# STAR ACADEMIES

*Nurturing Today's Young People, Inspiring Tomorrow's Leaders*

## JOB DESCRIPTION

| | | | |
|---|---|---|---|
| **Job Title:** | Head of Year 7 | | |
| **Base:** | Eden Boys' Leadership Academy, Bradford | | |
| **Reports to:** | Senior Leadership Team | **Scale:** | S6 (SCP 18-23) |
| **Staff Responsibility for:** | As assigned | **Salary:** | £24,982 to £27,741<br>Pro rata equivalent<br>£23,038 to £25,582 per annum |
| **Additional:** | - | **Term:** | Permanent<br>Full Time<br>Term Time plus 4 weeks |

**JOB PURPOSE SUMMARY:**

To contribute to the development of a strong, effective school with an emphasis on promoting a culture of educational excellence, within a caring and secure Islamic environment enriched with the values of discipline, mutual care and respect which extends beyond the school into the wider community.

**JOB PURPOSE:**

1. To ensure and deliver effective pastoral support so that individual pupils and groups of pupils are supported to actively participate in learning and reach their full potential.
2. To support the raising of standards in the school by leading and delivering pastoral support to a year group of pupils; and within that year group by providing support to individual pupils and their families.
3. To be responsible for managing and addressing the needs of pupils who need help to overcome barriers to learning in order to achieve their full potential.
4. To be responsible for supporting the improvement of pupil punctuality, attendance and behaviour and assist the school's pastoral programme in reducing disruption and raising pupil achievement and progress.
5. To contribute to effective transition from other schools ensuring pupil well-being on entry.
6. To provide cover support for lessons, registration, invigilation, intervention or supervision of pupils not in normal lessons for up to 12 periods a week.

**KEY RESPONSIBILITIES AND ACCOUNTABILITIES**

## 1. Supporting Learning and Teaching

1.1 Ensure support packages have a clear focus on learning, progress and the development of skills and competencies.

1.2 Contribute to coaching, mentoring and sharing good practice, within the year group, throughout the school and with partner schools.

1.3 Contribute to individual pupil records ensuring they have up-to-date details of the curriculum support, input and alternative intervention / support that has been provided.

1.4 Support the school's drive for excellent academic results by ensuring pupils needing intervention receive support, encouragement and guidance as appropriate and necessary to raise individual pupil achievement and aspirations.

## 2. Developing Self and Others

2.1 Build capacity and nurture leadership capabilities within pupils.

## 3. Securing Accountability

3.1 Be accountable for the pastoral and academic performance of pupils within the year group.

3.2 Provide data and contribute to target setting within the year group in line with whole school and individual pupil targets.

3.3 Analyse pupil-tracking data, identify underperformance, and contribute to planning appropriate interventions and monitor their impact.

## 4. Strengthening the Community

4.1 Contribute to stakeholder engagement and communication with parents, carers and families within the year group.

4.2 Work effectively in partnership with external agencies including the school nursing services and other health services – organise drop-ins, vaccinations, presentations to year groups and whole school as needed.

4.3 Support activities relating to Healthy School status – lead on and co-ordinate (as needed) activities related to healthy eating including (if appropriate) after school clubs.

4.4 Secure learning opportunities within the year group to promote community cohesion.

4.5 Arrange and promote activities within the year group e.g. identify links to year charities and co-ordinate fund-raising activities.

4.6 Contribute to strategies for developing pupil leadership and pupil voice within the year group and the school.

4.7 Be a professional advocate for the school in all contexts.

## 5. Year Team

5.1 Lead and co-ordinate the work of a year team including keeping Learning Co-ordinators and the Principal informed of important information on individual pupils or year team issues/developments.

5.2 Contribute to developing the year group identity, creating relationships within, across and outside the school.

5.3 Plan, run and keep minutes of half termly year team meetings – agenda items to include discussion of each high risk pupil and agreeing further action (if needed); sharing performance information relating to attendance, punctuality, behaviour; feedback of issues emerging from QAP of morning registration; and information about key pastoral events affecting that year group team.

5.4 Monitor and quality assure the morning registration programme/Tutorial Programme for each class in year group of responsibility at least half termly and provide appropriate feedback to individual Learning Co-ordinators and to the team – ensure the programme is delivered to a high standard and Learning Co-ordinators run their tutor group sessions effectively.

5.5 Support the professional development of Learning Co-ordinators and others relating to your team and the delivery of the morning registration/Tutorial Programme including, where needed, working alongside form teachers to model effective delivery.

5.6 Meet at least fortnightly with each Learning Co-ordinator to review the form's performance and the morning registration programme.

5.7 Provide detailed termly reports on the QAP of morning registration/Tutorial programme to the SLT Link.

## 6. Attendance and Punctuality

6.1 Monitor attendance and punctuality.

6.2 Produce weekly and half termly class and year group attendance and punctuality reports.

6.3 Work with year team to display class and year group performance in each class and on year team display boards.

6.4 Monitor punctuality (morning and lessons) daily and run detentions (break, lunch and after school) for year team – any pupils with 2 morning or 3 lesson late's in one week.

6.5 Make daily follow-up phone calls to parents of absent pupils who have been identified as at-risk of failing to achieve academically, to challenge absences and encourage early return to school.

6.6 Monitor attendance using weekly and half termly reports (above) – contact all parents by phone and/or letter where attendance is below agreed target at the end of subsequent half-terms.

6.7 Meet with any parents where attendance is below agreed target at the end of subsequent half-terms.

6.8 For any pupils where overall attendance falls significantly below target, liaise with the parents to agree an action plan detailing attendance target, monitoring arrangements and actions to be taken if targets are not met, including the use of formal sanctions such as a fixed penalty notice.

6.9 Maintain an up to date risk register of high risk pupils in designated year group i.e. those pupils whose attendance or punctuality is of concern and those who are at-risk of under-achieving academically where actions taken so far have been ineffective – discuss these weekly with SLT link and agree action plan for each. Ensure all information relating to above is recorded electronically in SIMS or other agreed whole school system.

6.10 Support the timely movement of learners from lesson to lesson through presence on the corridors between each lesson.

## 7. Pupil Behaviour

7.1 Supervise weekly Heads of Year detentions.

7.2 Monitor the behaviour of pupils in designated team and keep detailed electronic records of pupil behaviour including detentions, those on Learning Co-ordinator, Head of Year or Senior Leadership Team report using SIMS or other agreed whole school system.

7.3 Ensure Learning Co-ordinators, and Senior Leadership Team link receive regular detailed information and reports (according to their level of need and involvement) on all pupils in form class and year team.

7.4 Work with SLT to identify all pupils in year team who may need pastoral input because their behaviour in lessons, around school or outside of school is causing concern (potential high need pupils).

7.5 Produce detailed action plans for each high-risk behaviour pupil (those already on report) and those at risk of being high risk (potential) in their year group.

7.6 Meet daily with all pupils on HOY or SLT reports – make sure they have the report each morning and that it is signed by appropriate staff member at the end of each day.

7.7 Ensure effective communication with the parents – make regular contact with parents to discuss pupil behaviour for all pupils on report – meet with parents at the end of each report and agree plan for monitoring behaviour going forward.

7.8 Undertake regular checks on uniform, equipment and school bag contents to ensure that pupils adhere to school policies.

## 8. Pupil Guidance and Support

8.1 Maintain and review a single risk register of pupils who are designated as being concerns relating to attendance, punctuality, behaviour and/or achievement.

8.2 Meet fortnightly with 'nurture group' pupils collectively (at lunchtime) to encourage high levels of attendance, punctuality, behaviour and achievement.

8.3 Meet with each pupil in the year group once each term to discuss progress, identify any concerns and address queries to ensure personalised support for their welfare and academic development.

8.4 Contribute to comprehensive assessments of pupils to determine those in need of help.

8.5 Ensure pupils who are absent due to a prolonged illness, injury or incapacity are provided with adequate resources for learning at home.

8.6 Manage, plan and oversee suitable support packages for pupils in their reintegration to school following a period of exclusion/absence.

8.7 Keep in contact with parents of pupils in the year group, and in particular, with those needing more careful monitoring relating to attendance and punctuality, behaviour, bullying or medical needs - ensuring positive family support and involvement.

8.8 Take steps to prevent bullying and support victims of bullying – keep records using SIMS of all bullying incidents and actions taken.

8.9 Where children have medical needs – ensure this is recorded on SIMS and ensure appropriate information is shared with Year team and subject teachers as needed.

8.10 Meet regularly with year Shura – feedback from pupils about quality of pastoral programmes, any issues particularly relevant to that year group.

8.11 Work with year team to ensure effective use of rewards and sanctions – keep detailed records using SIMS or other agreed whole school system.

8.12 Organise, co-ordinate and run termly celebration of achievement assemblies – including the administration and collection of information from Subject teachers, the buying and distribution of certificates and prizes; and organising assembly input including (if required) external speakers.

## 9. Other Responsibilities

9.1 Comply with policies relating to child protection, health and safety, confidentiality and data protection, reporting all concerns to a nominated person.

9.2 Help organise, and attend, parents' evenings for designated year team and support the running of open evenings, induction days and events for pupils and parents.

9.3 Support Learning Co-ordinators and administrative staff to input pastoral information into end of year reports using information recorded in SIMS, including information on attendance, punctuality and detentions.

9.4 Organise year presentations during assembly time.

9.5 Support the delivery of enrichment activities and trips including accompanying and supervising of pupils as needed.

9.6 Ensure effective communication of all pastoral information and events including ensuring all events, visitors or trips (and all classes, teachers affected) are included in briefing notes.

9.7 Promote the Trust's vision of 'nurturing today's young people, inspiring tomorrow's leaders.

9.8 Champion the Trust's values of 'Service', 'Teamwork', 'Ambition' and 'Respect'.

9.9 Contribute to the wider life of the Trust and the Star community.

9.10 Carry out any such duties as may be reasonably required by the Trust.

## 10. Records Management

All staff who create, receive, and use records in the course of their job are responsible for ensuring that records are managed appropriately. It is therefore likely that this post-holder will have responsibility for record-keeping as part of the role. Employees are required to be conversant with the Trust's policies and procedures on records management.

*This appointment is with Star Academies. The job description forms part of the contract of employment of the person appointed to this post. It reflects the position at the present time only and may be reviewed in negotiation with the employee in the future. The appointment is subject to the terms and conditions outlined in the 'Star Academies Contract'.*

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## PERSON SPECIFICATION

| | | | Assessed by: | |
|---|---|---|---|---|
| **No** | **CATEGORIES** | **Essential/ Desirable** | **App Form** | **Interview/ Task** |
| **QUALIFICATIONS** | | | | |
| 1. | 5 A*-Cs at GCSE including English and Maths. | **E** | ✓ | |
| 2. | Evidence of Continuous Professional Development. | **E** | ✓ | |
| **EXPERIENCE** | | | | |
| 3. | Working with young people in an education setting. | **E** | ✓ | ✓ |
| 4. | Providing pastoral support within an education setting. | **E** | ✓ | ✓ |
| **ABILITIES, SKILLS AND KNOWLEDGE** | | | | |
| 5. | Ability to maintain positive relationships with pupils and other adults. | **E** | ✓ | ✓ |
| 6. | Ability to speak in front of large groups of pupils and small groups of staff. | **E** | ✓ | ✓ |
| 7. | Ability to work effectively and sensitively with a range of groups and individuals. | **E** | ✓ | ✓ |
| 8. | Ability to prioritise, work quickly and accurately, particularly under pressure and to meet deadlines. | **E** | ✓ | ✓ |
| 9. | Ability to work unsupervised, use own initiative and make appropriate decisions. | **E** | ✓ | ✓ |
| 10. | Ability to address sensitive matters with a caring approach and appropriate confidentiality. | **E** | ✓ | ✓ |
| 11. | Strong verbal and written communication skills. | **E** | ✓ | ✓ |
| 12. | Ability to converse in a number of additional community languages. | **D** | ✓ | ✓ |
| 13. | Ability to use ICT confidently to communicate, review data and | **E** | ✓ | ✓ |

| | | | Assessed by: | |
|---|---|---|---|---|
| **No** | **CATEGORIES** | **Essential/ Desirable** | **App Form** | **Interview/ Task** |
| | present information to others. | | | |
| **PERSONAL QUALITIES** | | | | |
| 14. | Commitment to working flexibly before and after school hours as required to promote the welfare of learners. | **E** | ✓ | ✓ |
| 15. | Highly organised, literate and articulate. | **E** | ✓ | ✓ |
| 16. | A passionate belief in the school's mission statement. | **E** | ✓ | ✓ |
| 17. | A strong belief in the value of education in developing citizens. | **E** | ✓ | ✓ |
| 18. | Highest levels of professional and personal integrity. | **E** | ✓ | ✓ |
| 19. | A strong commitment to the personal, spiritual, social and health development of young people. | **E** | ✓ | ✓ |
| 20. | Personal resilience, persistence and perseverance. | **E** | ✓ | ✓ |
| 21. | Willingness to participate in further training and development opportunities offered by the school and county, to further knowledge | **E** | ✓ | ✓ |
| 22. | A strong belief in the value of education in developing citizens. | **E** | ✓ | ✓ |
| 23. | A passionate belief in the Trust's vision of 'nurturing today's young people, inspiring tomorrow's leaders. | **E** | ✓ | ✓ |
| 24. | A strong commitment to the Trust value of 'Service'. | **E** | ✓ | ✓ |
| 25. | A strong commitment to the Trust value of 'Teamwork'. | **E** | ✓ | ✓ |
| 26. | A strong commitment to the Trust value of 'Ambition'. | **E** | ✓ | ✓ |
| 27. | A strong commitment to the Trust value of 'Respect'. | **E** | ✓ | ✓ |
| 28. | Commitment to support Tauheedul Education Trust's agenda for safeguarding and equality and diversity. | **E** | ✓ | ✓ |
| 29. | Sympathetic to and supportive of the Mixed Multi-Academy Trust Model and ethos of the Establishment. | **E** | ✓ | ✓ |