

Title:	Head of Year 8	Salary:	Main or Upper Pay Scale + TLR 2a-2c dependant on experience	Contract:	Permanent
Responsible to:	The Vice Principal	Responsible for:	The attendance, welfare, organisation and discipline of a Year Group		

Mossbourne Federation

The Mossbourne Federation is the realisation of Sir Clive Bourne’s dream to provide the children of Hackney with an outstanding education. Over the last twelve years the Federation has nurtured Sir Clive’s dream by fostering kind, courteous, hard-working and well-rounded learners by providing an outstanding education based on the core values of ‘Excellence’, ‘No Excuses’ and ‘Unity’. Through upholding these core values, Mossbourne will be first academy federation whose schools are without exception, exceptional.

The Federation’s calm working atmosphere creates well-rounded individuals who excel in the arts, on the sporting field and academically. All learners, regardless of ability, benefit from the innovative and enlightened approaches to teaching and learning within the Federation.

The Mossbourne Federation comprises four academies: Mossbourne Community Academy (secondary and 6th Form), Mossbourne Victoria Park Academy (secondary), Mossbourne Parkside Academy (primary) and Mossbourne Riverside Academy (primary).

Mossbourne Victoria Park Academy

At Mossbourne Victoria Park Academy we are continuing to build on that ethos to provide an inspiring education for all our students. With learning at the heart of everything we do, Mossbourne Victoria Park Academy is continuing to raise expectations and achievement in Hackney and its neighbouring boroughs with the belief that all students can fulfil their true potential. Our students receive great lessons, enjoy a vibrant Enrichment programme and have access to debate, speech-making and presentation training through our Oratory specialism. Our outstanding teaching staff work in a rewarding environment where everyone pulls together for the same thing; the best possible deal for our students.

The Pastoral Team

The Pastoral Team consists of the Vice Principal, the Head of SEN Inclusion, the Heads of Year, the Pastoral Liaison and the Pastoral Administrator. The Pastoral Team are essential in maintaining the purposeful, disciplined and nurturing environment, in which Mossbourne students excel. The Pastoral Team support the smooth running of the Academy day to day and contribute to the longer term strategy for maintaining superb standards in a growing school. The Pastoral Team, on a rota, run the Senior Detention and are highly visible at all times around the Academy. The Pastoral Team are also the Safeguarding Team (Designated Safeguarding Leads) at the Academy.

The Head of Year Role

The Academy is looking for an outstanding teacher, ideally with experience in the pastoral field. A Head of Year is a key role within the pastoral structure of the Academy and is essential in maintaining the purposeful environment in which Mossbourne students excel. As a HOY you will be the driving force in ensuring high standards of pastoral care through leading a team of Form Tutors, taking overall responsibility for the welfare and discipline of the year group and identifying students who require guidance and support.

The Head of Year position requires a candidate who is robust, rigorous and who believes in the importance of paying attention to detail. The position is both demanding and rewarding, and requires an outstanding teacher with the ability to multi-task and prioritise demands. Liaison with external agencies (including Social Care) is also an important aspect of the job.

The Academy invites applications from candidates who are well-organised, creative and hard working.

Key Accountabilities

- As a Head of Year, you will join the Pastoral Team and will be expected to lead in driving forward the high standards for which Mossbourne is renowned
- To take a lead role in raising the standards of achievement and behaviour in your Year Group
- To be the Designated Safeguarding Lead for your Year Group and promote the safeguarding of children at all times
- To model, in everything you do, the Academy's values of courtesy, hard work and excellence
- Promoting and being committed to the Academy's aims and objectives and to implement Academy policies
- To lead a team of Form Tutors ensuring they meet regularly and understand and implement Academy policies and protocol
- To support and take assemblies. Heads of Year will take the first assembly of every term
- To ensure that students' individual planners are properly kept
- To meet with parents, external agencies and other professionals as and when necessary
- To meet regularly with the Head of SEN Inclusion and maintain a detailed knowledge of students in the Year Group on the SEN Register
- To check the conduct log daily (SIMS based) and follow up as appropriate
- To ensure that other staff in the Academy where appropriate are fully aware of students' individual problems and health difficulties
- To monitor attendance ensuring all reasons for absence are investigated and liaise with both the Academy Attendance Officer and Learning Trust Attendance Officer when appropriate. The Academy's attendance target is 97%
- To contribute to the Vice Principal's termly report to the governors
- To initiate and co-ordinate, when necessary, Pastoral Support Plans, Behaviour Support Plans, Reports and any other support strategy to help students modify inappropriate and/or poor behaviour
- Complaints and enquiries between parents and school should be dealt with first by Head of Year who should inform the Vice Principal if necessary
- To work with their Head of Learning Area, Head of Department and other staff members to ensure the effective provision of teaching and learning in their subject area
- To plan and deliver high-quality, differentiated lessons on a day-to-day basis
- To set homework in accordance with Learning Area policy and to mark work regularly to aid

progression, keep clear records of attainment and follow up on non-submission

- To undertake duties, including senior duties, as directed and in accordance with Academy expectations
- To supervise prep and guided reading
- To attend and support all Academy events relevant to your Year Group, including parents' evenings, option days and results days
- To comply with any reasonable request from a manager to undertake work of a similar level that is not specified in this job description.

Person Specification				
		Assessment Criteria		
		Interview	Application form	Task (lesson)
Experience				
D	<ul style="list-style-type: none"> • A proven track record of success in middle leadership 	✓	✓	
D	<ul style="list-style-type: none"> • A track record of supporting staff in improving their practice 	✓	✓	
E	<ul style="list-style-type: none"> • Ability to teach your subject at all key stages 	✓	✓	✓
E	<ul style="list-style-type: none"> • A track record of supporting students to achieve superb outcomes in your subject area 	✓	✓	✓
E	<ul style="list-style-type: none"> • Ability to reflect on your own and student performance in lessons and adapt practice accordingly 	✓		✓
E	<ul style="list-style-type: none"> • Ability to select and devise appropriate teaching methods and resources to meet the differing needs of students in practical and written work 	✓		✓
E	<ul style="list-style-type: none"> • Effective planning, assessment and record keeping 	✓	✓	
E	<ul style="list-style-type: none"> • Ability to work independently and as part of a team, contributing to INSETs 		✓	
E	<ul style="list-style-type: none"> • Ability to develop and maintain positive relationships with teachers, support staff and parents 	✓		
E	<ul style="list-style-type: none"> • Excellent classroom management and efficient organisation of resources 	✓	✓	✓
Qualifications				
E	<ul style="list-style-type: none"> • A good degree in a relevant subject 	✓		✓
E	<ul style="list-style-type: none"> • Qualified Teacher Status (QTS) 		✓	
IT knowledge				

D	<ul style="list-style-type: none"> Expert knowledge of the Microsoft package (Word, Excel, Outlook, Publisher, Power Point) 		✓	
D	<ul style="list-style-type: none"> Ability to swiftly adapt to and utilise new/various systems/software 		✓	
D	<ul style="list-style-type: none"> Capable of making effective and appropriate use of ICT in lesson delivery and within the learning area 		✓	✓
Behavioural Competencies				
E	<ul style="list-style-type: none"> Superb communication and interpersonal skills 	✓		✓
E	<ul style="list-style-type: none"> The ability to set, monitor progress towards, and achieve short, medium and long term targets for your area of responsibility 	✓	✓	
E	<ul style="list-style-type: none"> Ability to meet all deadlines internally and externally ensuring output consistently is of an exemplary standard 	✓		
E	<ul style="list-style-type: none"> The upmost integrity and high levels of motivation and commitment. 	✓		
E	<ul style="list-style-type: none"> Proactive approach and efficient time management and prioritisation skills 	✓		
E	<ul style="list-style-type: none"> Genuine interest and passion for the education of young people and the ability to contribute more widely to the life and community of the Federation 	✓	✓	
Applicable to all staff				
E	<ul style="list-style-type: none"> Undertake training as required to so in order to fulfil the requirements of the role 	✓	✓	
E	<ul style="list-style-type: none"> Support Mossbourne's efforts both verbally and non-verbally (i.e. via actions and attitude), including adjusting performance and practice in accordance with Mossbourne's initiatives and findings 	✓	✓	✓
E	<ul style="list-style-type: none"> Play an active role in terms of Safeguarding all students and adults 	✓	✓	✓

Mossbourne Federation reserves the right to modify the above contents in order to ensure the needs of the Federation and the students are being met. The above list is not a comprehensive list; it simply outlines the expectations for this role. Mossbourne Federation provides equal employment opportunities to all employment applicants and employees without regard to race, colour, religion, gender, sexual orientation, national origin, age, disability or status. This post is subject to an enhanced DBS disclosure.