



HAILSHAM COMMUNITY COLLEGE  
ACADEMY TRUST

*'Be the very best you can be'*

# Head of Year

  

## APPLICANT INFORMATION PACK



**Battle Road, Hailsham, East Sussex, BN27 1DT**

**Tel: 01323 841468**

**E-mail: [job.vacancies@hccat.net](mailto:job.vacancies@hccat.net)**



## **Head of Year and Classroom Teacher**

**Please find enclosed:**

- **Letter from the Head of School**
- **Job Description**
- **Person Specification**





## Welcome from the Head of School Natalie Chamberlain



Hailsham Community College is an all through school serving 1,500 students in the secondary phase and approximately 300 students in the primary phase. In the early part of 2018, we were approached by the Local Authority to provide a new Primary and Pre-school provision within the town. In September 2019 we opened a brand-new school approximately a mile from the Secondary site, thus extending the designation of the Trust to a 2-19 all-through school.

By way of an introduction, I was appointed as the Head of School for the Secondary phase of Hailsham Community College in June 2023. Having been a part of the Senior Leadership Team since 2014, I am in the unique and privileged position to know our school and community extremely well. I am proud to now be leading our school that serves our vibrant and diverse market town. Our students are amazing young people and deserve the very best education. Whilst the college has experienced a significant period of change and at times turbulence post COVID, we are now on a journey of rapid improvement.

Since our last Ofsted inspection in March 2023, there have been significant changes that have taken place across the secondary phase of the college, including changes to our leadership structure, a revised pastoral structure to ensure we are providing effective support to our students, and a renewed focus on the quality of education and curriculum implementation.

As of September 2023, the college has also been supported by MARK Education Trust, which is formed of two other local schools (Beacon Academy and Uplands Academy). We are choosing to work with MARK Education Trust as both Beacon Academy and Uplands Academy are based in East Sussex and like us, the Trust believes in the importance of schools retaining their unique identity whilst working in partnership. There are many benefits that this will bring to Hailsham Community College, as these links will support us in building on excellent Teaching and Learning throughout the college and will enable us to provide further support for our students as we build capacity and make efficiencies. Our aim is to establish a formal partnership with MARK Education Trust during this academic year.

The role of Head of Year is a fantastic opportunity for an enthusiastic, skilled individual join a fantastic team of people who are committed to supporting our young people academically, emotionally and socially. You will be supported by a dedicated Standards Team who are experienced in dealing with safeguarding, mental health, wellbeing and engagement.

At Hailsham Community College, we know that relationships between staff, students and our wider community are pivotal to our success. We ask that our staff have high expectations, are ambitious for our students, and that they know them well. We pride ourselves on our rigorous focus on the child as a unique individual, including our most disadvantaged and those with SEND. We want to ensure that the lessons that our students receive are personalised and inclusive, enabling them to be actively engaged in their learning.

We want our students to be happy, successful and confident by providing the best possible education for all our students. Whilst academic success is fundamental, at Hailsham Community College we also realise the importance of supporting student wellbeing and providing our students with an education which enables them to develop key social and emotional skills which will give them the foundations for success in the working world. For this reason, our curriculum for our students is rightly ambitious - it is as broad as it is balanced, which was recognised during our most recent Ofsted inspection. Our curriculum is planned to enable students to develop keen interests, a lifelong passion for learning and an impressive, coherent, and cumulative understanding of the world. We have been nationally recognised for our CEAIG provision and strongly value the principle of raising student aspirations through education and experience.

We support our whole community through one consistent message that we refer to as 'The Hailsham Way'.

- **Be Ready** – we expect our students to attend college, be punctual to lessons and present themselves well, both when in college and within the community.
- **Be Safe** – we expect students to conduct themselves in a way which keeps themselves and others safe at all times. We have a strong safeguarding culture and safeguarding at the college is everybody's responsibility.
- **Be Working** – we expect our students to actively engage with their learning. Our teaching and learning principles focus on 'clarity' (making the learning aims and reasons clear), 'thinking' (ensuring students are given time to apply their knowledge and skills) and 'checking' (ensuring students are assessed appropriately to check understanding).
- **Be Respectful** – we expect students to show respect to themselves, to others, and to our environment. We regularly talk to students about what this looks like and ask that all adults model this within the college, regardless of what role they play.

I know that choosing a place to work in is one of the most important decisions you will make for yourself and your family so I thank you for your interest in our school and hope that the above information has enabled you to understand a little more about who we are and what we stand for at Hailsham Community College. We encourage you to visit our college for yourself during this exciting new phase for our school.



**Natalie Chamberlain**  
**Head of School**



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| Job Description  |                                    |
|--|------------------------------------|
| Job Title:   | Head of Year and Classroom Teacher |
| Grade  | L6 – L10                           |
| Contract   | Full time, Permanent               |
| Line Managed by:   | Assistant Headteacher – Standards  |
| Date:  | April 2024                         |
| Job Purpose  |                                    |
| <ul style="list-style-type: none"><li>As directed by the Assistant Headteacher, to lead the Behaviour and Pastoral Support for students within your year group by the consistent implementation of our behaviour management policy.</li><li>To support the Designated Safeguarding Lead (DSL) in managing, reporting and following up on any safeguarding concerns in accordance with a Deputy Designated Safeguarding role.</li></ul>   |                                    |
| Main Duties – Head of Year   |                                    |
| <ul style="list-style-type: none"><li>Leading the year group mentors, and actively work with students towards achieving our College's vision.</li><li>Leading the year group in promoting an excellent year group identity and sense of community belonging, including delivering assemblies and promoting inter-year competitions.</li><li>Establishing and maintaining excellent standards of behaviour, dress and discipline within the year group in line with our College Behaviour Policy.</li><li>Leading the year group mentor team in monitoring the academic progress of learners, including the analysis of data at each tracking period, in order to work with staff, learners and parents in addressing areas of academic underachievement.</li><li>Work with our Attendance Team to monitor levels of attendance, lateness and truancy of students within the year group and devise related strategies which bring about improvement.</li><li>To lead in promoting and celebrating rewards initiatives for the year group, including the achievement of individual learners within the year group.</li><li>To monitor and evaluate the use of mentor time in order to promote activities which support the development of learners, and to ensure staff are supported with the delivery of mentor time activities and tasks via effective communication with the Head of Personal Development, and through the provision of academic, behaviour and attendance data.</li><li>To effectively deal with pastoral concerns and provide appropriate support for students, liaising with families, relevant colleagues and external agencies.</li></ul> |                                    |
|  |                                    |

### **Main Duties – Classroom Teacher**

- To have a direct teaching input to all year groups and ability levels where appropriate within the whole-school timetable
- To assist in developing and implementing a whole-school policy for the teaching and learning of the subjects you teach.
- To assist and work with the Head of Department (and other colleagues) in promoting excellent standards of teaching and learning
- To help maintain and develop the teaching resources within the curriculum area
- To assume an active pastoral role and to promote and encourage excellent standards of work and behaviour
- To assist with the identification of training needs of both self and others and to contribute to in-service training with particular regard to this curriculum area
- To participate in subject specific testing and assessment of students in all Key Stages and to carry out more detailed assessment as needed
- To assist with an efficient system for monitoring, recording and reviewing student progress within the curriculum area
- To assist in establishing strategies to deal with under-achievement or disciplinary problems within the curriculum area
- To assist with the integration of cross-curricular skills, themes and dimensions both within and outside the curriculum area.
- To co-operate with any support services which may be available both within the academy and from external sources paying regard to the role of other staff and their specific responsibilities
- To ensure that appropriate targets are set, monitored and fully reviewed with individual students on a termly basis.
- To uphold and develop the excellent standards of care, support and discipline which are crucial to the well-being of the individual students in Hailsham Community College
- To take a lead in their own CPD
- To actively engage in self review as part of appraisal cycle

Any other such duty as the Executive Principal may determine within the remit of the National Pay and Conditions Document or within any other national or local agreement which it may supersede.



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| Person Specification |                                    |
|----------------------|------------------------------------|
| Job Title:           | Head of Year and Classroom Teacher |
| Line Managed by:     | Assistant Headteacher - Standards  |

|                       | Essential   | Desirable   |
|-----------------------|---|---|
| Qualifications        | <ul style="list-style-type: none"><li>• Educated to degree level or equivalent</li><li>• Qualified Teacher Status</li></ul>   | <ul style="list-style-type: none"><li>• Evidence of continuing professional development</li><li>• Designated Safeguarding Lead Training</li><li>• NPQML or equivalent</li></ul>   |
| Experience and Skills | <ul style="list-style-type: none"><li>• Experience as a form tutor /mentor</li><li>• Experience of using positive effective strategies for behaviour management</li><li>• Experience of working in, or leading, pastoral care and working with colleagues from different teams to effectively support students and their families</li><li>• Knowledge of how to create and implement Additional Needs Plans</li><li>• Experience of leading teams and communicating clearly with all stakeholders</li><li>• Experience of improving student outcomes, both academically and pastorally</li><li>• Understanding of innovative approaches to teaching and learning</li><li>• Understanding of the National Curriculum and Ofsted Framework</li><li>• Demonstrable experience of high-quality teaching and learning</li><li>• Experience of optimising the attainment and progress of students</li><li>• Ability to use data and ICT effectively to assess performance and raise achievement</li><li>• Experience of working with children with significant barriers to learning</li><li>• Knowledge and understanding of schools' statutory responsibilities regarding safeguarding and the needs of students with SEN / D</li><li>• Well-developed interpersonal and organisational skills and the ability to work collaboratively, leading to the achievement of department aims</li><li>• Sound knowledge of what constitutes an excellent behaviour for learning curriculum</li></ul> | <ul style="list-style-type: none"><li>• Experience of having made a significant contribution to the success of a setting through its student outcomes and ethos</li><li>• Experience of leading a pastoral team</li><li>• Experience of leading a behaviour management strategy which has had a positive impact on student engagement and outcomes</li><li>• Experience of organising student activities and visits which relate to student's personal development.</li></ul> |

|  |  |   |
|--|--|---|
| <b>Teaching and Learning</b>           | <ul style="list-style-type: none"> <li>• Outstanding learning secured for students through outstanding teaching and a calm, orderly environment where students can demonstrate excellent engagement with their learning</li> <li>• The need for all students needs to be addressed and for teachers to be able to take risks which facilitate stretch and challenge</li> <li>• Effective, rigorous and sensitive relationships with students that secure positive emotional health and an excellent culture for learning</li> </ul>  |   |
| <b>Visions and values</b>              | <ul style="list-style-type: none"> <li>• Vision and values aligned with our College's high aspirations and high expectations for children, staff and families</li> <li>• Willingness to engage with parents / carers in order to encourage their close involvement in the education of their children</li> <li>• Resilience and motivation to support the academy through day-to-day challenges while maintaining positivity and professionalism</li> <li>• Ability to lead and inspire all students with a sense of the intrinsic joy of learning and their own ability to succeed</li> <li>• Rigorous use of data to inform and shape teaching and learning in order to secure outstanding outcomes for all students</li> <li>• Strong organisational skills</li> <li>• A deep commitment to the safeguarding and wellbeing of all students</li> </ul> | <ul style="list-style-type: none"> <li>• Clear understanding of the ethos and strategies to establish high standards of outcomes and attitudes and behaviour in an area of socioeconomic challenge and commitment to relentlessly securing those standards</li> <li>• Knowledge of the College Strategic Plan and KPIs and the role to be played by the department</li> </ul> |
| <b>Relationships with Stakeholders</b> | <ul style="list-style-type: none"> <li>• Commitment to working with others to secure the best outcomes for children</li> <li>• Skilful management and understanding of how to secure strong relationships with other academy staff, families and other external relationships</li> </ul>   |   |
| <b>Work-related personal qualities</b> | <ul style="list-style-type: none"> <li>• Demonstrate personal enthusiasm and commitment aimed at making a positive difference to children and young people and raising standards</li> <li>• Demonstrate personal and professional integrity, including modelling values and vision</li> <li>• Commitment to support the aims of the College</li> <li>• Flexible and able to manage workload and competing deadlines, prioritising appropriately, using initiative and maintaining good humour</li> <li>• Evidence of commitment to and understanding of collective responsibility</li> </ul>   |   |