Glenthorne High School
Achievement for all
An outstanding National Teaching School with a specialism in the Arts

JOB DESCRIPTION

Post Title: **Head of Year 7**

Responsible to: **Assistant Headteacher**

Grade/Scale: **Outer London Pay Scale + TLR1a**

Key Responsibilities:
Heads of Year are responsible to the Headteacher, through a member of the Senior Leadership Team, for ensuring the pastoral and academic welfare of all pupils in their year and for their own teaching responsibilities set out in the Schoolteachers' Pay and Conditions Document. They are also responsible for the following areas:

Whole School
- To participate in the development, management and running of the school as a Middle Leader, taking an active interest in the whole curriculum and pastoral care of the school.
- To offer a role model for teaching.
- To advise the Governors, Headteacher, Senior Leadership Team and other Middle Leaders and be a member of whole-school committees as required.
- To organise Year Team meetings and contribute to cross-curricular and School Improvement Plan meetings as required.

School Improvement Plan/Self Evaluation
- To participate fully in the overall aims, and implementation of plans for the school.
- To evaluate the achievement of pupils and the success of policies, plans and procedures for school and year group self-evaluation.
- To lead the development of the Year Improvement Plan to promote pupil achievement and raise standards.
- To plan and lead a process of regular review of school policies related to the Year Team.

Pupils
- To monitor pupils' achievement and attainment through their progress grades to identify underachieving groups or individuals and develop strategies to identify and combat underachievement.
- To monitor and evaluate the homework set for the Year Group to ensure that it is set for the correct amount of time, on the right evenings and is sufficiently challenging for pupils of all abilities.
- To monitor and analyse external examinations and test results and set curriculum targets for pupils.
- To monitor the behaviour of pupils in the Year Group and to implement strategies to improve behaviour and achievement.
- To ensure that an up-to-date behaviour log is kept on all pupils on SIMS.
- To lead and manage year assemblies and contribute where necessary to Key Stage assemblies, and ensure that they follow the guidelines in the Education Acts.
- To provide information to parents, pupils, colleagues and Governors about pupils' progress across the Year Group.
- To monitor uniform, attendance and punctuality in the Year Group and work with the School Attendance Officers to improve attendance and punctuality.

- To arrange meetings with parents and external agencies as appropriate and to attend case conferences and review meetings where necessary.
- To make recommendations about excluded pupils to the SLT and to hold re-admission meetings for excluded pupils and pupils sent home on-call as appropriate.
- To participate in Governors' Discipline and Exclusion meetings as appropriate.
- To lead Revision Evenings for pupils in exam years.
- To organise Parents' Evenings and Academic Review Days for the Year Group.
- To be responsible for promoting and safeguarding the welfare of all pupils with whom the postholder comes into contact.

Management of Staff
- To lead and manage the staff within the Year Team and have high expectations of their performance.
- To monitor and evaluate all aspects of the Year Team's work and take action as necessary to achieve improvement.
- To lead Year Team meetings.
- To promote the professional and career development of oneself and staff in the Year Team including NQTs and Beginning Teachers.
- To delegate tasks to the Assistant Head of Year as appropriate
- To advise the Headteacher about recruitment and appointment of new staff and to participate in their selection.
- To ensure the implementation of school policy and ethos by members of the team.
- To build and co-ordinate a team, consulting members of the year and making their views known to appropriate bodies and to keep them informed of school, local and national developments.
- To establish links with the SEN and G&T/HAP co-ordinators.
- To publicise the work of the Year Group effectively through the GHS Newsletter and school website.
- To represent the interests of the Year Team.

Curriculum
- To monitor and evaluate, through observation, work and homework sampling, the content and quality of pupils' curriculum diet.
- To review and update policies related to year responsibilities and keep the Year Handbook up to date.
- To oversee and co-ordinate extra-curricular activities and visits, as appropriate.
- To write the homework timetable, ready for publication at the beginning of each academic year.
- To address, through assemblies and tutor time activities, the personal development and wellbeing of all pupils by encouraging the development of healthy lifestyles, safety, enjoyment, making a positive contribution and preparation for pupils' future economic wellbeing.
- To organise and direct the year group's annual charity fundraising activities.
- To support the PSHE Co-ordinator to monitor the quality of PSHE.
- To plan and co-ordinate all tutor-time activities for the year group.

SEN
- To ensure information is provided to the relevant members of staff to support the operation of the SEN Policy.
- To monitor the progress of SEN pupils using appropriate tracking methods.
- To collate teacher referrals and refer onto the SENCo if the referral threshold is reached.
- To liaise with the Assistant Headteacher responsible for pupils who fall within the Social, Emotional and Mental Health issue category of SEN.

Shared Duties
- To take delegated responsibility for the implementation of the school's Health and Safety Policy where appropriate.

- To work with colleagues in implementing and developing cross-curricular themes and new school initiatives.

Additional Responsibilities - Year 7

- To work with year tutors to plan, review and implement the Induction process for Year 7 pupils.
- To visit primary schools as appropriate and to have an oversight of pupil records coming from primary schools.
- To co-ordinate the organisation of teaching groups with the SENCo and Assistant Headteacher responsible for year teams.
- To have an oversight of mixed-ability groupings with the year.
- To plan and organise Challenge Week with other Heads of Year and Challenge Week Co-ordinator.
- To be responsible for any changes in group structures where necessary.

Glenthorne High School
Achievement for all
An outstanding National Teaching School with a specialism in the Arts

PERSON SPECIFICATION

HEAD OF YEAR

ESSENTIAL CRITERIA

1.	UK Qualified Teacher status for teaching secondary education as recognised by the DfE.
2.	Graduate with a good degree.
4.	Minimum of four years' teaching experience.
5.	Experience of working within the comprehensive school system and an awareness of the demands of a mixed comprehensive school.
6.	Successful experience of leading a team or evidence of potential to lead a team.
7.	Successful experience of curriculum innovation and/or raising achievement.
8.	Successful experience of working with colleagues at all levels within the school.
9.	Evidence of building relationships with parents and being able to engage with difficult families and pupils.
10.	Successful experience as a form tutor.
11.	Knowledge of how to motivate pupils and to develop a sense of belonging.
12.	Proven classroom management skills and potential to be a lead practitioner in effective behaviour management.
13.	Ability to teach outstanding lessons and to engage pupils across the age and ability range.
14.	High expectations of pupils' work, attitude and behaviour.
15.	Good communication skills.
16.	A good working knowledge of ICT systems and the application of ICT in the classroom.
17.	Understanding of safeguarding responsibilities and the need to work within the school's Child Protection Policy.
18.	Commitment to, and willingness to organise, extra-curricular activities.
19.	Commitment to the pastoral curriculum and an understanding of the development of Citizenship and PSHE.
20.	Commitment to equal opportunities.
21.	Evidence of commitment to own professional development.

DESIRABLE CRITERIA

23.	Experience of responsibility as an Assistant Head of Year.

Candidates will be shortlisted against the above essential criteria assessable from application forms. Issues relating to safeguarding and promoting the welfare of children will be explored during the interview process.

Glenthorne High School
Achievement for all
An outstanding National Teaching School with a specialism in the Arts

INFORMATION FOR APPLICANTS

Glenthorne High School is a successful, over-subscribed, mixed comprehensive school for pupils between the ages of 11 and 19 situated in the London Borough of Sutton and judged outstanding by Ofsted. In July 2017 we became part of the Willow Learning Trust.

We believe in Achievement for All. We have a reputation for excellence and are well known for high standards of achievement and behaviour. Significant investment in facilities over the last few years has seen the building of the Jubilee Wing incorporating specialist classrooms, a Sixth Form Centre and an ASD Base for pupils with mild ASD, as well as a new Performing Arts Centre and new Dining Hall. A new building project, the Hub, was completed in May 2016. This has provided a new Reception area and Library as well as additional classroom space. Our latest building project was completed in August 2017 and has provided an extension to our Dining Hall.

We were inspected by OFSTED in May 2012 and were judged outstanding in all five categories. Inspectors recognised and celebrated the school's achievements, praising the school's "relentless drive for realising the highest academic standards for each student" and teachers' high expectations. Achievement was judged to be outstanding with "students making exceptionally rapid and sustained progress". Teaching was judged to be outstanding and inspectors highlighted the "wonderful opportunities" offered by the school both in and out of the classroom. Behaviour was judged to be outstanding and the report identified pupils' exceptional courtesy and respect. Leadership was also judged to be outstanding and inspectors praised the school's "very inclusive environment, where success is conspicuous and valued by students, parents, carers and staff alike".

The school was designated as a Training School in September 2004 in recognition of our expertise in supporting and training staff throughout their careers. We are now accredited as a SCITT and train School Direct candidates through our Teaching School Alliance. The SCITT comprises 15 high-performing local, yet diverse, high schools, all of which have made rapid progress over recent years, have high expectations of students and view training and development of staff as the key to future success.

We have been a Specialist Arts College since September 2002. We are a centre of excellence in the Performing Arts and hold the Artsmark Gold Award. We have also been recognised as an Investor in People since 2005 and currently hold Investors in People Gold status. Professional Development is encouraged at all levels of the school and is supported by Performance Management. We value professional development and there are opportunities to develop subject, pastoral and management skills. We have a strong focus on CPD and run a comprehensive CPD programme for all staff at the school.

Our priorities are to continue to improve teaching and learning and raise standards of attainment. Standards achieved by our pupils in public examinations are high; GCSE results stand at 83% C+/4+ or above and A Level results at 100% with 73% A*-C grades.

The curriculum at Glenthorne is organised in Subject Areas, each with its own Subject Leader. In Year 7 pupils are set in core subjects and languages with mixed-ability groups for other subjects. A wide range of GCSE and A Level courses are taught together with BTEC and other vocational courses, some of which are delivered in conjunction with local partnership schools and FE colleges. Pupils in Year 11 also go on one week's work experience. In the Sixth Form we offer academies in Football,

Drama, Dance and Music. Most subjects are taught in their own suites of well-equipped classrooms. Extra-curricular activities are a further strength of the school. Subject Areas encourage a wide range of extra-curricular activities - visits to galleries and theatres, clubs in Science and Technology, field trips, museum visits and so on. Recent school productions have included "Les Miserables", "Starlight Express", "Annie", "Bugsy Malone" and most recently "Billy Elliot". All involved over 100 pupils and proved to be huge successes.

Sport is a key area of achievement and the school runs a Football Academy for Sixth Form students. Students receive three hours training from professional coaches a week and play matches on Wednesdays. The remaining time is taken up with studying a range of A level and Level 3 BTEC courses. We hold the Sportsmark Award and run many teams and clubs in a variety of different sports. There is also an excellent Challenge Week for all KS3 students in July each year designed to promote teamwork, problem solving, creative thinking and resilience.

Pupils at the school are organised in mixed-ability tutor groups with nine in each year group. Most form tutors and Heads of Year move up the school with the year group. Together they play an important role in the monitoring of pupil progress as well as in supporting individual pupils. We introduced a House System in September 2015 with all pupils (and staff!) being allocated to one of four Houses: Rollason, Rutherford, Turing and Morris. This has provided opportunities for pupils in all year groups to work together in friendly competition.

The SEN Department at the school is fully committed to supporting the needs of pupils who experience learning, behavioural or emotional difficulties. We offer a wide provision of intervention and support encompassing literacy, numeracy, speech and language, social skills, anger management and individual mentoring.

All staff are required to conform to the school's No Smoking policy. Employees are not permitted to smoke on the school premises.

There is a staff dress code. Staff are expected to dress in such a way as to project a professional image to pupils, parents and visitors to the school: suit, smart jacket, tailored trousers or skirt, smart dress and jacket, shirt or top which covers the shoulders and midriff, tie (male staff). Denim clothes, leggings and cropped trousers are not acceptable. Jewellery should be sensible and appropriate for working in a school, taking into account a professional image and health & safety issues. Tattoos and piercings (apart from those for one earring in each ear) should not be visible. It is recognised that some staff may wish to wear clothes or insignia appropriate to their own cultural, ethnic or religious background. It is important that this is shared with the Headteacher before you commence your employment.

For those members of staff who use childcare facilities, we operate a Childcare Voucher scheme which assists employees meet the costs of their childcare.

Applicants should be aware that Glenthorne High School is committed to promoting and safeguarding the welfare of children. As such, all posts are subject to an enhanced DBS disclosure.

For further information about the school, please visit our website at www.glenthorne.sutton.sch.uk

Glenthorne High School
Achievement for all
An outstanding National Teaching School with a specialism in the Arts

GLENTHORNE HIGH SCHOOL
GUIDANCE TO APPLICANTS

Please read these carefully before making your application.

The Application Form
Please complete in **black** pen or type. Additional sheets may be used.

The application form will play a key part in whether you are called for an interview, so it is important that you take your time and complete it as fully and accurately as possible.

When selecting candidates for interview we have to base our decisions on the information you give us. The Person Specification is enclosed with this application form. This is a list of the skills, knowledge, qualifications, experience, aptitudes and abilities that are required to perform the job. When we read your application form we will be looking for evidence of examples which demonstrate how you meet the criteria in the person specification. You must include sufficient evidence and examples to show that you meet the requirements.

Personal Details
For monitoring purposes we would ask that you provide the information requested on the Equal Opportunities Monitoring Form at the back of the application form. This form is removed before shortlisting and will be destroyed after monitoring.

Career History
This is the record of your work history. It may include periods of unpaid or voluntary work as well as paid employment eg you may include time spent as a carer for one of your family or a voluntary helper in a school.

If the title of the position does not make it clear what work you did eg twilight crew, canvasser, please briefly describe the main duties.

You may continue on another sheet if you need extra space.

Education, Qualifications, Training
The Person Specification may ask for specific qualifications or training. You should list the relevant qualifications or courses undertaken. Where you have additional qualifications or training, mention these if they relate to your knowledge or skills. Proof of qualifications will be required at interview.

Statement of Suitability
This section is your opportunity to show us that you meet the Person Specification. Take each criterion of the Person Specification and tell us the details of your knowledge and experiences. Give specific examples of things you have done which demonstrate your ability. For example, if the Person Specification says *"Able to organise self and others to complete projects within deadlines"*, you must do more than say *"I am a very organised person and can work to deadlines".* You should give an example by describing something that you have done which proves that you can do that eg *"I organised a fundraising event for the local playgroup within six months and with a group of five helpers".*

When reading your application we cannot assume that because you have experience you also have the ability to carry out a task and vice versa. You may have experience of managing staff, but we

need to know how you motivated your staff. We don't expect you to have formal experience, but if you can show that you have the ability to do the component tasks, that will be equally acceptable eg to organise a meeting you need to be able to: liaise with others, book accommodation, organise refreshments, and compile agendas.

You will not be judged on your writing ability or your handwriting. You will probably want to write more than the space allows so continue on another sheet. However, we do expect all candidates to have a good standard of literacy.

You may already have prepared a CV and want to send that instead of answering the Statement of Suitability. You may send it, but you must also complete the Statement of Suitability. CVs often list the jobs you have had and their responsibilities, but they often do not properly describe your skills and abilities. It is unlikely that we will be able to find enough evidence in a CV alone.

You may use examples and evidence from outside paid employment. You may use examples from voluntary work or your hobbies or interests.

Referees
If you are offered the job, the offer will be made subject to receipt of satisfactory references, pre-employment medical clearance, an enhanced DBS disclosure and, for teaching staff, a check on your teaching qualification status. If your referees do not confirm what you have told us we may want to discuss this with you. We will ask you to complete an online Medical Questionnaire which will be sent to our Occupational Health Department. It is their job to make sure that you are fit to do the job we have offered you. In some instances, you may be asked to go for a medical examination. You will also be asked to supply evidence of any qualifications that are required. All employees are required to have DBS clearance. Unless you have a clearance issued within three months of being appointed, and have had no break in employment, we will require a new check to be carried out.

Relationships
We do not have a policy of excluding people who are related to school staff or Governors, but if you are related to someone we will make sure that they are not involved in the selection process for this post. If we find out after you have been appointed that you are related to someone who interviewed you, we may dismiss you. 'Related' includes co-habiting with someone.

Interviews
Glenthorne has a policy of using a wide range of selection methods to assess whether people meet the criteria. All teaching staff will be asked to take a lesson but you may also be asked to take an ability test, do a presentation or other work related exercise. You will be advised of any method being used for the post when called for interview. At the interview, you will be asked questions related to your Personal Statement as well as issues relating to safeguarding and promoting the welfare of children. Any issues of concern arising from a reference will also be explored during the interview process.

Complaints
The school is keen to ensure equality of opportunity in its recruitment and selection process. If you think that you have been discriminated against during the selection process on the grounds of your race, age, gender, marital status, caring responsibilities, gender re-assignment, sexual orientation, social class, religion, belief or disability you may make a complaint and we will investigate. If you feel you have been unfairly treated you must contact the Headteacher, in writing, within 3 working days of being rejected after an interview. You should explain the reason for your complaint to the Headteacher, or his/her representative. The Headteacher, or his/her representative, may want to talk to you before confirming the outcome of the investigation.