

Job Description: Head of Year

Location: Star International School Mirdif

Reports to: Assistant Headteacher

1. Purpose of the Role

The Head of Year plays a key leadership role in ensuring that every student within a designated year group is known, supported and challenged to thrive academically, socially and personally. The post holder provides strategic oversight of behaviour, attendance, wellbeing and academic progress, working closely with tutors, subject teachers, pastoral leaders and families. The role requires strong professional judgement, effective use of data, confident communication and a consistent, calm approach that reinforces Star Mirdif's values, routines and expectations.

2. Role Specific Responsibilities: Head of Year

2.1 Academic Progress and Achievement

The Head of Year is expected to:

- Monitor student progress through the analysis of assessment information, GL data, reporting cycles and teacher feedback, ensuring emerging concerns are acted upon promptly.
- Identify students who are at risk of underachievement and coordinate targeted support, working with subject teachers, inclusion teams and pastoral leaders to address barriers to learning.
- Ensure tutors and teachers use assessment information consistently to guide conversations, interventions and parental updates.
- Promote high expectations for learning across the year group through celebration of success, clear communication of standards and a culture of ambition for all students.
- Communicate professionally and clearly with families regarding academic progress, next steps and pathways where appropriate.

2.2 Behaviour, Culture and Standards

- Lead the consistent application of the school's behaviour expectations across the year group, modelling fairness, clarity and high standards at all times.
- Address behaviour concerns in a timely, respectful and solutions focused manner, ensuring interventions are appropriate, well documented and aligned with school policy.
- Promote a positive, inclusive and respectful year group culture that reflects the STAR values and reinforces calm, purposeful behaviour in lessons, social spaces and transitions.



- Celebrate student success through year assemblies, reward systems, recognition events and positive communication with families.
- Support tutors in maintaining strong routines, high presentation expectations and consistent morning and afternoon registration practices.

2.3 Pastoral Care, Wellbeing and Safeguarding

- Serve as a key pastoral leader for students, ensuring they feel safe, supported and able to express concerns with confidence.
- Build sustained, positive relationships with students that support their personal development, emotional wellbeing and sense of belonging.
- Identify vulnerable students proactively and coordinate targeted pastoral or wellbeing support in collaboration with the School Counsellor, SENCO, Inclusion Team and wider pastoral staff.
- Act as a contributing member of the school's safeguarding team, reporting concerns promptly, maintaining accurate records and following all safeguarding procedures with diligence.
- Help plan and deliver wellbeing activities, tutor sessions, assemblies and year group initiatives that promote emotional literacy, resilience and positive relationships.

2.4 Attendance and Punctuality

- Monitor attendance and punctuality patterns daily, using data to identify concerns early and initiate timely intervention.
- Work closely with the Attendance Officer and pastoral leaders to develop, implement and review attendance plans for individual students or groups.
- Hold constructive, supportive meetings with families to address attendance or punctuality issues, focusing on removing barriers to engagement.
- Contribute to the implementation of the school's attendance strategy where wellbeing, behaviour or pastoral needs are contributory factors.

2.5 Communication, Leadership and Year Group Coordination

- Lead high quality year assemblies, tutor briefings, parent meetings and year group events that build community, reinforce expectations and celebrate success.
- Ensure tutors are fully briefed, supported and aligned with whole school expectations, providing guidance, resources and feedback as required.
- Maintain strong, proactive communication with families, ensuring they are well informed of expectations, celebrations, concerns or support plans.
- Support the organisation of parents' evenings, reward events, educational visits and year group activities, ensuring all events run smoothly and represent the school positively.
- Promote student voice, encouraging participation in leadership roles, school events



and community initiatives.

2.6 Leadership, Collaboration and Whole School Contribution

- Model the STAR values consistently and act as an ambassador for the school's culture, routines and expectations.
- Work collaboratively with subject leaders, pastoral leaders, inclusion teams and SLT to ensure that support for students is coherent, timely and impactful.
- Contribute to inspection preparation through accurate data analysis, evidence gathering, documentation and representation of year group strengths and priorities.
- Support wider staff development by sharing effective pastoral strategies, emerging patterns, case studies and professional learning linked to behaviour and wellbeing.
- Carry out any other reasonable request made by the Principal, Vice Principal or Headteacher that is consistent with the purpose of this role.
- Contribute to the evaluation and improvement of pastoral systems through accurate analysis, reflection and evidence-informed practice.

3. Contribution to Whole School Priorities

The Head of Year contributes to:

- Safe, consistent and effective safeguarding practice across the school. High standards of behaviour, attendance, personal development and academic progress.
- Strong, coherent pastoral systems that promote inclusion, wellbeing and student leadership.
- Clear, consistent routines and expectations that support a calm, purposeful school environment.
- School wide initiatives that build resilience, wellbeing, character and respectful relationships.
- Accurate monitoring and implementation of the school's behaviour and attendance strategy.

4. Professional Expectations

4.1 Professional Conduct

- The Head of Year is expected to:
- Model professionalism, integrity and high expectations in all interactions.
- Communicate clearly, respectfully and proactively with students, families, colleagues and external agencies.
- Ensure pastoral records, interventions and communication logs are kept up to date, accurate and aligned with school systems.
- Maintain accurate records in line with school, ISP and DSIB requirements.



- Uphold all safeguarding, behaviour, attendance, wellbeing and data protection expectations.
- Adhere to the Dubai Code of Conduct for Educational Professionals.
- Comply fully with all school and ISP policies and procedures.

4.2 Safeguarding and Compliance

- Appointment requires UAE police clearance and international safeguarding checks.
- Mandatory safeguarding training must be completed annually.
- Full compliance with safer recruitment and child protection procedures is expected.

4.3 School and Community Contribution

- Support key school events, public events, community initiatives and year group activities as part of whole school life.

5. Person Specification

Qualifications and Experience

- Bachelor's degree in a relevant field.
- Recognised teaching qualification.
- Experience in pastoral leadership or equivalent responsibility within a school setting.
- Strong understanding of behaviour management, inclusion and safeguarding principles.
- Experience analysing data to identify trends and inform action planning is desirable.

Skills and Knowledge

- Strong interpersonal and communication skills with the ability to build effective relationships.
- Ability to lead, support and motivate staff and students with clarity and confidence.
- Strong organisational skills and ability to manage and prioritise competing demands.
- Knowledge of adolescent development, wellbeing needs and pastoral support strategies.
- Ability to analyse data, identify patterns and implement effective interventions.

Personal Qualities

- Positive, calm, consistent and solutions focused.
- Empathetic, approachable and fair in professional judgement.
- Able to remain composed under pressure and make evidence based decisions.
- Committed to professional learning, growth and continuous improvement.
- Alignment with the STAR Values: Self Belief, Teamwork, Adventure and Respect.



6. ISP Leadership Competencies

You consistently demonstrate and role-model the ISP Leadership Competencies in all that you do.

- **Collaboration.** Takes an active part in leading their school or region; is cooperative and a genuine team player, developing positive, supportive relationships with colleagues to solve problems and maximise opportunities.
- **Learning & Getting Better.** Continually demonstrates personal commitment and passion for learning and getting better using evidence and feedback, supporting others in their continual learning, development and growth.
- **Innovation Leadership.** Is good at creating an environment where ideas for learning initiatives and services are generated and can motivate and inspire others through the process of creation through to completion.
- **Outcome driven.** Can be counted on to find solutions. Is consistently looking to exceed goals and is focused on KPIs.
- **Resilience.** Can deal with setbacks and challenges calmly and effectively.
- **Community Focus.** Is committed to meeting and exceeding the needs and expectations of our students and their families.
- **Integrity & Ethical Management.** Has the ability to work ethically and with integrity; helps others feel valued; upholds and models the ISP Vision, Purpose and Principles.
- **Leading & Inspiring Others.** Supports, encourages and inspires students, colleagues and teams so that they give their best.
- **Understanding People.** Is a very good judge of talent, can objectively articulate the strengths and motivations of people inside or outside the organisation.
- **Influencing & Communication.** Consistently informs, influences and inspires students, parents and colleagues through timely and effective communication.
- **Agile.** Responds and adapts to changing circumstances; manages and solves problems by providing solutions in a climate of ambiguity.
- **Strategic, Commercial & Financial Awareness.** Has the ability to apply understanding of the business and industry to improve effectiveness and profitability.
- **Planning & Decision Making.** Makes decisions on the best course of action and then plans, organises, prioritises and balances resources to achieve the desired outcome.
- **Diversity & Equity.** Has the sensitivity, awareness and skill to understand the values, behaviours, attitudes and practices across cultures that supports all children and adults to learn and work effectively.

7. Commitment to Safeguarding Principles

Star International School and ISP are committed to safeguarding and promoting the welfare of children and young people and expect all staff and volunteers to share this commitment. All



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post holders are subject to appropriate vetting procedures and satisfactory criminal background checks covering the previous ten years.

8. Commitment to Diversity, Equity, Inclusion and Belonging

Star International School and ISP are committed to strengthening our inclusive culture by identifying, hiring, developing and retaining high performing colleagues regardless of age, disability status or socio-economic background. Candidates who share our vision and principles and are interested in contributing to the success of ISP through this role are strongly encouraged to apply.



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grows
confidence
Where

