



Loreto High School Job Description

Job Title:	Head of Year (non-teaching)
Reporting to:	Deputy Headteacher (Personal Development, Behaviour & Attitudes)
Terms:	Full-time, 35 hours per week, term time only plus 10 days
Salary:	Grade 6 (Points 21-25*) £30,825 to £33, 945 Actual salary £27,195 to £29,947 *Progression subject to competency review

Loreto educational communities in England are centred in God, rooted in Christ and animated by the spirit of Mary Ward, the foundress of the Institute of the Blessed Virgin Mary. We are ambitious for our students not just in the context of academic excellence but also in the context of human possibilities, and as educators we will stretch hearts as well as minds. We will strive rigorously for the achievement of both personal and academic excellence.

Main Purpose:	<ul style="list-style-type: none"> ➤ To maintain and develop the Roman Catholic character and Loreto ethos of the school in accordance with the directions given by the governors and the headteacher. ➤ To establish positive relationships with parents, staff and outside agencies in line with the school's vision and values. ➤ To monitor the attendance, punctuality, behaviour and academic progress made by each student in the year group and remove barriers to learning through strategic planning and management of interventions. ➤ To be responsible for safeguarding and the promotion of student welfare by implementing the school's Safeguarding and Child Protection Policy.
Main Contacts	The main contacts of the job are the Assistant Headteacher of Climate for Learning, Director of Key Stage Climate for Learning, wider Senior Leadership Team, Formation Tutors, Child Protection Officer, SENDCo, teaching staff, support staff, students, parents/carers and outside agencies.

MAIN DUTIES	
Academic support and monitoring	<ul style="list-style-type: none"> • To support the team of Formation Tutors, ensuring that the routines, strategies and high expectations of the Loreto Way are fully implemented enabling students to develop scholarly behaviours and excel academically. • To strategically impact upon the students' academic day through high presence and positive intervention so that students in the year group feel supported and challenged to develop excellent scholarly behaviours and excel academically. • To ensure there is effective support for students in the year group to

	<p>produce high standards of work both within the classroom and at home.</p> <ul style="list-style-type: none"> • To use a range of student data to set targets and coach students to ensure the raising of academic standards within the year group and continual school improvement. • To liaise with the Assistant Headteacher for Raising Achievement and/or the Director of Key Stage 3 and curriculum leaders to monitor and evaluate the progress made by students, taking action to identify and rectify under-achievement or underperformance through a planned, monitored intervention process, including the monitoring of some students on a daily basis. • To monitor and systematically evaluate the impact of interventions taking necessary action where interventions have not been successful. • To work with the Senior Leadership Team, Director of Key Stage 3 and curriculum leaders to support the implementation of targeted academic interventions outside of school hours or during school holidays such as homework clubs, revision sessions or literacy & numeracy sessions. • To ensure students have work sent home to them or are able to access work remotely when they are absent from school and to liaise with parents/carers to ensure the work is completed and submitted to teachers. • To circulate information regarding the progress of students to all stakeholders as and when required. • To liaise with the SENDCo about provision for students with special educational needs and the Child Protection Officer for provision for our most vulnerable students and those at risk. • To deliver the rewards strategy for students so that meaningful rewards and positive celebratory messages dominate the student culture. • To ensure high levels of engagement in the school's rich and varied extra-curricular activities programme working with the Head of Personal Development and curriculum leaders to target students for particular enrichment activities. • To lead student voice activities to ensure the views of students are canvassed regularly, that all students can participate in and are engaged with school life and can impact positively on their own school experience and overall school improvement. • To contribute data and information to the Senior Leadership Team so that these can be included in the reports on behaviour, attendance, punctuality, student engagement, academic progress and other general matters to the Governors' Committees, Full Governing Body meetings and external reviews.
<p>Behaviour and Standards</p>	<ul style="list-style-type: none"> • To assist the Formation Tutors in upholding excellent standards of uniform, equipment, behaviour, courtesy, attitude to learning, care and precision, home study, attendance and punctuality, and to take a leading role in the development of a strong culture of learning and scholarship at Loreto High School. • To support Formation Tutors, subject teachers and curriculum leaders in implementing the Loreto Way and the school's Behaviour for Learning policy and to actively promote positive scholarly behaviours using behaviour, attitude to learning, care and precision and home study data. • To improve the behaviour, attendance, punctuality, attitude to learning, home study and academic progress of all students through monitoring,

	<p>challenging, supporting and planning and implementing intervention processes.</p> <ul style="list-style-type: none"> • To take a lead in managing the behaviour of the year group, taking detentions and establishing and implementing other sanctions as appropriate. • To patrol the school buildings and grounds on a regular basis to ensure all students are fully engaged in lessons. • To direct and advise teachers and departments in relation to behaviour and learning of individual and groups of students. • To tackle bullying of any kind – as defined in the school’s ‘Behaviour for Learning’ and ‘Anti-bullying’ policies. • To monitor any kind of hate crime, for example racist, homophobic, sexist behaviour, and ensure that it is dealt with seriously and that such prejudice is not accepted both in the school and in the community in which we work • To discuss problems faced by a student, or created by a student, and to implement appropriate interventions, sanctions or referrals to ensure the problem is resolved. • To maintain a weekly record of students who have been seen and a log of student and parent contact. • To co-ordinate the receipt, distribution and filing of information about students and ensure follow-up action where necessary. This will include liaising with the school’s Admissions Officer, informing curriculum leaders of the arrival date of a student transferring from another school and forwarding information about the student as soon as possible. It will also involve the forwarding of information in the case of students who are transferring to another institution. • To organise and manage the transition arrangements between key stages including KS2 to KS3, KS3 to KS4 and KS4 to post-16 provision.
<p>Attendance and Punctuality</p>	<ul style="list-style-type: none"> • To track and monitor the attendance of pupils in their year group in line with the school’s Attendance and Punctuality Policy. • To implement the distributed leadership model attendance and punctuality strategy, meeting with the school’s Attendance Officer every week and using data and information to make informed judgements and to determine next steps and timescales. • To identify when additional strategies which will impact on cohort and individual attendance and punctuality are required and lead implementation together with the Attendance Officer including attendance drives, holding attendance panels, conducting home visits and rewarding excellent attendance through assemblies and other measures. • To monitor closely the attendance of key cohorts as part of the whole year group and ensure appropriate challenge and support is in place. • In collaboration with the Attendance Officer, to lead the drive to significantly reduce Persistent Absenteeism in the year group so that the school’s PA figure is better than the national average. • To work closely with the school’s Attendance Officer to promote excellent time-keeping and punctuality and identify patterns and trends using SIMS data. • To take calls from parents/carers about absence on a day-to-day basis and record these on the school system and/or transfer calls to the

	<p>Attendance where appropriate.</p> <ul style="list-style-type: none"> To arrange Stage 2 attendance meetings with parents/carers.
Welfare, safeguarding and child protection	<ul style="list-style-type: none"> To actively promote a culture of safeguarding vigilance in the school so that students feel comfortable and confident enough to discuss any problems they face in the knowledge that issues will be dealt with swiftly and professionally. To be one of a team of designated Level 3 persons for safeguarding in school, receiving and coordinating Child Protection referrals and arranging timely action and/or intervention. To work closely with the Child Protection Officer to review the impact of actions/interventions taken and identify appropriate external support services for children and families in order to achieve positive outcomes, escalating where necessary. To monitor students' wider welfare including their mental health and wellbeing signposting students to the necessary internal or external support. To prepare reports on students, including Personal Education Plans (PEPs), Individual Learning Plans (IEPs), Child and Family Assessments (CAFAs) and contribute to SEND, LAC and PEP reviews and maintain own records. To be responsible for ensuring that all reports, profiles and references (including, where appropriate, confidential court/social service/medical etc.) are completed to a high professional standard. To ensure that student safeguarding/Child Protection records and data are kept up to date with accurate information and that appropriate sharing of information is in line with the data protection act, seeking advice when in doubt.
Liaison with parents/carers and external agencies	<ul style="list-style-type: none"> To respond promptly to all parents'/carers' enquiries and to acknowledge telephone calls or letters on the day they are received pending follow-up action. To inform parents/carers, where appropriate, of the positive achievements and successes of students. To contribute to high levels of attendance at Parent/Carer Evenings and Information Evenings by communicating with parents/carers effectively and in a timely manner and by proactively contacting identified parents/carers in advance and addressing any barriers to non-attendance before the event. To complete any necessary follow-up actions arising from Parent/Carer Evenings. To attend meetings with parents, outside agencies, Child Protection case conferences, Team around the Child reviews and all meetings deemed appropriate to the welfare, well-being and achievement of students in the year group. To keep a central summary of all contacts made with parents/carers on ClassCharts or SIMS. To log all contacts or attempted contacts with external agencies on CPOMS or SIMS as appropriate. To lead the liaison and collaboration with other members of the school community and external agencies to ensure that students have the necessary support to excel and to communicate with staff about these processes. To liaise with other educational establishments – primary schools,

	secondary schools, alternative provision providers, colleges so that student information is up to date and facilitates better student progress.
Equality of Opportunity	<ul style="list-style-type: none"> • To ensure that equality of opportunity for all students is promoted and achieved according to the school's aims and objectives. • As a member of school staff, to take individual and collective professional responsibility for reinforcing and promoting a working environment free from discrimination, victimisation, harassment and bullying. • To ensure the fair and equal treatment of all colleagues, children, parents and visitors.
Other specific duties:	<ul style="list-style-type: none"> • To contribute to the ethos of the school by planning and delivering year group Assemblies. • To hold a full First Aid at Work certificate (HSE approved) and provide first aid cover for staff and students. • To have expert working knowledge of all school-based computer packages and databases. • To participate in any relevant in-service training and take responsibility for own personal and professional development to improve or acquire knowledge and skills appropriate to the post. • To participate in the ongoing development, implementation and monitoring of the school improvement plan. • To do a full lunch duty each day and to contribute to the before school, after school and break time duty teams as appropriate. • To address the performance management targets set by the line manager each Autumn term. • To maintain excellent professional relationships with colleagues and work together as a team. • To show a record of excellent attendance and punctuality and adhere to the school's dress code. • To be involved in 'out-of-school' hours' activities as required. • To assist in maintaining a tidy, healthy, safe and secure environment and to comply with the school's Health & Safety Policy, undertaking risk assessments as appropriate. • To attend regular meetings, during, before and after school hours, including morning briefings and CPD sessions. • To play a full part in the life of the Loreto school community, to support its distinctive aim and ethos and to encourage staff and students to follow this example. • To undertake any other duty not mentioned in the above as specified by the Headteacher

This job description is subject to review and modification as the needs of the school change and/or circumstances demand. Following consultation between the Headteacher and the member of staff concerned, reasonable changes may be made.

This job description should be read in conjunction with the statutory conditions of the *Green Book for Support Staff Pay and Conditions Document*.



PERSON SPECIFICATION
Head of Year (Non-Teaching) Grade 6

	Essential	Desirable	Evidence
Education, Training and Qualifications	<ul style="list-style-type: none"> • Good general standard of education • GCSE Grade C or above in English and Maths • Attendance at recent, relevant courses • Level 3 Safeguarding Training (or commitment to completing this within first term of post) 	<ul style="list-style-type: none"> • Further/higher education or professional qualification. • Youth work qualification 	Application Form & Supporting Statement Certificates
Experience	<ul style="list-style-type: none"> • Experience of working with children, young people and families and dealing with barriers to education • Delivery of youth work or classroom-based sessions to young people 	<ul style="list-style-type: none"> • Experience of working with Children's Services or other external agencies • Experience of managing people • Experience of chairing meetings 	Application Form & Supporting Statement Interview References
Knowledge and understanding	<ul style="list-style-type: none"> • Understanding of the learning, social, cultural and welfare needs of students • Understanding of the factors that affect a child's motivation and/or capacity to learn • Awareness of the issues affecting young people at risk of exclusion from school • Knowledge and understanding of the principles and practices of equal opportunities • Understanding of and willingness to uphold the core values of the Loreto family. 	<ul style="list-style-type: none"> • Knowledge and understanding of legislation related to safeguarding children, child protection issues and special educational needs 	Application Form & Supporting Statement Interview & Presentation References
Skills	<ul style="list-style-type: none"> • Ability or potential to use and interpret data • High level of computer literacy • High level written, oral and listening communication skills for effective professional interaction with internal and external stakeholders at all levels • Ability to work as part of a team openly and collaboratively, while applying the principles of confidentiality • Effective analytical skills and the ability to 		Application Form & Supporting Statement Interview & Presentation References

	<p>find solutions to complex problems</p> <ul style="list-style-type: none"> • Ability to plan and prioritise own workload, and meet deadlines within fixed, sometimes conflicting, timescales • Ability to adapt to challenging situations and people and respond appropriately using negotiation and influencing skills to achieve objectives. 		
Personal characteristics	<ul style="list-style-type: none"> • Personal commitment to excellence and personal drive to complete tasks to the required timescales and quality standards • Drive, tenacity and an ability to maintain focus, objectivity and sound judgement under complex conditions to achieve desired outcomes • Empathy, patience, tact and diplomacy in all interpersonal relationships with internal and external stakeholders to establish and maintain positive relationships which generate confidence and respect • Willingness to participate in training, performance management and self-evaluate learning needs and actively seek learning opportunities • Willingness to undertake first aid training • Have a commitment to supporting the full life of the school, including the programme of extra-curricular activities. 		<p>Application Form & Supporting Statement</p> <p>Interview & Presentation</p> <p>References</p>