

### Head of Year Role Profile

<b>Role Title</b>	Head of Year	<b>Reporting to</b>	Assistant Headteacher (Behaviour and Attitudes)
<b>Section</b>	Pastoral, Royds Hall Academy		
<b>Contract type</b>	Permanent, term time plus 15 days, up to 37 hours per week. Some flexibility in hours is required (e.g. early morning visits and occasional evening meetings).	<b>Grade / Salary</b>	Grade 9 Term time plus 15 days

#### Part A – JOB DESCRIPTION

Overall purpose of role	<p>Our aim as a school is to help young people to be happy and successful in their time with us and their future lives. We believe success means students achieve their personal best in a variety of areas: academic study, appreciation of and participation in culturally enriching activities, relationships with other people, tolerance for others, healthy lifestyles, taking responsibility, physical activities and development of skills for the future. We want our students to lead rich and rewarding lives. This role is designed to help achieve these goals by developing strategies and working effectively with others to create a safe, happy and positive climate where success is celebrated and all students are helped to achieve their best.</p> <p>As a Head of Year you will be required to meet the general requirements of this post. In addition, you will be required to fulfil any reasonable expectations from the Headteacher. The post will require you to work in partnership with the Headteacher, Senior Leadership Team, governors and staff to ensure the continuous improvement of the School. You will be responsible for specific tasks and the development of whole School Initiatives, which will be determined in consultation with the Assistant Headteacher (Behaviour and Attitudes) and pastoral team.</p>
Safeguarding Requirements	<p>This post requires the post holder to work in settings with children and young adults. Any employment offer is therefore subject to the results of an Enhanced Disclosure from the Disclosure and Barring Service (DBS).</p>

#### Key Outputs

1. Help to develop a culture in which every student is valued, encouraged and supported
2. Support the Assistant Headteacher (Behaviour and Attitudes) and pastoral team in establishing the vision and strategies for excellent student progress, behaviour and support
3. Seek consensus and ownership for strategies from teachers and other pastoral staff
4. Communicate strategies and expectations effectively to all staff
5. Develop strategies to help overcome obstacles staff may experience in achieving their personal best
6. Evaluate own performance and undertake professional development to help achieve the highest possible standards in the role
7. To monitor outcomes and progress of students and provide regular updates for the Assistant Headteacher (Behaviour and Attitudes) and pastoral team.
8. To lead, support and monitor a team of tutors to help them achieve the best possible standards of behaviour and outcomes for their tutees

9. Help ensure the learning and SEMH needs of individual students are met, particularly vulnerable groups, such as disadvantaged students, underachieving students and those with low attendance. This will include making timely ANT and wellbeing referrals and leading SEMH support for students in your year group
10. Supporting staff with the effective use of behaviour strategies, to help meet the needs of identified students
11. To monitor the implementation of the Behaviour Policy across your year group, provide evidence through data analysis for middle leaders, SLT and Strategic ANT and discuss inconsistencies with the appropriate member(s) of staff
12. To oversee the use of targeted strategies to support disadvantaged students' progress in your year group.
13. Working with other staff, ensure attendance and punctuality have a high profile throughout school. Lead on strategies to help support high levels of attendance and punctuality across all students in your year group.
14. Working with Assistant Headteacher (Behaviour and Attitudes) and pastoral team to oversee and quality assure the work experience and alternative provision provided for specific students in your year group.
15. To use data to identify specific cohorts and/or individual students in need of intervention or additional support in your year group
16. Working with middle leaders to agree and support the most appropriate package of intervention for students
17. To discuss sensitive issues with parents/carers, for example, behaviour, uniform, attendance etc.
18. Working with the designated Safeguarding Lead, effectively implement the School's Child Protection and Safeguarding procedures
19. To organise and attend Parents' Evening for year group. Communicate the evening to parents and staff and help maximise attendance.
20. To develop effective working relationships with outside agencies, parents etc to best support students with specific needs.
21. Act as the Staff lead for My Support plans and IEPs where required for students in your year group

**Dimensions** (Financial/Statistical/Mandates/Constraints/No. of direct reports)

- Range of Teachers and Support Staff approximately 100 across the whole school.
- Range of Students approximately 850. Number of SEN students varies with each new intake.

**Work/Business contacts**

**Internal:** All teachers and support staff to advise how effectively to support students to achieve their Personal Best.

**External:** External staff, Other Schools, Parents and families.

**Expertise in Role Required (At selection - Level 1)**

	<b>Essential or Desirable</b>
Experience of working with children of mixed age ranges preferably in a school environment	Essential
Experience of promoting high standards of attendance	Essential
Experience of dealing with sensitive issues	Desirable
Experience of working with families	Essential
Experience of leading assemblies or similar for groups of students	Desirable
High level of Safeguarding understanding	Essential
Understanding of relevant policies/code of practice and awareness of relevant legislation	Essential
	Desirable

Understanding of child development and learning including Special Educational Needs	Essential
Experience of providing support and advice to students and their families	Essential
Experience of planning, monitoring and evaluating work	Essential
Experience of short, medium and long term planning at an operational level	Desirable
Ability to work as a member of a team and/or independently	Essential
Experience of delivering defined projects to a deadline and managing a complex workload	
<b>Other (Physical, mobility, local conditions)</b>	
<ul style="list-style-type: none"> <li>Is willing to work flexibly within scope of overall hours, e.g. early morning visits and occasional evening meetings</li> </ul>	Essential

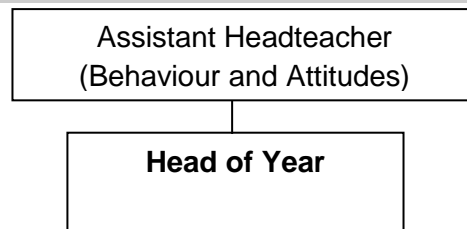
**Expertise in Role - After initial development - Level 2**

- An understanding of how to effectively coach young adults and their parent/carer(s)
- Knowledge of issues affecting the personal and economic development of young people
- Knowledge of Equal Opportunities issues and legislation
- Good working relationships with outside agencies who are able to support young people and families
- Knowledge of potential influences on students' attendance and progress.

**Expertise in Role (Advanced - Level 3)**

- Has been actively involved with the development and implementation of pupil support strategies
- Ability to prioritise workload as appropriate.

**Structure**



**Signatures**

Approved by : CEO \_\_\_\_\_

Approved by : Post Holder/or Representative \_\_\_\_\_