

## Head of Year from September 2021

Thank you for your enquiry for details for the post of Head of Year from September 2021. This is an important post, and we wish to appoint a candidate of the highest calibre who will be able to make a significant contribution both to the management and development of the pastoral system and to the school as a whole. The post is not tied to any particular subject.

The successful candidate will be given full support and will be encouraged to engage in further **professional development** which we believe will benefit both the individual and the school. As the school transitioned from being a Local Authority Community School to forming a MAT, a key element was maintaining the full benefit and protection of the **National Pay & Conditions**. Similarly, staff appointed from other academies are not disadvantaged, e.g. by counting service towards sick pay and maternity leave. The school takes a constructive approach towards Performance Management & Appraisal and Pay Progression and offers many opportunities for career development.

This document contains information about the department and the person specification. Separately, there are the following documents:

- overview information about the school, including extracts from the January 2019 Ofsted report
- a selection of staff stories highlighting the career opportunities available in the school
- the main school and 6<sup>th</sup> form prospectus

Applicants should submit the Application Form and a letter of application which should not normally exceed two sides. A curriculum vitae is not necessary as all relevant information should be included on the application form or in the letter.

**Visit our website [www.ashcombe.surrey.sch.uk](http://www.ashcombe.surrey.sch.uk) for information about the school**

*This school is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment. Any successful applicant will be required to undertake an Enhanced Disclosure check by the Disclosure and Barring Service (DBS).*

Candidates selected for interview will be informed by telephone. We do not generally contact candidates who are not shortlisted.

*Thank you for taking the time to complete your application.*

## **The Pastoral System**

- Pastoral work in the school is based on a year system of approximately 240 pupils
- each year group currently consists of a Head of Year; 2 Assistant Heads of Year (1 with and 1 without a tutor group) and a team of 8 tutors and some support tutors
- the Head of Year is directly responsible to an Assistant Head (Head of Lower School or Head of Upper School) and weekly meetings are timetabled with that person
- the Sixth Form is managed separately by the Head of Sixth Form who is also an Assistant Headteacher
- these three Assistant Headteachers, with the Deputy Head (Pastoral) and Senior Pastoral Manager, form the Senior Pastoral Group and are responsible for the management and development of the pastoral system
- Heads of Year generally progress through the school with year groups and tutor teams
- there are assemblies on most days, the delivery of which is shared between visiting Clergy, Senior Leadership Team, Heads of Year and Assistant Heads of Year
- the Tutorial Programme is managed by the Head of Year and Assistant Head of Year
- there are Year Meetings timetabled within a regular meeting cycle (approximately once a fortnight) which include Pupil/Tutor Interview Sessions
- there are weekly meetings between Heads of Year and their SLT line managers to discuss pastoral issues
- there are regular pastoral committee meetings attended by all HOY's, Assistant HOY's and SLT where issues are presented and discussed, and some professional development training needs met.

### **Job Specification - Head of Year**

(Ashcombe TLR C) ; 4 pds (140 minutes) additional non-contact time

Job title:	Head of Year
Job Purpose:	To lead a team of tutors ensuring school policies and procedures, designed to provide effective care, welfare and guidance for all students is achieved. Aspects include: promoting good attendance and punctuality, supports wellbeing, positive recognition and a healthy respect for all, encourages a love of learning and how to be a successful learner, creates a safe environment and good discipline
Job Outcome:	All students feel well supported, parents and staff well informed and the tutor team have been effective in upholding the policies and procedures. There will be pastoral entitlement for all
Accountable to:	Assistant Headteacher (Head of Lower or Upper School)
Accountable for:	The effective leadership and management of the whole Year Team

Key Accountabilities	Key Tasks
<p>1. Accountable for leading the team of tutors to achieve a uniform system of pastoral care with consistent standards, which help all pupils to progress effectively and successfully.</p>	<ul style="list-style-type: none"> <li>• Ensure that the assistant head of year and tutors perform their roles effectively, and arrange appropriate meetings and briefings to this end</li> <li>• In consultation with the Head of Upper/Lower School, organise in-school INSET</li> <li>• with the assistance of the Head of Upper/Lower School, arrange clear criteria for the monitoring, evaluation and review of pastoral provision</li> <li>• Plan, prepare and implement the tutorial programme for the year group and ensure tutors deliver the tutorial programme effectively</li> <li>• Ensure pupil progress is monitored through school systems and formal reports are prepared correctly</li> <li>• In conjunction with senior staff, participate in any arrangements within an agreed national framework for the performance of teachers (as applicable) both as part of Statutory Performance Management &amp; also as part of the School Management procedures to maintain standards</li> <li>• Keep abreast of pastoral developments</li> </ul>
<p>2. Accountable for managing all matters of general administration pertaining to the Year.</p>	<ul style="list-style-type: none"> <li>• Be responsible for maintaining all appropriate records, including pupils' paper and electronic files and, where relevant, care plans/reviews</li> <li>• Support the Examinations Co-ordinator in administering all school examinations for the Year Group ensuring there is no unnecessary stress and pupils are given every opportunity to do their best</li> <li>• Ensure Child Protection and Looked after Children information and plans are implemented fully and logged in accordance with school policy</li> <li>• Arrange the transfer of records &amp; information when pupils join or move school.</li> </ul>
<p>3. Accountable for developing and maintaining home school links</p>	<ul style="list-style-type: none"> <li>• Ensure an effective partnership between home and school is developed and maintained</li> <li>• Ensure parents are kept informed by overseeing the compilation of progress reports; by arranging parents consultative evenings, general information meetings, as appropriate, and by meeting individual parents to discuss specific issues affecting individual pupils</li> <li>• Be sensitive to, and adhere to, the legal rights of parents who live apart</li> <li>• Be mindful and respectful of data protection and seek appropriate permissions</li> <li>• In conjunction with Head of Upper/Lower School, assist in the provision of opportunities to encourage parents to find out about the specific support topics and the working of the school</li> <li>• Ensure that there is effective liaison and communication between parents, other professionals and relevant staff, regarding problems and concerns, including important medical information</li> </ul>
<p>4. Accountable for promoting and monitoring the achievement and progress of pupils within the year.</p>	<ul style="list-style-type: none"> <li>• Take responsibility for the educational and pastoral welfare of pupils so that monitoring of personal and learning needs progress effectively in a co-ordinated way with support provided</li> <li>• Know all pupils as well as possible; be available to pupils and their parents so as to become accepted as a person to whom they can turn to for guidance</li> <li>• Review pupil progress and screening test results, progress reports. Consider appropriate interventions and assess outcomes of interventions to help pupils achieve</li> <li>• Present case studies as evidence for more complex cases and/or pupil premium pupils</li> <li>• Co-ordinate all information received from staff, parents and other professionals regarding individual pupils to ensure that appropriate action has been taken, monitor &amp; review</li> <li>• Support the co-ordination of the compilation of school reports, records and references on individual pupils so that appropriate, accurate and fair information is provided</li> <li>• Work closely with the Head of School in making arrangements, providing appropriate advice &amp; data for pupils entering a new key stage, thus ensuring they are well prepared to respond effectively to the educational opportunities &amp; choices offered by the school</li> <li>• Ensure there is a positive reward culture and ethos which regularly celebrates engagement and achievement</li> </ul>

<p>5. Accountable for ensuring all matters relating to wellbeing and expectations are achieved</p>	<ul style="list-style-type: none"> <li>• Be vigilant on matters of child protection and refer concerns immediately to the Designated Safeguarding Lead. Within the limits of confidentiality available, ensure that all staff are informed about special welfare concerns</li> <li>• Address all indications of bullying including racial and prejudice abuse, as a matter of priority</li> <li>• Assist the Head of Upper/Lower School to promote high expectations, self esteem, responsible attitudes and equality</li> <li>• Promote personal development by providing appropriate opportunities for as many pupils as possible to assume responsibilities within school (including the organisation of the school council and peer/learning mentoring system)</li> <li>• Ensure excellent attendance and punctuality through regular monitoring. Follow up concerns in a systematic way with careful intervention to ensure progress is made</li> <li>• In order to maintain good discipline within school: <ul style="list-style-type: none"> <li>➢ respond to concerns within the context of the school equality, behaviour &amp; Anti bullying policies</li> <li>➢ ensure that records of all serious incidents are kept on file</li> <li>➢ ensure that appropriate disciplinary action is taken</li> </ul> </li> <li>• Ensure that pupils and parents are informed of school code of conduct and that requirements are met. This includes responsibility for maintaining appropriate standards of dress</li> <li>• Arrange for the issue of student planners and organise regular checks using ClassCahrts and Teams as applicable – including a fortnightly check by tutors to monitor however pupil is doing</li> <li>• Promote the welfare &amp; wellbeing of pupils; liaise closely with those who provide support to pupils including other professionals ensuring as far as possible that pupils keep appointments</li> <li>• Make appropriate arrangements for the smooth transfer of new pupils, (also ensure pupil transfers from The Ashcombe to other schools are effectively administered)</li> <li>• Take responsibility for the supervision of assemblies and use them as appropriate to give leadership, direction and promote the ethos to the Year Group</li> <li>• Develop opportunities for social events</li> <li>• Knowledge about statutory &amp; school policy and related procedures.</li> </ul>
<p>6. To work with senior staff in giving general direction to the school's pastoral policies and development</p>	<ul style="list-style-type: none"> <li>• Meet regularly with SMT contact to discuss management issues including pastoral, SEN, ARR (assessment recording and reporting), monitoring evaluation and review, meeting agendas and staffing</li> <li>• Meet regularly with the Tutor Team &amp; Pastoral Committee to co-ordinate standards relating to achievement, support, dress, discipline, work attitudes, links with parents &amp; other agencies</li> <li>• Achieve continuity by liaising with the appropriate head of school and other colleagues</li> <li>• Develop strategies to enhance welfare and guidance which may include inclusion, equality mental health, racial &amp; homophobic awareness and other requirements of national &amp; local initiatives</li> </ul>

## **PERSON SPECIFICATION**

The successful candidates will be those who share the essential values and vision of the school (a commitment to the comprehensive ideal and to the principles and practice of equal opportunities), and whose personal qualities and management style complement those of the existing, successful management team.

### ***EDUCATION / QUALIFICATIONS***

- Qualified teacher status
- First degree or equivalent. Able to teach own subject to students of all ages and abilities
- Evidence of continuing professional development

### ***EXPERIENCE in teaching and management (the following are desirable but not essential)***

- Successful teaching in more than one school including teaching in a genuine comprehensive school
- Experience of working sympathetically and constructively with others
- Successful pastoral management (e.g. Head of Year, Head of House)
- Recent experience of involvement in pastoral innovation and development

### ***JOB RELATED KNOWLEDGE, APTITUDE AND SKILLS***

#### **The curriculum:**

- Commitment to the comprehensive ideal and to the principles and practice of equal opportunities
- The knowledge and vision to put these into practice in order to meet current and future challenges within their subject and pastoral areas
- A keen interest in children as individuals, in how they learn, and in a collaborative approach to learning
- A good understanding of pupil needs, support and interventions

#### **Management:**

- An ability to take a whole-school view of development, to assess priorities and plan strategically
- An ability to contribute to the coherence, effective planning, implementation, monitoring and evaluation of the pastoral development plan within the school development plan
- The expertise and confidence to inspire, lead and develop a team of tutors
- An ability to develop a collaborative approach to decision-making, implementation and evaluation of the work in the year and pastoral teams thereby building up a culture of co-operative support; at the same time, an ability to recognise when there is a need to challenge those who may not wish to collaborate
- An ability to develop an understanding of the use of assessment data effectively
- An ability to communicate effectively, both orally and in writing
- An ability to promote the use of IT for both curriculum, pastoral and management use
- An ability to hold others to account

#### ***Personal Qualities***

- Confidence, imagination and drive
- Empathy, flexibility and adaptability
- A willingness and enthusiasm to learn and to be reflective
- A sense of humour and perspective
- A capacity for hard work and the ability to manage its pressures
- The ability to be self-critical
- An ability to establish good working relationships with a wide range of people including students, parents, governors and colleagues