * To participate in arrangements for your further training and professional development as a teacher, including undertaking training and professional development which aims to meet needs identified in planning and review statements. |
|  | Health & Safety |
|  | * Act in the course of their employment with due care for the health, safety and welfare of themselves, other employees and other persons in accordance with the school’s Health & Safety Policy. |
|  | Other |
|  | * To support the furtherance of the school’s mission statement. * To promote student and staff participation. * To support senior staff in monitoring and reviewing the impact of the curriculum and the quality of tutoring, teaching and learning. * To share responsibility with others for specific aspects of the school environment. * To support colleagues in sustaining outstanding behaviour and attitudes to learning amongst students. |
|  | ***To inspire excellence and develop potential***  *To act as a role model in high quality teaching and learning* |
| **Hinchingbrooke School is committed to promoting and safeguarding the welfare of all students**  **and expects all staff and volunteers to share this commitment** | |

**PERSON SPECIFICATION: HEAD OF YEAR**

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| **Criteria** | **Essential/Desirable** | **Evidence** |
| **QUALIFICATIONS** | | |
| A Degree | Essential | Application |
| Qualified Teacher Status, with subject specialism(s) related to the Learning Directorate | Essential | Application |
| Ability to teach across the full 11-18 age and ability range | Essential | Application |
| A broad teaching experience with a strong track record of success in teaching and learning | Essential | Application |
| Further professional qualifications eg AST status/MA/MEd/Diploma | Desirable | Application |
| Pursuit of appropriate INSET programmes related to Teaching and Learning and any associated qualifications | Desirable | Application/Interview |
| Participation in research and/or review within learning and teaching | Desirable | Application/Interview |
| **PREVIOUS EXPERIENCE** | | |
| A track record of success in teaching and learning with evidence of sustained and high quality student outcomes | Essential | Application |
| Involvement in the development of innovative practice and improvement planning related to teaching and learning | Essential | Application/Interview |
| Recent experience of implementing a range of strategies to raise student achievement with evidence of success | Essential | Interview |
| Active involvement in Performance Management policy and practice to impact on the quality of teaching and learning | Essential | Interview |
| Direct involvement in support and development for Overseas Trained staff and teachers on the GTP and NQT programmes | Desirable | Application |
| Active involvement in the provision of professional development and support for staff within and beyond the Academy | Desirable | Interview |
| An understanding of brain science related to pedagogy | Desirable | Interview |
| **PROFESSIONAL COMPETENCE** | | |
| Outstanding teacher | Essential | Interview/Teaching |
| Knowledge and understanding of current teaching and learning issues relevant to the needs of the Academy | Essential | Application |
| Experience of leading professional development across the school and within a Department or Faculty | Essential | Application/Interview |
| Excellent community and organisational skills | Essential | Application/Interview |
| Evidence of ability to benchmark best practice and innovate | Essential | Application |
| Good ICT skills and an awareness of its potential within teaching and learning | Desirable | Application/Interview |
| Strong ability in using data to monitor and raise achievement | Desirable | Interview |
| Experience in use of benchmarks to guide and support attainment raising strategies | Desirable | Application/Interview |
| Knowledge of Assessment for Learning strategies | Desirable | Application/Interview |

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| **LEADERSHIP AND PERSONAL QUALITIES** | | |
| Commitment to an ethos of high standards, personal fulfilment and academic success | Essential | Interview |
| Ability to relate well to students, parents, staff, governors and the community | Essential | Teaching/Interview |
| Leadership by example with a solution focused approach | Essential | Interview |
| A capacity to inspire through leadership, energy and vision | Essential | Interview |
| A sense of humour and an ability to remain calm under pressure | Essential | Interview |
| Innovative and forward thinking | Desirable | Application |
| Self-confident and having personal impact and presence | Desirable | Interview |
| Commitment to acquire further skills and career enhancement | Desirable | Interview |
| Ability to retain a sense of perspective | Desirable | Interview |
| **MANAGEMENT SKILLS** | | |
| An ability to establish positive and sensitive interpersonal relationships across the community | Essential | Interview |
| An ability to be a team player , involving people and supporting appropriately | Essential | Application/Interview |
| An ability to plan time effectively and meet required deadlines | Essential | Application |
| A clear awareness of whole Academy management issues | Essential | Interview |
| An understanding of professional responsibility and accountability | Desirable | Application/Interview/Teaching |
| Experience of effective School Self Evaluation methodology | Desirable | Interview |
| An understanding and experience of the management of change | Desirable | Application/Interview |
| **INTERPERSONAL SKILLS** | | |
| Demonstrable good relationships with colleagues, students and the wider community | Essential | Interview/Teaching |
| Commitment to contributing to extra-curricular activities of the school | Essential | Interview/Application |
| Commitment to promoting and safeguarding the welfare of all students | Essential | Interview |
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