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| **Job Title:** Head of Year  | TLR: 1a |
| Line managing:Form Tutors  | Reporting to:* Assistant Headteacher
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| **Job Purpose:** * to ensure that pupils in the designated year group are supported to ‘be the very best they can be’ in all aspects of school life
* that the standards in the year show high levels of engagement and success in school (as measured in performance data, high attendance and low levels of internal/external exclusions)
* compliant with all the school’s policies and systems
* ensures that the school’s vision and values is at the heart of all actions across the team
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| Specific responsibilities for all teachers

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| **Area** | **Relevant****Standards** | **Band 1** Early Years Teacher | **Band 2** Accomplished Teacher  | **Band 3**Expert Teacher **‘Significant and** **Sustained Contribution to school’** |
| **PROFESSIONAL****PRACTICE** |  | **M1 M2 M3** | **M4 M5 M6** | **U1 U2 U3** |
| 1.1(1);1.2(2,3,5)1.3 (1,3) 1.4(1,2,3) 1.5 all1.6 (1) 1.7 (1,2,3)1.8 (3) 2.1 (2,4) Preamble | Many – but not all – aspects of teaching over time are good | All aspects of teaching over time are good | Many aspects of teaching over time are outstanding |
| **PROFESSIONAL****OUTCOMES** | 1.1(2) 1.2(1,2,3)1.5(1) 1.6 (3,4)Preamble | With appropriate additional support, most pupils progress in line with school expectations | Most pupils progress in line with schoolexpectations without additional support | Significant numbers of pupils exceed school expectations |
| **PROFESSIONAL****RELATIONSHIPS** | 1.1(1) 1.6(4)1.7(4) 1.8(2,3,5)2.1 (1,3,4)Preamble  | Positive working relationships establishedwith pupils, colleagues and parents | These working relationships result in good progress by all groups of pupils and productive sharing of professional practice with others. | Working relationships with colleagues are characterised by an enthusiastic commitment to helping them overcome professional challenges |
| **PROFESSIONAL****DEVELOPMENT** | 1.2(4,5)1.3(1,2,4,5) 1.4(5)1.5(2,3,4)1.6(1) 1.8(4)2.1(2) 2.3Preamble | Develops professional practice in line withadvice from more experienced colleagues | Takes a proactive role in identifying areasfor professional development and accessing advice | Proactively leads the professionaldevelopment of others in a way which leads to improved outcomes for pupils |
| **PROFESSIONAL****CONDUCT** | 1.1(3) 1.7(1)1.8(1) 2.1(all)2.2 2.3Preamble | Meets the standards for professionalconduct set out in the Teachers’ Standards | Meets the standards for professionalconduct set out in the Teachers’ Standards | Meets the standards for professionalconduct set out in the Teachers’ Standards |

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| Specific Responsibilities - to ensure the faculty becomes high performing across all strands by |
| **Leadership and Management** | * line managing tutors, and ensuring that the tutor programme is well delivered
* delivering effective and impactful whole school assemblies
* Raising standards of student progress and attainment within the year group, and to monitor and support student progress
* Interpreting data for the year group to assess student progress and attainment put necessary actions in place including developing a clear action plan/review after each data drop and disseminating this to Line Managers
* Monitoring, intervening and leading on attendance and punctuality strategies within the year group
* To lead and initiate intervention strategies for pupils whose progress is affected by social issues via the referral processes
* Implementing the Schools Vision and Improvement Plan through the development of the Year Team Improvement Plan (YIP)
* Planning and implementing an effective self-evaluation programme across the year group including learning walks, pupil voice, book looks
* Producing an annual report to the Headteacher and Governors which includes (i) End of Year Progress and data report (ii) Year Self Evaluation Report (iii) Year Improvement Plan
* Line managing form tutors within the Year Team
* Leading year team meetings
* Ensuring all tutors participate in the appraisal process, and contribute in setting appraisal targets linked with their pastoral role
* Ensuring that all tutors within the year team effectively implement school policies and procedures
* Supporting, developing and enhancing the tutoring practice of all others working within the year team
* To lead strategies increase parental engagement
* contributing to an annual report to the Headteacher and Governors which includes (i) exam and end of Key Year Analysis (ii) Departmental Self Evaluation Report (iii) Department Improvement Plans
* Leading Educational Visits to support the year Group
* Developing links with Primary Schools during transition
* To ensure that successes within the year group are recognised and promoted in school marketing
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| **Teaching and Learning** | * Leading on planning and resourcing tutor time activities within an identified Scheme of Work
* Promoting literacy through a year group approach – this will include Accelerated Reader for Year 7 and 8, and revision skills in 9,10 and 11
* Leading the assembly programme with an emphasis on SMSC (Spiritual, Moral, Social and Cultural Understanding)
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| **Behaviour, Ethos and Safety** | * Having a visible presence around the school during the day, and supporting with movement around the school
* Supporting the management systems of the school by undertaking duties in line with the role, including before and after school duties (one day per week) and being part of the on call rota
* Monitoring and delivering effective behavioural responses
* To lead on the rewards strategy for your year group
* Liaising with Inclusion Services including attending relevant meetings (such as the Vulnerable Student Meetings) to ensure students’ needs are met either within the school or with the support of outside agencies
* Referring students to relevant staff such as the Home School worker or SENCO when appropriate
* Managing the process of PSPs for students in liaison with the Behaviour Support Manager
* Engaging with external services where required
* Ensuring that behaviour is monitored and strategies implemented across the department
* Lead a high vigilant approach to safeguarding across the year group
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| **Progress and Outcomes** | * being responsible for monitoring progress and outcomes across the year group, and lead intervention strategies where required
* Monitoring progress by key groups, and ensuring strategies are in place to ensure gaps are closed
* To be responsible for Health and Safety within the year group area, including Fire Evacuation
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| **Other** | * carrying out other duties which the Headteacher may request
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| *This job description will be reviewed annually and may be subject to amendment or**modification at any time after consultation with the post holder. It is not a comprehensive statement of procedures and tasks but sets out the main expectations of the school in relation to the post holder’s professional responsibilities and duties.* |

**Person Specification**

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| Qualified Teacher Status in relevant subject | Desirable  |
| Good honours degree in related subject  | Essential |
| Further professional qualifications | Desirable |
| Evidence of recent professional development | Essential |
| Experience of intervention strategies in improving school attendance, behaviour, engagement  | Desirable  |
| Understanding of a range of social contexts which can prevent a child achieving at school | Essential  |
| Experience of dealing with a range of external educational support agencies (e.g. EWO, School Nurse, PSP processes) | Desirable |
| Relevant, recent experience of teaching or working in an 11-16 or 11-18 school in a pastoral capacity  | Essential |
| Successful track record in implementing strategies raise achievement beyond the classroom | Desirable  |
| Proven record as a teacher whose students reach high standards  | Desirable  |
| Proven record as a good/outstanding teacher | Desirable  |
| Proven record of leading effective professional development | Desirable  |
| Capacity and enthusiasm for hard work | Essential |
| Able to work as part of a team whilst also being self-motivated | Essential |
| Emotional intelligence and ability to use appropriate leadership style | Essential |
| Ability to work calmly under pressure and maintain a positive and optimistic attitude | Essential |
| Ability to manage and resolve underperformance  | Desirable |
| High organisational skills including the ability to prioritise and manage time effectively  | Desirable |
| Ability to think strategically, analytically and creatively and demonstrate initiative in solving problems | Desirable |
| High level of communication, presentation and literacy skills | Essential |
| Ability to take firm decisions, and take responsibility for decisions | Essential |
| An absolute commitment to the belief that every child deserves the very best education | Essential  |
| Ability to inspire, challenge, influence and motivate others | Desirable  |
| A passion for the values of community education | Desirable |
| Reliability, honesty and trustworthiness, demonstrating the highest professional standards | Essential |
| A caring, considerate and respectful leader | Essential |
| An understanding of child protection and safeguarding  | Essential  |
| An understanding of e-safety, and strategies to encourage safe practice for pupils  | Essential  |
| An understanding of the strategies for ensuring inclusion, diversity and access | Desirable |
| Experience of effective school evaluation | Desirable  |
| An understanding of current national agenda developments | Desirable  |
| A knowledge and understanding of the current OFSTED framework | Desirable |
| A thorough understanding of the expectations and demands of the new GCSEs  | Essential |