

ROYAL ALEXANDRA AND ALBERT SCHOOL



HEAD OF YEAR JOB DESCRIPTION

To provide outstanding leadership of a year group and to foster a culture of high expectations and aspirations; to support pupils' personal development and well-being and ensure high standards of learning and achievement for all pupils.

The role is a full-time role with the post-holder teaching 22 periods (the full-time loading with no positions of responsibility being 29 periods)

Key Responsibilities

- Lead the year group to the highest standards of professionalism as a role model for colleagues and pupils
- Provide a clear direction and a sense of purpose to the year group, leading and developing the aims and ethos of the School
- Provide strong and supportive leadership of the tutor team and pupil cohort to ensure the highest possible standards of achievement, progress, personal development and well-being
- Provide effective leadership to a team of tutors and guide and support them in their roles and duties
- Monitor pupil progress, behaviour and attendance and work closely with tutors, the Head of Middle School, ELT, HODs and members of the Senior Leadership Team to improve pupil achievement

AND

Year 7	<ul style="list-style-type: none">• Ensure an effective induction of Year 6 pupils into Year 7; including developing links between the school and primary feeder schools and collating 'transfer information forms' to inform future planning• Organise and lead the induction events for Year 6 pupils and parents, including Induction Evening and Induction Day• Work alongside the Assistant Head, Head of Middle School and tutors to ensure a successful transition of new Year 7 pupils into secondary school, with a particular focus upon the aims and expectations of our School
Year 8	<ul style="list-style-type: none">• Work alongside the Assistant Head, Head of Middle School and tutors to ensure a successful transition of students from Year 7 into Year 8 and the embedding of the ethos and expectations of the School via the tutor programme, assemblies and a focus on attitude to learning• Work alongside the Assistant Head, Head of Middle School and tutors to ensure a positive attitude to learning is maintained throughout the academic year, in this middle-year of Key Stage Three where a dip can occur, by actively rewarding success and the demonstration of School values through various media (e.g. class credits competition)

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Year 9	<ul style="list-style-type: none">• Work alongside the Deputy Head (Academic), Head of Middle School, Head of Citizenship and Careers and tutors to ensure a comprehensive GCSE Options programme is developed to enable pupils to make informed choices regarding their choices for GCSE; including organising the HOD talks and Options Event• Ensure a positive attitude to learning is maintained throughout the academic year, with a particular focus on after option choices have been made, by organising the Key Stage Three 'graduation'• Work alongside the Head of Middle School and tutors to prepare pupils for the transition into Year 10 and their GCSE courses, via assemblies and the tutor programme
Year 10	<ul style="list-style-type: none">• Work alongside the Head of Upper School and form tutors to support the transition of pupils from Key Stage Three to Key Stage Four to ensure a successful start to their GCSE courses• Work alongside the Deputy Head (Academic), Heads of Departments, teachers and tutors to ensure that pupils develop the skills of independent learning to support their academic progress; and maintain a positive attitude towards their learning throughout the year• Work alongside the Head of Citizenship and Careers, Head of Upper School, Head of Year 11 and tutors to ensure a comprehensive Careers programme is developed across Key Stage Four to enable pupils to make informed choices regarding their post-16 choices• Support the Head of Sixth Form's work in informing the pupils of the opportunities in the Sixth Form and encouraging them to continue through to the Sixth Form after their GCSEs
Year 11	<ul style="list-style-type: none">• Work alongside the Deputy Head (Academic), Heads of Departments, teachers and tutors to ensure that pupils develop the skills of independent learning to support their academic progress; and maintain a positive attitude towards their learning throughout the year• Work alongside the Head, Head of Upper School and tutors to ensure a comprehensive Careers programme is developed across Key Stage Four to enable pupils to make informed choices regarding their post-16 choices• Support the Head of Sixth Form's work in informing the pupils of the opportunities in the Sixth Form and encouraging them to continue through to the Sixth Form after their GCSEs• Oversee the organisation of the Year 11 Leavers' Assembly and ensure a smooth transition to the start of the examinations and study leave



Specific responsibilities

- Work with the tutor team and pupils to create a positive year group ethos and a culture of high expectations and aspirations
- Promote these expectations and aspirations through the tutor programme, assemblies, the reward system, including Gatton Awards
- Lead and manage a team of tutors to ensure effective pastoral provision and support for all pupils within the year group
- Monitor the work of the tutor team and support them to carry out their roles and duties effectively
- Lead tutors in the development and delivery of a cohesive and supportive tutor programme, including the organisation of a framework for daily tutor activities
- Work with the Head of PSHE to help support the delivery of the PSHE programme via the tutor programme, assemblies and year group events
- Work with the Head of Careers to help support the delivery of a whole school Careers programme and ensure that pupils are able to make informed choices regarding their GCSE courses.
- Maintain a very high standard of behaviour within the year group, monitoring and reviewing pupil behaviour and working alongside the Assistant Head, subject staff, HODs, the Head of Middle/Upper School, the social inclusion co-ordinator and the Enhanced Learning Team to ensure effective use of interventions, sanctions and rewards
- Ensure effective use of the report card system within the year group, supporting tutors in its implementation and expectations regarding the process
- Monitor attendance and punctuality within the year group to promote good levels of attendance and punctuality; checking attendance and reasons for absence and lateness, and implementing sanctions where appropriate
- Support the induction of new pupils including, where relevant, to manage “in-year” admissions for new pupils, working alongside the Head of Middle/Upper School, Admissions Team, pupils and parents to ensure a successful transition to the School
- Work with the Deputy Head (Academic) to monitor the progress of all pupils within the year group and liaising with subject teachers, HODs and relevant support staff as required
- Effectively use the year group data to identify pupils, or groups of pupils, who are under-achieving in the year group and create and implement effective plans to support the pupils to make progress; to use data to also identify those pupils who are making excellent progress and demonstrating a positive attitude to learning and rewarding them
- Work with the Director of Inclusion and the Enhanced Learning Team to monitor the progress of key pupil groups (including disadvantaged, SEND) and to support their progress through the implementation of intervention strategies as and when necessary

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- Work with the Deputy Head (Academic) and Exams Team to ensure all pupils within the year group are prepared properly for external assessments; to help oversee the successful completion of examinations
- Liaise with other colleagues and outside agencies as appropriate
- Build strong and positive links with parents to ensure the partnership with home supports pupils' learning, progress and personal development

AND

Year 7 - 8	<ul style="list-style-type: none"> • Work alongside the Head of Middle School to review the existing tutor grouping to ensure they support a positive transition into the next academic year, moving pupils where necessary
Year 9-10	<ul style="list-style-type: none"> • Work alongside the Head of Upper School to review the existing tutor grouping to ensure they support a positive transition into the next academic year, moving pupils where necessary

Other

- Actively contribute to the co-curricular life of the School
- Undertake professional development as agreed with school leaders
- Perform additional duties and tasks required for the effective operation of the school as directed by the Headmaster
- Be aware of and comply with policies and procedures relating to child protection, health and safety regulations, security and confidentiality, reporting all concerns as appropriate
- Commitment to the principles of the Foundation of the School
- Contribute to the overall ethos and aims of the school

Person Specification:

Criteria	Essential	Desirable
Qualifications	<ul style="list-style-type: none"> • Good Honours Degree in a relevant subject • Recognised Teaching Qualification 	<ul style="list-style-type: none"> • Additional qualifications/ training
Experience	<ul style="list-style-type: none"> • Excellent classroom practitioner with understanding of high-quality teaching and learning • Experience of successful teaching to GCSE 	<ul style="list-style-type: none"> • Experience of leading and developing a team • Experience in more than one school

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	<ul style="list-style-type: none"> • Experience as a form tutor or in a pastoral role • Experience of raising attainment 	
Leadership and management	<ul style="list-style-type: none"> • Effective team worker and leader • High expectations for accountability and consistency • Ability to create and lead development within pastoral provision • Ability to manage change • Ability to enable others to achieve success 	<ul style="list-style-type: none"> • Experience of data tracking
Teaching and Learning	<ul style="list-style-type: none"> • Excellent classroom practitioner • Commitment to regular and on-going professional development 	
Personal	<ul style="list-style-type: none"> • Good communication, planning and organisational skills • Hardworking • Enthusiastic • Resilient • Ability to inspire and lead others • A strong team player • Good sense of humour 	

The Royal Alexandra and Albert School is committed to safeguarding and promoting the welfare of children and applicants must be willing to undergo child protection screening appropriate to the post, including an Enhanced DBS check.