

FAIRFIELD HIGH SCHOOL FOR GIRLS

JOB DESCRIPTION

1. INTRODUCTION

- 1.1 Post Title:** Head of Year – Years 7 and 8 (Non-Teaching)
- 1.2 Post Purpose:** To liaise with the Director of Progress (Years 7-11) in order to ensure effective and inclusive behaviour for learning resulting in outstanding progress and outstanding SMSC for all groups of pupils.
- To be responsible for contributing to the effective running of the pastoral system and maintaining the school ethos.
- To help coordinate the enrichment curriculum contributing to ensuring outstanding personal development for all groups of pupils.
- To contribute to successful transitions across all Key Stages.
- To have shared corporate responsibilities as members of the Pastoral Team as well as individual responsibilities relating to each particular role.
- 1.3 Reporting to:** Director of Progress Years 7-11
- 1.4 Responsible for:** The progress, behaviour and personal development of assigned Year Groups (Years 7 and 8).
- 1.5 Liaising with:** Headteacher, Leadership Team, Director of Progress, teachers and support staff, external agencies, pupils and parents/carers.
- 1.6 Working Time:** Term-time only plus five days (37 hours per week)
- 1.7 Salary/Grade:** NJC SCP 18-22 (£24,313 to £26,317 pro-rata)
- 1.8 Disclosure level** Enhanced

2. PRINCIPAL RESPONSIBILITIES:

- 2.1** To lead the behaviour and academic progress of Years Groups 7 and 8 to ensure all pupils make outstanding progress and transition smoothly from primary school to secondary school.
- 2.2** To analyse pupil tracking data, identify under-performance, and contribute to planning appropriate interventions and monitor their impact.
- 2.3** To be involved in general supervision of pupils.
- 2.4** To ensure the maintenance of accurate and up-to-date information concerning the Year Groups on the management information system.
- 2.5** Leading and managing a team of Form Tutors, setting a structure for meetings in collaboration with the Director of Progress. Taking the chair in Year meetings and making appropriate arrangements for the taking and distribution of minutes.
- 2.6** Monitor, assess and develop the roles of Form Tutors.
- 2.7** Working as part of the Pastoral Team to ensure a consistency of approach to pastoral issues, e.g. lateness, uniform, detentions, jewellery etc., through strong communication and monitoring procedures.

- 2.8 Contributing positively to school decision making and policy development across the school.
- 2.9 Induction of new Form Tutors into the team together with the identification of any training and development needs.
- 2.10 Working with the Director of Progress to ensure that all members of the team have ongoing access to appropriate training and development activities and they are updated with changes to school policy.
- 2.11 Monitoring of standards within tutor time and form period to include effectiveness of communications, standards of work and behaviour, checking of Fairfaxes, uniform etc.
- 2.12 Liaison with the appropriate external agencies as required.

3. ADDITIONAL RESPONSIBILITIES:

- 3.1 To support the school disciplinary framework by working at the middle level in the referral framework. This may include liaising with Learning Mentors, the Attendance and Inclusion Manager and/or outside agencies, dealing with parents/carers and communicating action taken to Director of Progress.
- 3.2 Organising year presentations on a termly basis.
- 3.3 To promote a culture of achievement through the use of rewards.
- 3.4 Dealing with pupils referred by Subject Coordinators, Director of Study and/or Form Tutors.
- 3.5 Managing the 'on report' system at this level.
- 3.6 Interviewing parents/carers and pupils over matters of concern.
- 3.7 Maintaining appropriate disciplinary records.
- 3.8 Referral of pupils who do not respond positively at this level to the Director of Progress.
- 3.9 Arrange, support and promote activities within the Year Group.
- 3.10 Using data to assist the Director of Progress in the tracking of progress of individual pupils in the Year Group and the identification of underachievement. This may involve the use of academic data, the production of 'round robins' and the use of other pastoral data.
- 3.11 To assist the Director of Progress with managing pupil tracking and review.
- 3.12 To support the Examinations Officer in the administration and conduct of examinations and tests in the Year Group by attending a meeting with the Director of Progress and the Examinations Officer, prior to the start of the examinations, to discuss arrangements. Also to address the Year Group, along with the Director of Progress and Examinations Officer, to discuss expected behaviour standards prior to the start of the examination period.
- 3.13 To monitor attendance and punctuality in line with guidelines and regularly meet with the Attendance and Inclusion Manager.
- 3.14 To ensure high standards of professional appearance in line with the school's dress code.

- 3.15** To manage KS2-KS3 transition. This will involve:
- The organisation of primary visits and informal links with feeder primary schools.
 - To oversee the effective transfer of pupil records from the primary base.
 - To oversee the arrangements for Year 7 on the first day of term and subsequent settling-in issues.
 - To work with the Director of Progress to organise and participate in the Year 6 Induction Days and Parent Information Evening.
- 3.16** The induction of new pupils throughout the year.
- 3.17** To lead Year Group assemblies with support from the Director of Progress.
- 3.18** To contribute to the Pledges Award and contribute towards organising Experience Days.
- 3.19** To carry out first-aid responsibilities in line with school requirements, supported by training and continuing CPD.
- 3.20** To supervise pupils in our internal isolation room.
- 3.21** To undertake home visits to identify barriers to achievement in school.
- 3.22** To undertake safeguarding responsibilities in relation to need for each Year Group.
- 3.23** Undertake other such duties, which reasonably correspond to the general character of the post and are commensurate with the level of responsibility.

4. PROFESSIONAL DEVELOPMENT:

- 4.1** To continue own professional development as agreed with your line manager.
- 4.2** To attend and participate in appropriate meetings.
- 4.3** To participate in training and other learning activities.
- 4.4** To participate in the School's Performance Management for Support Staff process.
- 4.5** To appreciate and support the roles of other professionals.
- 4.6** To recognise one's own strengths and areas of expertise and use these to advise and support others.
- 4.7** To establish constructive relationships and communicate effectively with other staff.
- 4.8** To attend training to gain a first aid qualification in order to give basic first aid in accordance with school policy.

5. SCHOOL ETHOS:

- 5.1** To fully comply with the school's Child Protection Policy (and related policies) to promote and safeguard the wellbeing of all young people at all times.
- 5.2** To play a full part in the life of the school community, to support its distinctive mission and ethos and to encourage staff and pupils to follow this example.
- 5.3** To support the school in meeting its legal requirements for worship.

- 5.4** To actively promote the school's corporate policies.
- 5.5** To comply with the School's policies relating to Health and Safety, Child Protection, Security, Confidentiality and GDPR, reporting all concerns to the appropriate person.
- 5.6** To have a high profile and presence within the school and to act as a positive role model for staff and pupils alike.

Whilst every effort has been made to explain the main duties and responsibilities of the post, each individual task undertaken may not be identified.

6. SIGNATURES:

The school will endeavour to make any necessary reasonable adjustments to the job and the working environment to enable access to employment opportunities for applicants with disabilities or continued employment for any employee who develops a disabling condition.

This job description is current at the date of issue below but will be reviewed on an annual basis and, following consultation with you, may be changed to reflect or anticipate changes in the job requirements, which are commensurate with the job title and grade.

Signed

Dated

Signed
(Headteacher)

Dated
(Headteacher)