

Head of Year

Based at The Forest Academy -IG6 3TN

Salary: M1-UPS3 plus TLR2b/2c (dependent on year group)

Required: September 2026

Closing date: 30th April 2026 – early applications encouraged

We are incredibly proud of our recent achievements: The Forest Academy is one of the top 25 fastest improving schools in London based on 2024 results at Key Stage 4, with attendance in the top 10% nationally. We now need a leader who has the knowledge and skills to help us to secure even higher outcomes for our students.

The Forest Academy is on an exciting journey, and we are looking for a Head of Year who is committed to making a difference to the lives of our students. We are seeking to appoint a dynamic and inspirational leader who is ambitious for all young people and who is ready to lead a year group and a team of dedicated tutors. The successful applicant will have high expectations and will be a reflective practitioner who is always keen to develop and improve their teaching. They will work in close partnership with our parental community and will use forensic data analysis to strategically improve attainment, attendance and behaviour in their year group. They will appreciate their role in helping our students to have high aspirations, and they will share our belief that our students deserve an exceptional curriculum and the very best teaching. They will, like us, believe in our students.

Deadline is 30th April 2026– early applications are encouraged.

Find out more about the school here: www.theforestacademy.co.uk.

To visit the school, or book a call with the Interim Principal, please email hr@beaconacademytrust.co.uk



Beacon Multi Academy Trust Benefits

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VACANCIES



Benenden Private Healthcare

Responsive medical care which can be extended to include family and friends - taxable benefit

Busy Beacons Nursery

Access to a BMAT term time only on-site nursery for all BMAT staff

Pay and Conditions:

16% PPA minimum for teaching staff

Retained School Teachers Pay and Conditions 2012 including automatic main scale progression for teaching staff

Access to Teachers' Pension Scheme (TPS) or to Local Government Pension Scheme (LGPS)*

CPD:

BMAT CPD Hub - Investment in training and professional development

A range of career opportunities across the Trust

*Where applicable

Staff Wellbeing:

Free access to a fully fitted on-site fitness suite on both campuses and staff shower facilities

Interest-free beneficial loans to spread the cost of computer equipment, bikes, transport season tickets and visa applications

Free hot drinks

Free on-site parking and electric vehicle charging points on campus

Winter wellbeing additional day holiday for all staff

Employee Assistance Programme. 365 days/24 hour helpline and additional support with legal, financial advice and counselling

Two weeks' full pay paternity leave*

Generous leave for full-time support staff

Team building and sports events to build cohesion and BMAT community

Microsoft Office 365 individual access from personal devices



In 2023, OFSTED noted that at TFA:

- “Leaders and governors have high expectations for all pupils, including pupils with special educational needs and/or disabilities (SEND).”
- “Pupils feel safe and are happy...Pupils are polite and considerate of others.”
- “Staff have a positive working relationship with pupils, which reflects the school’s culture of respect.”
- “Leaders have designed an ambitious and well-ordered curriculum for all pupils...Teachers have strong subject knowledge and are specialists in their subjects.”
- “Pupils learn in a calm environment and their attendance is high. Pupils behave well in lessons and around the school.”

We know that great leaders are always keen to develop and learn. We therefore work closely with our middle leaders to ensure that they are experts in curriculum development who can work creatively and thoughtfully with their teams to shape the curriculum. We are committed to ensuring workload is manageable in all positions, and post-holders have enough additional time to carry out their responsibilities. We are a school which trusts the teachers and leaders to make the right decisions for their areas of expertise – a culture of high care and high challenge.

We are an approachable leadership team who are laser-focused on ensuring that teaching and learning is always improving, and who are committed to the professional development of our teachers. Staff at TFA enjoy their work because they know that they make a difference for our students each and every day. Relationships are a real strength at TFA, and staff enjoy the warm greetings and polite thanks that they get from our friendly and respectful students. Staff also enjoy the career progression and development opportunities available at TFA and more widely across the Trust, as we are careful to identify the leaders of tomorrow and to nurture talent. The Staff Forum helps to ensure that communication is strong between staff and the leadership team, and we are committed to ensuring that our staff do not spend time on unnecessary administrative work.

We welcome initial expressions of interest and discussions about the role. Please email hr@beaconacademytrust.co.uk marking the email “**FAO The TFA Interim Principal**” if you wish to book a telephone call.

The Trust is committed to safeguarding and promoting the welfare of young people and expects all members of staff to share this commitment.

Enhanced DBS (with list checks) is required for this post.

The below documents must be read prior to applying for this role and will be factored into interviews:

[Keeping Children Safe in Education](#)

[BMAT – Safeguarding and Child Protection Policy](#)

Further information and an application form can be found at <https://nelta.co.uk/vacancies/>
Please forward your electronic applications to recruitment@beaconacademytrust.co.uk

Please note we reserve the right to close or extend this position depending on application numbers, therefore we would urge candidates to submit an application as soon as possible.



Head of Year

Role Description

This Recruitment Pack should be read alongside the range of professional duties of teachers as set out in the contract of employment, Teachers' Standards and BMAT Policies and Procedures.

The successful applicant will possess high expectations of all students and what they can achieve, seeking always to develop their practice and learn from others. Leading the year group and team of dedicated tutors, they will also engage with the wider pastoral and safeguarding team. Regular meetings with parents will be part of their responsibilities to discuss students' progress. As part of their contributions to the school's personal development curriculum, they will lead stimulating and engaging weekly assemblies. In addition, they will support and coordinate our mentoring, counselling, and careers sessions. By analysing and acting on key data, they will help improve and maintain excellent attendance, behaviour, and achievements for the year group. Like us, the appointed applicant will firmly believe in our students and support them to achieve their very best.

The Head of Year works to create a positive, supportive and challenging environment where every student can thrive.

They also make the education of their students their first concern and are accountable for achieving the highest possible standards in work and conduct. Teachers act with honesty and integrity; have strong subject knowledge, keep their knowledge and skills as teachers up-to-date and are self-critical; forge positive professional relationships; and work with parents in the best interests of their students.

Teachers must meet all of the requirements in the [Teachers Standards](#) document.

- 1 A teacher must set high expectations which inspire, motivate and challenge pupils
- 2 Promote good progress and outcomes by pupils
- 3 Demonstrate good subject and curriculum knowledge
- 4 Plan and teach well-structured lessons
- 5 Adapt teaching to respond to the strengths and needs of all pupils
- 6 Make accurate and productive use of assessment
- 7 Manage behaviour effectively to ensure a good and safe learning environment
- 8 Fulfil wider professional responsibilities
- 9 Teachers uphold public trust in the profession and maintain high standards of ethics and behaviour, within and outside school
- 10 Teachers must have proper and professional regard for the ethos, policies and practices of the school in which they teach, and maintain high standards in their own attendance and punctuality.



- 11 Teachers must have an understanding of, and always act within, the statutory frameworks which set out their professional duties and responsibilities.

Other Duties and Responsibilities

The aforementioned duties are neither exclusive nor exhaustive, duties and responsibilities of the post may change as requirements and circumstances change.

The post holder may be required to carry out such other duties as requested by management that are broadly within the level of the post.

Head of Year

Person Specification	Essential (E)	Desirable (D)			
		App	Fm	Intvw	Ref
Teaching Qualifications and Experience					
Qualified Teacher Status	D	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Degree	E	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Demonstrates successful practice as a teacher in a secondary school, qualified or as a trainee	E	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Experience of middle leadership or developing the practice of others	D	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Professional Experience and Practice					
Commitment to improving practice through appropriate professional development	E	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Reflective practitioner	E	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Demonstrate an understanding and proactive approach to safeguarding equal opportunities, health and safety and other policies and practices	E	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Act upon advice and feedback and demonstrate ability to coach and mentor	E	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Ability and Skills					
Demonstrate ability to work well in collaboration with others	E	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Ensure that colleagues working with them are appropriately involved in supporting learning and understand the roles they are expected to fulfil	E	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Communicate effectively with children, colleagues, stakeholders etc	E	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Effective time management and organisation skills	E	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>



High standards of personal and professional conduct	E	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Personal Attributes				
Personal impact and presence	E	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Adaptability to changing circumstances and new ideas	E	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Vigour and perseverance	E	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Enthusiasm, resilience, reliability and integrity	E	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Have high expectations of children and young people including a commitment to ensuring that they can achieve their full educational potential and to establishing fair, respectful, trusting, supportive and constructive relationships with them	E	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
<p>BMAT is committed to safeguarding and promoting the welfare of young people and expects all members of staff to share this commitment.</p> <p>Enhanced DBS Disclosure is required for this post.</p>				

