

Assistant Head of Year
Permanent – Term Time plus 5 days
37 hours per week
Information for Candidates



Headteacher Mark Brown

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THE CONSORTIUM
ACADEMY TRUST

September 2021

Dear Applicant

Thank you for your interest in our vacancy for an Assistant Head of Year.

At Winifred Holtby Academy we work hard to bring out the best in everyone by providing a learning culture that enables every student to achieve well, be successful and be ready to take on the next stage in their life. We have high aspirations for every student at the academy and we are determined that no child should be left behind. The academy provides a safe and welcoming environment that supports and encourages an ethos of **aspiration, achievement** and **respect**.

We have a wide variety of state of the art facilities which enable our students to achieve their potential. Each area is designed with our students in mind and the majority of our facilities represent what our students will access in the outside world in a working environment. These facilities allow our students the greatest start in their chosen career paths. We are very proud of the work we do but we are not complacent and we are constantly striving to be better. By working together, we will achieve our aims, provide the best education for every student and prepare them well for life beyond the academy.

We have an exciting opportunity for an energetic and committed individual to join our team.

You will be working closely with the Head of Year and will be part of a team of 5 Year Leaders and 5 Assistant Year Leaders.

You will provide support and guidance for all learners including:

- ensuring learners' personal, behavioural, emotional, social and educational needs are met
- liaise with parent/carers on issues relating to attendance, behaviour and progress
- mentor and support individual learners as necessary

We need someone who is passionate about making a difference and will promote our core ethos of Aspiration, Achievement and Respect. Our pupils and staff are fantastic. If you have the qualities to be part of our team that will take Winifred Holtby Academy on the next stage of its journey, please get in touch.

You will find information about the academy, the role and the application process in this pack. Please visit our website www.winifredholtbyacademy.co.uk for further information about Winifred Holtby Academy.

Yours faithfully



Mark Brown
Headteacher

Our Vision

The academy provides a safe and welcoming environment that supports and encourages an ethos of aspiration, achievement, respect.

We will be the academy of choice for students, parents, carers and staff through academic excellence. All students will make positive progress, which will enable freedom of choice for their progression beyond the academy. By working in partnership with parents, carers and the wider community, we will ensure that students leave Winifred Holtby Academy as independent and resilient individuals.

We are determined to deliver continuous improvement by achieving excellence in all that we do. Our students will be proud of their outcomes, safe and confident in the knowledge that they are equipped with the skills required for life, future learning and employment.

We will embrace diversity through mutual respect for each other and an understanding of our differences. Students are expected to make an active, positive contribution to academy life and beyond. Winifred Holtby Academy's positive reputation will ensure that we are a valued member of the community we serve.

'Achieving excellence in all that we do'

Our Core Values

The academy ethos is built upon the core values of:

Aspiration

We aim to foster a culture of ambition amongst ourselves and a desire to achieve great things.

Achievement

We recognise and value effort and determination and celebrate the success that this brings.

Respect

We aim to be considerate and thoughtful towards each other and treat each other with the respect that we expect for ourselves.

General Academy Information

Our History and Context

In 1969 Bransholme High opened its doors for the first time to the children of the newly formed Bransholme estate. In 1988 during a reorganisation of Hull schools it was renamed after the author Winifred Holtby and retained the name when the school moved to new premises on the same site in September 2011. In May 2013 the school converted to Academy status but retained the name Winifred Holtby. In September 2019, Winifred Holtby Academy became a member of The Consortium Academy Trust, setting out on the next exciting stage of our journey, working collaboratively with our partners within the Trust.

Winifred Holtby Academy is a large academy with over 1300 students on roll. We have a positive and engaged student body and a caring, dedicated and talented staff. The school is set in the city of Hull. The catchment area predominantly covers North Bransholme and the surrounding areas.

In September 2011 we moved into our new building. We have a wide variety of state of the art facilities which enable our students to achieve their potential. Each area is designed with our students in mind and many of our facilities represent what our students will access in the outside world in a working environment. These facilities allow our students the greatest start in their chosen further education and career paths. Our facilities include:

- State of the art classrooms and learning spaces
- A Learning Resource Centre
- Specialist Food, D & T and Motor Vehicle Technology suites
- A fully equipped suite of Performing Arts rooms, including a Recording Studio and a Community Theatre
- Air conditioned ICT suites
- State of the art sports facilities, including a swimming pool, hydrotherapy pool, sports hall, fitness suite, all-weather pitches, rugby pitches / football pitches, outdoor MUGA area, tennis courts, athletic / cricket facilities. All of these facilities are available for staff use outside of the timetabled academy day.

In our most recent Ofsted inspection in July 2019, inspectors praised the strong leadership and management of the academy, recognising our improvements and the considerable moral purpose behind our leadership decisions. They also recognised the benefits that student's gain from our broad and ambitious curriculum and the positive attitudes and behaviour of our students in lessons and around the academy. We are confident that our continued focus, drive and determination will result in us becoming a 'good' school when we are next inspected. This is certainly an exciting time to join our team.

The school is a disciplined and well-organised environment. We have high standards of school dress and have clear expectations on punctuality, attendance and behaviour. Our students are positive and respond well in all aspects of school life. We have strong and consistent systems in place to ensure that teachers can teach and students can learn, free from disruption.

Staff at Winifred Holtby are known for their caring approach with all students and we are committed to providing strong and effective pastoral support – we know our students well and treat them as individuals, not numbers. Our established House system creates a sense of belonging, friendly rivalry and healthy competition amongst students and staff. Each Year Group has a dedicated team of pastoral Year Leaders in addition to an Academic Progress Director.

Our staff provide a wide variety of extra-curricular activities beyond the school day, including academic, sport, performance and other community based activities.

The academy has a strong community ethos, developing close relationships with the world of business and establishing strong links both locally and nationally.

Winifred Holtby Academy is a popular choice for secondary education in the local community. Our annual intake of 270 students is taken mainly from our neighbouring primary schools, with whom we have excellent and close relationships. Each year we are heavily over-subscribed due to the strong reputation we have developed within our community.

We are committed to high quality induction and continuous professional development and learning for all of our staff.

The Consortium Academy Trust

On 1 September 2019, Winifred Holtby joined The Consortium Academy Trust. The Consortium Academy Trust (TCAT) was formed in September 2017 by the coming together of Cottingham Academy Trust, The Hessle Academy Community Trust and Wolfreton School and Sixth Form College.

The Trust has grown rapidly from the three founding schools and TCAT currently comprises of six secondary schools and three primary schools, as well as an associate member, with a total of approximately 7700 learners and a significant staff team. Our academies include Croxby Primary, Cottingham High School and Sixth Form College, Hessle High School and Sixth Form College, Holderness Academy and Sixth Form College, Howden School, Keyingham Primary, Penshurst Primary, Winifred Holtby Academy and Wolfreton School and Sixth Form College.

Our vision is to be:

A Trust that promotes academic excellence, where exciting opportunities allow students to excel in all that they do, and leave prepared to achieve all their ambitions.

A Trust whose schools deliver the maximum potential for progress through inspirational teaching and learning, and outstanding school to school support.

A Trust with a leading community role, whose schools are the preferred choice for students, parents and staff.

Our core values underpin everything we do.

Aspiration. We are ambitious and we aim high for ourselves and for others. We believe that we can make a real difference.

Respect. We respect ourselves and we respect each other. We respect our diverse environment and the community.

Integrity. We are honest with each other and ourselves. We do the right thing for the right reasons.

Responsibility. We take responsibility for everything we do. We see mistakes as an opportunity to improve and get things right next time. We do this in an environment where we can take appropriate risk in the pursuit of success.



THE CONSORTIUM
ACADEMY TRUST

Job Description

Job Title: Assistant Head of Year

Pay Scale: 5

Work Pattern: Monday - Friday

Reporting to: Mrs Branton

Main Purpose of the Job

To assist the Year Director in providing support and guidance for all learners.

To liaise with parent / carers on all issues regarding the learners

To ensure all learners attend Academy and lessons regularly and arrive on time.

To facilitate and encourage learning which enables students to achieve high standards.

To promote and safeguard the welfare of students.

Main Tasks

PRINCIPAL ACCOUNTABILITIES:	
<i>Please note decision making must be included within the Principal Accountabilities</i>	
1.	To promote and safeguard the welfare of children and young people
2.	To support learner in accessing the Every Child Matters agenda.
3.	To use data to track performance and to support an identified cohort of learners by organising recording interventions activities to allow achievement of target grades.
4.	To liaise with parent/carers on issues relating to attendance, behaviour and progress, under the direction of the Year director. To support the CAF process by attending multi-agency meetings and case conferences as required. To conduct Family group circles and Learning signatures to improve support for learners.
5.	To mentor and support individual learners as required to help achieve action plan targets.
6.	To provide first day contact regarding absence, to record late arrivals and action sanctions as required.
7.	To monitor student attendance and progress and to intervene as necessary in order to ensure target achievement, including liaison with members of teaching staff to develop support and intervention strategies and programmes.
8.	To maintain regular contact with families through telephone calls, text messages, emails, face to face meetings and home visits to discuss issues relating to student performance including attendance, punctuality and attitudes to learning in line with Academy policies and procedures.

9.	To conduct circle time, restorative practice, counselling, and CONNECT with small groups / classes as necessary to resolve conflict and ensure a positive learning experience for all.
10.	To follow Academy systems and procedures relating to learner's attendance, punctuality attitudes to learning and progress and to intervene as required with rewards and sanctions, recording activities and communicating with teachers, parent/carers and outside agencies as required., To issue and run detentions and make referrals for prosecution as necessary.
11.	To undertake registration and pastoral duties in the absence of the form tutor. To provide invigilation and support to meet the needs of learners during examinations. To accompany identified learners / groups of learners on visits, trips and out of Academy activities.
12.	The Health and Safety at Work etc. Act 1974 and associated legislation places responsibilities for health and safety on The Consortium Academy Trust, as your employer and you as an employee of the Trust. In addition to the Trusts overall duties, the post holder has personal responsibility for their own health & safety and that of other employees; additional and more specific responsibilities are identified in the Trust's H&S policy.
GENERAL: The above principal accountabilities are not exhaustive and may vary without changing the character of the job or level of responsibility. The postholder must be flexible to ensure the operational needs of the Academy are met. This includes the undertaking of duties of a similar nature and responsibility as and when required, throughout the various work places in the Academy.	

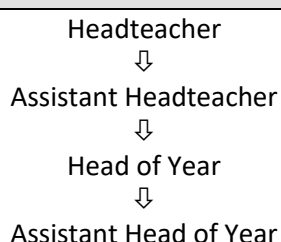
DIMENSIONS: All sections should be completed – if there aren't any state 'none'	
1. Responsibility for Staff: None	
2. Responsibility for Customers/Clients: The post holder is responsible for the health, safety and welfare of students in their care. The post holder is responsible for the progress and intervention strategies for students in their identified cohort. The post holder is responsible for liaison with parent/carers and external agencies on matters relating to individual learners in their care. The post holder is responsible for the personal, behavioural, emotional, social and educational development of identified learners.	
3. Responsibility for Budgets: None	
4. Responsibility for Physical Resources: The post holder is responsible for the day to day care and maintenance of equipment and resources within the working environment.	
WORKING RELATIONSHIPS: All sections should be completed – if there aren't any state 'none'	
1. Within Service Area/Section:	

The post holder will supervise and instruct students.
The post holder will liaise with teaching staff to support progress for an identified cohort of learners and ensure intervention activities are planned and implemented.
The post holder will provide pastoral care and guidance to identified students.

2. With External Bodies to the Academy

The post holder will attend CAF's and multi-agency support meetings to ensure the success of the individual learners. The post holder will contact carers by letter, telephone, text message, email or face to face meetings to report and discuss progress, achievement, sanctions and interventions. The post holder will be required to represent the Academy at multi-agency support meetings to report on progress and the future needs of individual students.

ORGANISATION CHART:



	Tick relevant level for each category						Supporting Information (if applicable)
	Not applicable	Low	Moderate	High	Very High	Intense	
PHYSICAL DEMANDS: Physical Effort and/or Strain – (tiredness, aches and pains over and above that normally incurred in a day to day office environment).			X				Could involve the use of Team teach to restrain learners who are at risk of self-harm or endangering the safety of others.
WORKING CONDITIONS: Working Conditions – (exposure to objectionable, uncomfortable or noxious conditions over and above that normally incurred in a day to day office environment).			X				Frequent exposure to negative or challenging behaviour
EMOTIONAL DEMANDS: Exposure to objectionable situations over and above that normally incurred in a day to day office environment.			X				Contact with sensitive issues relating to individual students' personal circumstances.

PERSON SPECIFICATION		Tick relevant column		List code/s*
The information listed as essential (the column that is shaded) is used as part of the job evaluation process. The requirements identified as desirable are used for recruitment purposes only. <i>*Codes: AF = Application Form, I = Interview, CQ = Certificate of Qualification, R = References (should only be used for posts requiring CRB's), T = Test/Assessment, P = Presentation</i>		Essential	Desirable	How identified
1.	Qualifications:			
	A Level 2 outcome in English and Maths	X		CQ
	NVQ 3 in Social Care (or a Level 3 qualification in a relevant field)		X	CQ
	A counselling qualification	X		CQ
	<i>If internal candidates do not currently hold these qualifications they must be willing to undertake them and will be required to achieve the Level 2 qualification and the counselling qualification within one academic year of appointment.</i>			
	ECDL or Level 2 ICT qualification		X	CQ
	First Aid Qualification		X	CQ
2.	Relevant Experience:			
	Proven experience of working in an educational / social care or the voluntary support sector.	X		AF / R
	Experience of working with young people who may be vulnerable or have behavioural challenges	X		AF / R
	Successful experience of working in partnership with agencies delivering services for young learners and their families	X		AF / R
	Experience of working unsupervised with individuals / groups of learners	X		AF / R
3.	Skills (including thinking challenge/mental demands):			
	Motivation to work with children and young people	X		I / R
	Ability to form and maintain appropriate relationships and personal boundaries with children, young people and parent/carers	X		I / R
	Ability to deal with variable work situations, analyse situations and plan appropriate interventions to achieve desired outcomes		X	I / R
	Ability to work independently and / or contribute to a high-quality service, as part of a team, valuing and respecting the wide range of approaches from professional colleagues.	X		I / R
	Ability to work to tight deadlines.	X		R
	Ability to resolve conflict and reengage all parties in learning	X		I / R
4.	Knowledge:			
	Knowledge and commitment to safeguarding and promoting the welfare of children and young people	X		CQ / R
	Knowledge of the law relating to attendance in education for a learner aged 16 and below.		X	AF / I / R
	Knowledge and commitment to policies and procedures relating to the attitudes to learning and expected behaviour within the Academy	X		I / R
	A working knowledge of counselling techniques and the ability to support individuals through difficult or challenging situations.		X	I / R
5.	Interpersonal/Communication Skills:			
	Verbal Skills			
	Ability to develop effective partnerships	X		I / R

PERSON SPECIFICATION		Tick relevant column		List code/s*
The information listed as essential (the column that is shaded) is used as part of the job evaluation process. The requirements identified as desirable are used for recruitment purposes only. *Codes: AF = Application Form, I = Interview, CQ = Certificate of Qualification, R = References (should only be used for posts requiring CRB's), T = Test/Assessment, P = Presentation		Essential	Desirable	How identified
	Ability to establish professional, effective working relationships with a range of partners/colleagues and children & young people	X		I / R
	Ability to interact using influencing skills, negotiating and training students in order to achieve target grades	X		I / R
	Ability to discuss difficult situations and personal information with carers	X		I / R
	Ability to negotiate and rebuild relationships through circle time, restorative practice and conflict resolution	X		R
	Ability to represent the Academy at Multi-agency support meetings to discuss the progress and future needs of individual learners.	X		I
	A good telephone manner in order to act as the first point of contact for parent/carers on the help desk and attendance line			I/R
Written Skills				
	Ability to produce basic written / email correspondence conveying simple instructions, guidance or information to parent /carers or in the form of a progress report to line managers	X		R
	Ability to produce sensitive behavioural or progress information to a range of audiences.	X		R
6.	other:			
	None			
The requirements listed below are not considered during the job evaluation process, but are essential requirements for the role that will be assessed during the recruitment process.				
7.	Competencies: Not Applicable			
8.	Additional Requirements:			
	Must be able to attend Academic review session, Parental information / consultation sessions and training events as required.	X		I
	Must be able to attend multi agency support meetings at various locations within the city.	X		I
	Must be able to maintain a high level of confidentiality	X		I / R
9.	Disclosure of Criminal Record:			
	The successful candidate's appointment will be subject to the Academy obtaining a satisfactory Enhanced Disclosure from the Disclosure and Barring Service.	X		DBS Disclosure
	If the postholder requires a DBS disclosure the candidate is required to declare full details of everything on their criminal record.	X		AF(after short listing)

How to Apply

Thank you for taking time to read our Candidate Information Pack and we hope that you have gained a useful insight into our academy.

Further information about the school can be found on the academy website
www.winifredholtbyacademy.co.uk

Tour of the Academy

We welcome applicants to visit the academy prior to making an application. Please contact Gill Roundill, Operations Manager, on 01482 826207 to arrange this.

Application Form

An application form can be downloaded from the academy website. Within the personal statement please outline how your skills and experience equips you for this role.

Completed applications should be returned to enquiry@winifredholtbyacademy.com by **noon Friday 24th September 2021**.

Interviews

Interviews are scheduled to take place on **W/C 27th September 2021**. *Please note, this date may be subject to change.*

**Department for Education (DFE) Keeping Children Safe in Education 2021 – Paragraph 194 – It is an offence to apply for a role if the applicant is barred from engaging in regulated activity relevant to children.*