



Job Description & Person Specification

Head of Year



Job Title : Head of Year
Scale : LTA

Reporting Arrangements

Reporting to : Deputy Headteacher – Pastoral
Accountable for : The direction and supervision of Tutor Teams and Leadership of the year group

Job Purpose

- Undertake personnel management duties including instructing and training year-group Form Tutors.
 - Manage the relevant year group including pastoral support, achievement, attendance, attainment/progress, behavioural issues and intervention and child protection matters.
 - Establish positive relationships with parents, staff and outside agencies in line with the schools' vision and values.
 - Support with the coordination of whole school attendance.
 - Work closely with identified groups of students in all year groups with regard to progress, engagement and achievement.
 - Assist the transition processes.
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Main Responsibilities

1. Personnel Management

- Create a team ethos and support the pastoral work of the Form Tutors.
- Develop and deliver creative assemblies to the Year Group supporting ethos and current affairs.
- Direct the Heads of Dept. on issues relating to the Year Group and wider team.
- Act as the first point of contact for parents in relation to student behaviour and barriers to learning.
- Remain professional with an exemplary leadership approach when dealing with staff, students, parents and outside agencies.
- Ensure that members of the Leadership Group are kept updated on matters pertaining to the Year Group.
- Set agendas and chair scheduled team meetings and review actions/deadlines/outcomes from each meeting.
- Be involved in decision making and policy development across the school.
- Take a lead role regarding the delivery and evaluation of specific projects.

2. Curriculum Management

- Work closely with the Subject Leaders to identify barriers to achievement; guide and direct tutors in the implementation of intervention and support strategies to overcome those barriers.
- Lead and/or assist in initiatives to improve attainment and progress of students identified as underachieving and/or failing to meet target.
- Incorporate the delivery of personalised learning for the Year Group via assemblies.
- Take a lead in the creation and review of specific intervention tutor groups in relation to achievement and behaviour.
- Review and implement personalised curricula for vulnerable students, and provide necessary information to tutors and teachers regarding the implications of any personalised curricula.
- Provide lesson cover in the event of teacher absence for all subjects – this will be to a maximum of one unit per day.

3. Student Management

- Support students in their learning and encourage positive attitudes and behaviour in and around school.
- Direct and advise teachers and departments in relation to behaviour and learning of individual and groups of students.
- Organise and manage the transition arrangements between key stages – including KS2 to KS3.
- Monitor punctuality and attendance, liaising with Form Tutors, the Education Welfare Officer and the Student Records Administrator.
- Implement measures necessary to improve Year Group attendance, including holding attendance panels and rewarding good attendance through assemblies and other measures using the Rewards Policy.
- Take responsibility for the design, research, implementation and reviewing of projects, school policies and procedures centred on attainment, attendance and behaviour.
- Monitor students' welfare including the creation/maintenance of Behaviour Logs, Pastoral Support Plans, and referrals to internal and external agencies.
- Attend and chair meetings regarding the welfare of students in the year group e.g. Child Protection/Child in Need reviews.
- Chair LAC reviews and maintain PEP records.
- Contribute to SEND reviews and maintain records.
- Take a lead in managing the behaviour of the year group, taking detentions and establishing and implementing other sanctions as appropriate.
- Encourage and develop parental relationships with Head of Year, Form Tutors, staff and relevant agencies.
- Be on call and available to students (and parents) in the year group throughout the day.
- Act as lead practitioner in matters of students' welfare.
- Uphold standards within the school regarding uniform and equipment.
- Coordinate the interim and end of year reports and progress checks.
- Facilitate the transfer or placement of students at other schools.
- Write individual annual reports on students summing up academic progress and suggesting ways of implementing further improvements.
- Prepare reports on students, including PSPs, PEPs, EHAs and to contribute to IEPs.
- Provide ongoing information/reports on students for outside agencies on (e.g. Camhs).
- Ensure the students are more actively involved in school life in conjunction with the House Team.
- Coordinate and lead charity and community work of the school in conjunction with the House Team.
- Organise and attend the Parents' Consultation and Information evenings.
- Organise events and day trips for students, including the preparation and submission of Risk Assessment documents for attendees.
- Work closely with identified students across all five-year groups, regarding attendance, engagement and achievement.
- Support lunch duty each day (this is remunerated separately) and to contribute to the break duty teams as appropriate.

- Patrol the school buildings and grounds on a regular basis to ensure all students are fully engaged in lessons.

4. Resources

- Effectively manage appropriate allocation of funds and be accountable for all budgets relating to the Year Group, including rewards, trips, events and projects.
- Be responsible and take appropriate care of work property such as iPad and the mobile phone for First Aid duty.
- Be responsible for students' valuables on a daily basis.
- Maintain correct First Aid equipment and supplies.
- Manage resources used to support families in relation to outside agencies.
- Manage resources used to support students in relation to learning, personal development and outside agencies.

5. Continuing Professional Development

- In conjunction with the line manager, take responsibility for personal development to improve or acquire knowledge and skills appropriate to the post.
- Undertake any necessary professional development as identified in the School Improvement Plan taking full advantage of any relevant training and development available.
- Maintain a professional portfolio of evidence to support the Performance Management Process – evaluating and improving own practice.

6. General

- Hold a full First Aid at Work certificate (HSE approved) and provide first aid cover for staff and students.
- Administer medicine where appropriate.
- Comply and adhere to Team Teach guidance and procedures.
- Possess expert working knowledge of all school-based computer packages and databases.
- Attend meetings with parents, peers, management and others as appropriate.
- Attend meetings with senior leaders and Heads of House.

Trust Responsibilities

- Adhere to all Trust policies and procedures.
- Take responsibility for promoting and safeguarding the welfare of all pupils.
- All staff are expected to be committed to the Equal Opportunities Policy, to work positively and inclusively with colleagues so that the Trust provides a workplace and delivers services that do not discriminate against people on the grounds of their age, gender, sexual orientation, marital status, race, religion, creed, colour, nationality, ethnic origin or disability.
- Work flexibly in the interests of the service (this may include undertaking other duties provided that these are appropriate to the employee's background, skills and abilities).
- Travel between different sites of the Laurus Trust as required.
- Actively participate in performance reviews at regular intervals in accordance with Trust procedures.
- Undertake training courses organised by the Trust where these will assist in the carrying out of the above duties, develop skills which may be required to fulfil those duties in the future or are required to fulfil legal requirements.
- Refrain from smoking in any areas of Trust premises.
- Behave in a manner that ensures the security of property and resources.
- All staff are expected to demonstrate consistently high standards of personal and professional conduct as defined in The Laurus Trust Code of Conduct Policy.

Safeguarding

The Laurus Trust and its affiliated schools are committed to safeguarding and protecting the children and young people that we work with. As such, all posts are subject to a safer recruitment process, including the disclosure of criminal records and vetting checks. The post holder will be required to complete an enhanced Disclosure Barring Service (DBS) Check with appropriate barred list checks, or the equivalent, and must be eligible to work in the UK.

We ensure that we have a range of policies and procedures in place which promote safeguarding and safer working practice across the school. This is in line with statutory guidance Keeping Children Safe in Education and The Education Act, we expect all staff and volunteers to share this commitment.

Core Behaviours

It's important for all Support Staff to be able to demonstrate some or all of the core behaviours on a regular/daily basis:

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| ➤ Adaptable | - | Open to change, to be flexible. |
| ➤ Courageous | - | Willing to speak up, offer ideas, challenge the norm. |
| ➤ Hard Working | - | Strong work ethic, prepared to go the extra mile. |
| ➤ Inclusive | - | Treat others fairly and equally. |
| ➤ Engaged | - | Involved/absorbed in your work, participate at all times. |
| ➤ Value | - | Add value to your role, your team and the Trust. |
| ➤ Enquiring | - | Have an enquiring mind, curious, improve and find solutions. |
| ➤ Motivated | - | Pro-active, wanting to achieve goals, willingness to try, can do attitude. |
| ➤ Encouraging | - | Giving/offering support and confidence to others, working together. |
| ➤ Navigator | - | Providing guidance, leading when necessary. |
| ➤ Tenacious | - | Perseverance, never giving up, whatever it takes. |

Person Specification

Attributes	Essential	Desirable
Education and Qualifications	<ul style="list-style-type: none"> • Sound educational background including GCSE's Maths and English (A*-C) or equivalent 	<ul style="list-style-type: none"> • Further/higher education or professional qualification • Full first aid certificate
Knowledge and Experience	<ul style="list-style-type: none"> • Recent management experience with people • Ability to present information to a variety of audiences • Experience of delivering to deadlines and achieving set targets to a high standard • Experience of allocating and prioritising workload effectively to gain maximum productivity • Strong IT Skills including Microsoft PowerPoint, Excel, Word and Outlook 	<ul style="list-style-type: none"> • Evidence of work with children/young people and involvement with parents • Teaching experience • Sound understanding of the Team Around the Child/Child Protection process • Understanding of professional boundaries and when it is appropriate to refer • Understanding of issues affecting young people • Relevant experience of working with supporting agencies such as HYMs, EWS, Childrens Services etc • Experience of working in a school environment • Experience of working with confidential information • Awareness of current issues in the Education
Skills	<ul style="list-style-type: none"> • Excellent planning and organisational skills • Ability to work independently to organise own workload • Strong interpersonal skills • Highly motivated individual with an innovative approach • Problem solving and analytical skills • Ability to demonstrate engaging oral and written communication 	
Other Qualities	<ul style="list-style-type: none"> • Ability to relate to teachers, other professionals, parents and students • Ability to make effective decisions • Ability to work accurately and methodically • Excellent time management • Ability to remain calm under pressure • Flexible 	<ul style="list-style-type: none"> • Full driving licence

	<ul style="list-style-type: none"> • Good team player • Willingness to undertake further training • Commitment to safeguarding and promoting the welfare of children 	
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