**Job Description**

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| Introduction | |
| **Name of post holder** |  |
| **Post Title** | Head of Year (Head of Sixth Form) |
| **Post Purpose** | To help lead a team of tutors and to manage the academic and personal progress of students within Year 12 or Year 13 with particular further responsibilities to be agreed dependent on year group. |
| **Why this post is important** | You have a particularly important role in developing the students and staff within your area of responsibility. You are in a unique position to have a positive effect on the young people in your care as you take the lead role in their personal and academic progress. |
| **Line Manager** | Assistant Headteacher (Head of Sixth Form) |
| **Salary Grade** | Classroom Teachers’ Pay Scale + TLR Scale 2c |

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| Leading your team | |
| Your responsibilities include… | **Where practice is excellent you might…** |
| Supporting the Assistant Headteacher (Head of Sixth Form) in the leadership and management of the tutor team, including leading team meetings where appropriate and coaching tutors in good practice. | Volunteer to lead and co-ordinate particular initiatives and developments within the team. |
| Leading, developing and enhancing the pastoral practice of the team by ensuring that tutors carry out a purposeful pastoral programme in morning registration time, and monitoring and evaluating its effectiveness. | Visit other schools with successful models and share good practice with them. Develop a monitoring and evaluation system to review the effectiveness of tutor sessions. |
| Being a visible presence at the ‘front of house’ at the start of your year group’s days for registration and assembly, ensuring all registers are covered by deploying associate tutors or unused tutors effectively. Monitoring and reviewing those students identified for daily 8.30am sign-in. | Ensure that the students are welcomed into the building, supporting a positive atmosphere. Pick up or encourage students with on-going issues. Ensure that any events or activities scheduled for the day are set up to run smoothly and members of support staff know what is needed. |
| Line managing either the learning mentor team or the reception team and Pastoral and Enrichment Support worker and supporting them in carrying out their role. | Offer training or facilitate visits elsewhere to broaden their awareness and expertise. |
| What sort of support can you expect? The Assistant Headteacher (Head of Sixth Form) can provide you advice and support in your role and you should also use your partner Head of Year to assist you in supporting your tutor team. The Pastoral and Enrichment Support worker should be used effectively to spread the pastoral load and respond to immediate and pressing needs. You should use administrative support to reduce the burden of paperwork and the learning mentors to help carry the load of more demanding pastoral cases. | |

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| Student Support | |
| Your responsibilities include… | **Where practice is excellent you might…** |
| Supporting the Assistant Headteacher (Head of Sixth Form) in all aspects of the recruitment process including open evenings, interviews etc. to ensure that applicants are well-informed and make appropriate choices. | Take initiatives in building relationships with other schools, shaping the recruitment process, and deepening your understanding of the demands of transition in particular subjects. |
| Make arrangements for induction of new students or their transition between year groups to ensure integration and effective learning behaviours. Ensuring that appropriate processes are followed for course transfers and the departure of leavers, enabling those who leave mid-year to find alternative provision. | Develop very effective systems of information gathering and communication with other schools and with our own main school teams to ensure that all significant needs can be anticipated.  Build links with other providers so that we can offer very good advice to those for whom A Levels prove not to be appropriate. |
| Ensuring that all students are on full-time study programmes by proper use of directed library study time, work-experience or volunteering that is planned and monitored. Liaising with the Pastoral and Enrichment Support Worker to ensure that engagement is sustained and achieving its objectives. | Help to develop systems of tracking and monitoring so that we know the students are getting a higher-quality experience through external providers. |
| Managing the process by which tutors carry out tutorials and set academic targets with students. Take an active role in supporting those students who need additional help and guidance. | Offer to coach tutors who are inexperienced or find aspects of their tutor role challenging. Work closely with these individuals setting targets and observing and evaluating their work in this area. |
| Managing the process by which tutors provide pastoral support for the students in their tutor groups. Taking an active role in supporting those students with greater needs in terms of pastoral care and personal development. Developing the practice and role of the Pastoral and Enrichment Support worker in support of this. | Create a bank of resources and case studies which are available for future reference, outlining the strategies you have used successfully with students of particular types. |
| Managing the planning, implementation and monitoring of programmes for students who require additional support including students with special needs (in line with the SEN Code of Conduct and in conjunction with the SENCO), students on PEPs or the subject of Child Protection Orders, students in care, and students requiring help with housing, financial, medical or psychological issues. | Build strong relationships with leaders in other centres and external providers of support to ensure that we have the best possible practical with respect to high-needs students.  Access additional training where possible to deepen awareness of particular high-needs areas. |
| Meeting regularly with the Learning Mentors in respect of the above students, ensuring appropriate referrals are made and effective communication takes place with teachers, tutors and parents/carers. | Work with the Head of Year line managing the learning mentors to support the development of good systems that are consistently applied across year groups to optimise capacity and clarity of roles. |
| Attending A Level/GCSE results days and providing support to students in responding to exam results | Take opportunities to deepen your understanding of the range of opportunities available in Universities, colleges, apprenticeships and employment. |
| What sort of support can you expect? The Assistant Headteacher (Head of Sixth Form) will work with you to establish systems of academic monitoring, and will offer support in managing and delivering effective pastoral care. The SENCO can offer guidance on creating effective programmes supporting students with Special Educational Needs. The Assistant Head (Inclusion) will provide access to training, advice and support with respect to students with Child Protection needs. Use your tutor team and learning mentors to support you at times when particular students require significant attention | |

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| Improving Standards | |
| Your responsibilities include… | **Where practice is excellent you might…** |
| Working with the Assistant Headteacher (Head of Sixth Form) to develop a system of academic monitoring and strategic intervention, and to implement, evaluate and improve this system. | Visit and learn from other schools and the parallel intervention work in main school. Develop systems which can be shared with other schools. |
| Ensuring the effective use by your team of information systems and records. Making sure all tutors and teachers are fully aware of relevant information to support the achievement of students, and that appropriate information and documentation is passed on in the case of leavers. | Review and refine existing information systems within your House and suggest improvements to the Assistant Headteacher (Head of Sixth Form). |
| Ensuring that students are aware of and adhere to the Sixth Form’s agreed standards of behaviour, attendance and independent work. Investigating situations where behaviour and standards are not upheld. | Work very effectively as a sixth form team to ensure that the Assistant Headteacher (Head of Sixth Form) is fully informed and consulted where possible but that you have the confidence to act independently according to agreed standards |
| Implementing the sixth form’s concern procedures for those students who fail to meet these standards or otherwise struggle to cope with the demands of their programme of study. Working with these students and their parents/carers to improve in these areas. | Work with the Assistant Headteacher (Head of Sixth Form) to develop these systems and to train teaching staff in their effective use. |
| Participating in meetings and processes which are aimed to improve standards such as meeting regularly with the Assistant Headteacher (Head of Sixth Form) to discuss students causing concern, attending sixth form leadership team meetings and school pastoral meetings where appropriate and invited by the Deputy Head (Behaviour for Learning). | Take an active role in presenting your ideas at these meetings. Offer to take part in whole-school initiatives and training to improve the quality and integration of the School’s Pastoral work. |
| Ensuring effective use of attendance monitoring systems by teachers, tutors and support staff to promote high attendance and punctuality. | Constantly monitoring that the expected routines are being maintained and reflecting on ways of improving our response to attendance information. |
| What sort of support can you expect? The Assistant Headteacher (Head of Sixth Form) will work closely with you in developing information systems. The Deputy Head (Behaviour for Learning) can support you in ensuring that your team members adhere to the agreed standards of record keeping. | |

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| Ethos | |
| Your responsibilities include… | **Where practice is excellent you might…** |
| Ensuring that the Sixth Form provides a good range of spiritual, moral, social, cultural, sporting and charitable activities. Including the development of an active senior student body. | Empower students to manage whole school activities such as Sports Days and take a lead in main school enrichment and School Council. |
| Ensuring that Health and Safety policies in the school are adhered to. | Encourage your team to suggest improvements to current procedures. |
| Ensuring that the Year Group plays a full part in supporting the school’s distinctive ethos by managing the delivery of assemblies, organising activity during House Eucharist periods and ensuring that a range of values-related activity is promoted, including those that benefit the 11-16 part of the school. | Develop the skills of the tutors you manage and the students in your care so that they are sufficiently empowered to organise and run assemblies.  Support and promote our link with Ikoba School in Uganda. |
| Promoting a culture of intellectual curiosity and academic excellence. Developing the sixth form centre’s expectations in the use of private study time and facilities and ensure that students falling short of these expectations are appropriately challenged and/or supported in doing so. | Build links with local organisations and invite in speakers to stretch and challenge students in their intellectual, social and cultural awareness. |
| What sort of support can you expect? The School Business Manager can offer guidance on Health and Safety issues. The Assistant Head (Community) will provide suggestions of resources which can support assemblies. The Assistant Headteacher (Head of Sixth Form) can support you in the delivery of assemblies and the monitoring of morning registration activity by the tutor team | |

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| Communication | |
| Your responsibilities include… | **Where practice is excellent you might…** |
| Developing and maintaining positive home/school links, including effective use of the Sixth Form weekly newsletter and year-group parental briefings. Organising and attending consultations where parents/carers are present. Supporting tutors in liaising with parents/carers. | Involve parents/carers or the Friends of SMRT (PTA) in events. |
| Responding to ad hoc queries and requests from students, staff, parents/carers, visitors and external agencies as required, and referring them on to appropriate person where relevant. | Draw common themes from patterns of query and concern and recommend improvements in school systems to mitigate these in future. |
| Responding to emergencies and fire evacuations at any time when the senior person on site. | Recommend improvements to systems where appropriate. |

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| Working with the relevant external and internal agencies, such as EMAS, EBD, CAHMS, the attendance administrator, learning mentors, behaviour administrator and the Learning Support Team to determine ways to meet the needs of our most vulnerable students. Working with heads of faculty/department and subject teachers to provide support for individual students. | Coordinate and chair inter-agency meetings (including subject teachers) to discuss individual students. |
| Contributing to the development of a system of recording, monitoring and supporting the personal and academic development of students from year to year, including sharing responsibility for the content and presentation of student reports. | Work with the Assistant Headteacher (Head of Sixth Form) in developing this system. |
| What sort of support can you expect? The Assistant Headteacher (Head of Sixth Form) can support you in your work on reports. The Deputy Head (Behaviour for Learning) and Assistant Head (Inclusion) can help you to develop effective links with external agencies. | |

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| Development | |
| Your responsibilities include… | **Where practice is excellent you might…** |
| Taking responsibility for your professional development by engaging actively in the Performance Management Review process. Reviewing your progress from the previous year and setting meaningful targets with clear outcomes which benefit students and meet your own professional development needs. | Develop a bank of SMART targets relating to pastoral development which can be utilised as examples of good practice by members of staff who are managing the Performance Management of staff. |
| Developing the pastoral and academic monitoring skills of your tutor team. Offering them guidance on areas for development in their role as a tutor. Inducting new tutors. Supporting them as they seek to develop their skills. | Offer to run training for pastoral staff from all houses in areas of particular personal expertise. |
| Contributing to the development of the schools’ pastoral system by participating in the shaping, implementation, review and refinement of the Sixth Form aspects of the School Improvement Plan. | Take responsibility for one aspect of the Sixth Form elements of the School Improvement Plan. |
| What sort of support can you expect? The SLT will manage the process of the School Development Plan. The Assistant Headteacher (Head of Sixth Form) will facilitate the team in developing the Sixth Form aspects of this, and recommend targets for you to use in the Performance Management process. | |

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| Additional Responsibilities |
| **Depending on year group for which you are responsible and particular areas of skill and experience, your responsibilities may also include…** |
| * Leading in the development of aspects of the Year 12 Core programme * Acting as a teacher on the Global Perspectives or Extended Project programme * Coordinating aspects of the Sixth Form Centre’s enrichment activity * Building stronger links with the main school through in-class support, mentoring etc. * Monitoring Year 12 students on 5 subject timetables * Controlling access of students to Year 14 and monitoring this cohort * Coordination and support of senior students in carrying out their responsibilities |

Whilst every effort has been made to explain the main duties and responsibilities of the post, each individual task undertaken may not be identified and you may be asked to carry out additional responsibilities by your Line Manager or SLT.

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| Signatures | |
| The school 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  This job description is current at the date below but will be reviewed on an annual basis and following consultation with you, may be changed to reflect or anticipate changes in the job requirements which are commensurate with the job title and grade. | |
| Signed……………………………………….  (Teacher)  Dated ………………………………………… | Signed……………………………………….  (Headteacher)  Dated ………………………………………… |