

JOB DESCRIPTION

JOB TITLE:	Head of Year
RESPONSIBLE TO:	Director of Key Stage/Deputy Headteacher, Student Development and Well Being
RESPONSIBLE FOR:	Leadership of team of Form Tutors in the Year Group
DUTIES:	The Conditions of Employment for School Teachers (Part XII) specifies the general professional duties of all teachers. In addition, certain particular duties are reasonably required to be exercised and completed in a satisfactory manner. In recognition of the particular duties required of the holder of this job, an allowance is payable.
PURPOSE:	Care of pastoral and academic needs of students in the Year Group.
ALLOWANCE ATTACHED TO THE POST AND PARTICULAR DUTIES:	TLR 1a

TEACHING:

1.1 Set high expectations which inspire, motivate and challenge students

- establish a safe and stimulating environment for students, rooted in mutual respect
- set goals that stretch and challenge students of all backgrounds, abilities and dispositions
- demonstrate consistently the positive attitudes, values and behaviour which are expected of students.

1.2 Promote good progress and outcomes by students

- be accountable for students' attainment, progress and outcomes
- be aware of students' capabilities and their prior knowledge, and plan teaching to build on these
- guide students to reflect on the progress they have made and their emerging needs.
- demonstrate knowledge and understanding of how students learn and how this impacts on teaching
- encourage students to take a responsible and conscientious attitude to their own work and study.

1.3 Demonstrate good subject and curriculum knowledge

- have a secure knowledge of the relevant subject(s) and curriculum areas, foster and maintain students' interest in the subject, and address misunderstandings
- demonstrate a critical understanding of developments in the subject and curriculum areas, and promote the value of scholarship
- demonstrate an understanding of and take responsibility for promoting high standards of literacy, articulacy and the correct use of standard English, whatever the teacher's specialist subject

- if teaching early reading, demonstrate a clear understanding of systematic synthetic phonics
- if teaching early mathematics, demonstrate a clear understanding of appropriate teaching strategies.

1.4 Plan and teach well structured lessons

- impart knowledge and develop understanding through effective use of lesson time
- promote a love of learning and children's intellectual curiosity
- set homework and plan other out-of-class activities to consolidate and extend the knowledge and understanding students have acquired
- reflect systematically on the effectiveness of lessons and approaches to teaching
- contribute to the design and provision of an engaging curriculum within the relevant subject area(s).

1.5 Adapt teaching to respond to the strengths and needs of all students

- know when and how to differentiate appropriately, using approaches which enable students to be taught effectively
- have a secure understanding of how a range of factors can inhibit students' ability to learn, and how best to overcome these
- demonstrate an awareness of the physical, social and intellectual development of children, and know how to adapt teaching to support students' education at different stages of development
- have a clear understanding of the needs of all students, including those with special educational needs; those of high ability; those with English as an additional language; those with disabilities; and be able to use and evaluate distinctive teaching approaches to engage and support them.

1.6 Make accurate and productive use of assessment

- know and understand how to assess the relevant subject and curriculum areas, including statutory assessment requirements
- make use of formative and summative assessment to secure students' progress
- use relevant data to monitor progress, set targets, and plan subsequent lessons
- give students regular feedback, both orally and through accurate marking, and encourage students to respond to the feedback.

1.7 Manage behaviour effectively to ensure a good and safe learning environment

- have clear rules and routines for behaviour in classrooms, and take responsibility for promoting good and courteous behaviour both in classrooms and around the school, in accordance with the school's behaviour policy
- have high expectations of behaviour, and establish a framework for discipline with a range of strategies, using praise, sanctions and rewards consistently and fairly
- manage classes effectively, using approaches which are appropriate to students' needs in order to involve and motivate them
- maintain good relationships with students, exercise appropriate authority, and act decisively when necessary.

1.8 Fulfil wider professional responsibilities

- make a positive contribution to the wider life and ethos of the school
- develop effective professional relationships with colleagues, knowing how and when to draw on advice and specialist support
- deploy support staff effectively

- take responsibility for improving teaching through appropriate professional development, responding to advice and feedback from colleagues
- communicate effectively with parents with regard to students' achievements and well-being.

RESPONSIBILITIES

To be responsible for the leadership, management and organisation of the Year Group. To develop an understanding of students as individuals in order to maximise their potential. To care for students in order that they may learn, develop and grow in a secure, challenging and happy environment. To monitor and evaluate the delivery of the tutorial programme and academic monitoring and mentoring scheme.

To co-operate with and assist other Heads of Year in delivering a high standard of pastoral care of students.

To train the form tutors in preparation for Parents' Evening ensuring they understand the data and how to help the students construct appropriate targets.

To be willing to run voluntary drop-in sessions for teachers of identified children to discuss teaching and learning strategies pertinent to the needs of these children.

To liaise with the Year Administrator on pastoral and administrative matters.

The main activities are to be fulfilled as follows:

1. PASTORAL CARE:

- (a) Becoming accepted as a person to whom students may turn to for guidance and help and having a general oversight of their welfare and development.
- (b) Monitoring students' progress and encouraging them to take responsibility for their own learning. To lead the academic monitoring and mentoring programme for students.
- (c) Consulting with the Director of Key Stage/Deputy Headteacher, Student Development and Well Being to discuss issues pertinent to the progress and development of students and the effectiveness of measures previously taken.
- (d) Maintaining high standards of student behaviour, courteousness, attendance, punctuality and appearance.

2. STUDENT BEHAVIOUR AND DISCIPLINE

- (a) Implementing the school policy on behaviour and discipline.
- (b) Assisting in the maintenance of student discipline in the corridors, halls, playing fields and other areas where students are not under the immediate supervision of a teacher.
- (c) Supporting all teaching and non-teaching staff in maintaining the highest standards of behaviour and discipline.
- (d) Using appropriate methods to guide, reward or discipline students when referred by others.
- (e) Ensuring that students conform to school uniform requirements.
- (f) Referring serious student misbehaviour to the Director of Key Stage/Deputy Headteacher, Student Development and Well Being.
- (g) Collating and recording information received from staff and contacting parents when appropriate about matters related to behaviour and discipline.
- (h) Implementing systems for detecting, recording and minimising student truancy and lateness through the use of Electronic Registration procedures.

3. PERSONAL AND SOCIAL DEVELOPMENT

- (a) Encouraging students to participate in a wide range of educational and leisure pursuits and to praise achievement whenever possible.

4. RECORD KEEPING:

- (a) Checking reports and commenting to parents on students' achievements and behaviour.
- (b) Discussing individual strengths and weaknesses with students following the issue of reports or from referrals made through the academic monitoring and mentoring programme.
- (c) Checking homework diaries to ensure that homework is set, recorded and completed and to help students to organise their homework effectively.

5. LINKS WITH PARENTS, COMMUNITY, INDUSTRY AND COMMERCE AND SUPPORT AGENCIES

- (a) Liaising with parents in order to acquaint them with school policies or to discuss the welfare, achievements or problems of any particular student.
- (b) Organising Parents' Consultation Evenings and participating in Information Evenings for parents.
- (c) Liaising with the Education Welfare Officer, Educational Psychologist and other outside agencies.
- (d) Assisting with the organisation of fund raising events.
- (e) Developing community projects.

6. ADMINISTRATION:

- (a) Preparing students for internal and external examinations.
- (b) Ensuring that students adhere to signing out procedures.
- (c) Implementing the School's Fire Drill and Health and Safety procedures

7. WHOLE SCHOOL RESPONSIBILITIES

- (a) Attending meetings of Form Tutors, Heads of Year meetings, and Staff Meetings.
- (b) Organising Form Tutor meetings.
- (c) Leading school assemblies.
- (d) Supervising the arrival and dismissal of the Year Group for assemblies.
- (e) Preparing and holding administrative assemblies when necessary.
- (f) Assisting in the maintenance of good student discipline.
- (g) Identifying the training needs of form tutors within the year team and offer appropriate support and guidance to meet them.

8. WITHIN YOUR SUBJECT

Under the direction of the Head of Department:

- To contribute to the teaching of the department.
- To participate in the development of appropriate syllabuses, materials and schemes of work.

9. GENERAL DUTIES

- (a) To carry out a share of supervisory duties in accordance with published rosters.
- (b) To participate in appropriate meetings with colleagues and parents relative to the above duties.

NOTES

1. The above responsibilities are subject to the general duties and responsibilities contained in the statement of Conditions of Employment.
2. This job description allocates duties and responsibilities but does not direct the particular amount of time to be spent on carrying them out and no part of it may be so construed. In allocating time to the performance of duties and responsibilities, the postholder must have regard to the Teacher's Pay and Conditions Document 2015.
3. This job description is not necessarily a comprehensive definition of the post. It will be reviewed at least once each year and may be subject to modification or amendment at any time after consultation with the holder of the post.

The duties may be varied to meet the changing demands of the school at the reasonable discretion of the Headteacher.

This job description does not form part of the contract of employment. It describes the way the postholder is expected and required to perform and complete the particular duties as set out in the foregoing.

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