

**Head of Year x 2**

**Leadership Pay Scale, L6 – L10**

**Closing Date │** 9.00amMonday 19th February 2018

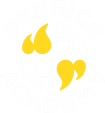
**Interview Date │** Week Commencing 26th February 2018

Charlestown Road, St Austell, Cornwall, PL25 3NR

**Telephone** 01726 72163

**Assistant Principal (Care & Guidance) │** Richard Cardigan

**Senior Vice Principal │** Kay Adams

**Principal** │ Mr Richard Baker



Dear Candidate,

Thank you for your interest in the role of **Head of Year** at Penrice Academy.

Our Academy has a very positive, friendly atmosphere. The staff care passionately about the wellbeing of the children and our students are vibrant, enthusiastic and affable.

Situated on the beautiful south coast of Cornwall, Penrice is an oversubscribed and Outstanding Academy (Ofsted March 2014). We offer an exceptional working and learning environment where the care, wellbeing and achievement of our students are paramount. As a National Teaching School, Penrice Academy offers excellent professional development and promotional prospects and the opportunity to work with like-minded professionals.

The Heads of Year and Pastoral Support Managers work as a close team, led and supported by the Senior Vice Principal and the Assistant Principal for Care and Guidance. The successful applicants to these posts will be ambitious to lead their year group to great success but will also be motivated to use the post to develop their own leadership skills in order to progress further. Our Heads of Year are senior members of staff, paid on the Leadership scale, and it is this group who are absolutely central to leading Academy development. The posts are open to teachers of any subject that sits within our curriculum.

We have a strong commitment to promoting the welfare of young people, which has been consistently recognised by Ofsted. We operate a Student and Family Centre, a Learning Inclusion Centre and an Outdoor Learning facility. Our support staff are highly valued and exceptionally well trained to support a wide range of student issues.

Working at Penrice Academy is tremendously rewarding and these roles are fantastic opportunities to make a real difference to young people’s lives, as well as offering abundant prospects for professional development.

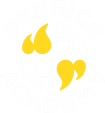
Thank you for your interest in this post; we look forward to receiving your application.

With kind regards,



Kay Adams

Senior Vice Principal



**Job Description**

Key Objectives

1. Maintain clear, aspirational expectations in relation to standards for both students and staff.
2. Make use of available data to develop and implement plans and practices for the year group which reflect the school’s commitment to high achievement.
3. Develop and implement plans to ensure the tracking of PP/SEND/MABLE students, and students at risk of underachieving and ensuring the raising of attainment for this group of students.
4. Implement behaviour management strategies in line with whole school policies.
5. Lead the tutor team and ensure quality of tutoring is maintained to the highest level across the year group.
6. Manage and monitor intervention strategies through clear lines of referral to ensure individual success.
7. Manage and maintain effective recording and reporting processes, working closely with the data team and Head of Faculty
8. Carry out regular performance reviews with staff including pastoral managers and encourage commitment to continuous improvement and development.
9. Monitor staff and student attendance and punctuality and intervene as required.
10. Develop a team committed to enrichment and inter-college activities with a strong college identity.
11. Work with Senior Vice Principal/Assistant Principal and Pastoral team in developing appropriate relationships with external agencies as required.
12. Lead the assembly programme to ensure assemblies are inclusive and inspirational.
13. Ensure that there is an effective mentoring programme for academic mentoring.
14. To plan and organise Year/ College events – Including Year Council.
15. To ensure tutor time is well structured and students are engaged in learning and leadership activities.
16. Develop good relationships with students, staff and parents based on trust, respect and support.
17. Manage the resources of the school which are available to the pastoral system effectively.
18. To oversee ‘in year’ admissions for new students. This will include liaising with the member of staff responsible for admissions, meeting potential students and parents and in conjunction with key staff organising timetables and setting.
19. To monitor the settling in of new students.
20. To have an involvement in policy development and decision making across the school.

Leadership and Management

1. To demonstrate a clear and consistent vision and values.
2. To demonstrate the ability to motivate and empower others.
3. To maintain a positive attitude to continuous improvement.
4. An ability to use flexible leadership styles.
5. To always lead by example.
6. To act as a role model for tutors by demonstrating high quality pastoral care and academic monitoring of students, continuous professional development and professional presence in the year team.
7. To lead and manage a team of tutors and maintain regular formal and informal contact with tutors.
8. To ensure all tutors understand, and are actively implementing the key aspects of the school’s policies including those for behaviour, attendance, uniform and safeguarding.
9. To set the agenda for tutor meetings which should include a development item.
10. To make a significant contribution to the induction of tutors referring any individual training needs to the member of SLT with responsibility for staff INSET/CPD.
11. To have an overview of all the different care and guidance for students e.g. pastoral manager, SENCO, teaching assistants and external agencies.

12. To provide a link for parents, tutors, SENCO, teachers, Heads of Faculty, SLT and external agencies.

1. To initiate and respond to communications with parents ensuring that they are kept fully informed and involved in the progress of their children.
2. To contribute to the organisation of any parent information evenings by encouraging and monitoring parent attendance to such events.
3. To monitor student attendance and punctuality on a weekly basis and to take all the appropriate steps to ensure that attendance and punctuality of students in the year group are at the highest levels. To liaise with the Attendance Manager in this respect.
4. To monitor student behaviour, attendance and achievement using the school’s Management Information System and, in consultation with key staff, decide on appropriate sanctions, interventions and rewards.
5. To oversee students on report and make contact with parents when necessary.
6. To play the leading role in the disciplining of students referring situations to the member of SLT when appropriate.
7. To contribute to the management of key school events; for example, induction, transfer arrangements, outings, extracurricular and social events.
8. Have a high and proactive presence around the school site.

Personal Profile

1. A track record of effectively leading/motivating pupils and staff [particularly in developing team approaches]
2. A track record of organising curriculum or extra-curricular events
3. Ability to establish a positive ethos with an accent on high achievement for all
4. Ability to empathise with the needs of students and tutors and to be firm, fair and consistent
5. Strong managerial and organisation skills.
6. A commitment to team development.
7. Energetic, enthusiastic and inspirational.
8. Lead professional, good teacher, secure in their own practice.

**Year Role**

1. To lead the achievement of a Year Group and to be proactive in observing and intervening regarding behaviour and attitudes to learning in class and around site so that student behaviour and attitude to learning are excellent.
2. To support colleagues in developing and maintaining effective teaching, learning and tutoring practice so that all staff are consistent in applying school policy and practice.
3. To use student data to intervene and be proactive in addressing any patterns of underachievement.
4. To lead SMSC for the Year Group in liaison with the lead teacher and monitor the effectiveness of SMSC.
5. Prepare students for external and internal examinations through assemblies and small group intervention.
6. To undertake leadership of Year group:

**Year 7:**

* To play a full part, in conjunction with senior staff, in the induction of students.
* To make visits to primary schools for the purpose of meeting students due to transfer to Penrice Academy at the end of year 6.
* To play a lead part in the organisation of the year 6 taster days in July.
* To oversee the settling in of year 7 during the Autumn term to include contributing to the year 7 parent and student welcome events.
* To lead the revision and preparation for end of year assessments.



**Year 8:**

* To support student option choices for GCSE.
* To lead the revision and preparation for end of Key Stage assessments.

**Year 9:**

* To play a full part in preparing students for GCSE’s, overseeing student progress on options courses in order to identify underachievement, and establishing and co-ordinating improvement strategies in conjunction with teachers and Heads of Faculty.
* To lead revision and preparation for end of year assessments.

**Year 10:**

* To oversee student progress at GCSE in order to identify underachievement with a view to establishing and co-ordinating improvement strategies in conjunction with teachers and Heads of Faculty.
* To oversee placements in work experience.

**Year 11:**

* To lead the revision and preparation for GCSE exams with relevant AP.
* To oversee student progress at GCSE in order to identify underachievement with a
* view to establishing and co-ordinating improvement strategies in conjunction with
* teachers and Heads of Faculty.
* To lead Year 11 events including the Ball and Year Book Preparation.
* Support the transition into further education.

**General**

1. To participate in School’s Performance Management system and to engage in performance reviews.
2. To attend INSET as required.
3. To be familiar with and adhere to relevant school policies and Health and Safety requirements.
4. To undertake such other duties as may be required from time to time.





**Person Specification**

The Person Specification outlines the essential and desirable qualities concerning the person we are seeking for this post.

|  |  |  |
| --- | --- | --- |
|  | Essential | Desirable |
| **Education and Qualifications** | * Good Honours Degree * Qualified Teacher Status | * Second subject qualifications |
| **Experience** | * Proven excellence as a classroom teacher including teacher to GCSE level over at least 5 years * Contribution to the leadership of a Year group * Good understanding of how pastoral systems work and link to standards and achievement * Excellent Form Tutor Practitioner * Excellent behaviour management skills * Work with external agencies * Experience of interaction   with parents and carers on a variety of matters   * Good working knowledge of safeguarding issues * Experience of developing effective strategies to ensure outstanding behaviour, attendance and punctuality * Leadership or contribution to effective rewards and sanctions systems * To have led trips and visits * To have led assemblies | * To have worked as an Assistant Head of Year of similar * Led a Year group through transition of a Key Stage * Experience in developing a health and well-being strategy * Contributed to or led a whole school project * Contribution to the school’s improvement plan and SEF * Experience in developing successful community links |





|  |  |  |
| --- | --- | --- |
|  | Essential | Desirable |
| **Knowledge** | * Full working knowledge of the curriculum requirements at KS3 and 4 for a specialist subject * Ability to analyse and use data effectively to improve pupils’ progress * Ability to identify early on in pupils the need for early intervention regarding progress or welfare * Ability to work alongside key Middle Leaders to provide effective interventions for individuals and groups of pupils * Ability to ensure outstanding provision for all pupils, including vulnerable and disadvantaged pupils, and those with EAL * To be able to lead a team successfully and work as a member of a team * Excellent oral and written communication skills * Excellent behaviour management pupils * Good knowledge of SIMS and ability to use data intelligently * Knowledge of current educational issues | * Understanding of particular needs of pupils with S.E.N. |

|  |  |  |
| --- | --- | --- |
| **Leadership and Management** | * Be able to motivate, support and inspire trust in others * Be a strong leader who can lead others in a shared vision * Be able to work successfully as part of a team * Ability to formulate, monitor, evaluate and review plans and policies * Think quickly and calmly, and be able confront and resolve problems successfully * Ability to lead others successfully through change * Be an effective decision make and problem solver | * To have led whole school staff training * Presented reports to Senior Leadership Team and Governors |
| **Attributes** | * A commitment to safeguarding and promoting the welfare of young people * Possess a passion for working with young people * High personal and professional standards * Have an interest and commitment to working with all members of the school community and working as part of a team * Commitment to driving forward the school’s vision * Desire and willingness to contribute to school events and duties * Possess honesty, integrity and discretion * Have a strong presence | * Ambitious to develop career beyond this point |

