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| Directorate: | | Children’s Services | **Section**: | Buile Hill Visual Arts College | |
| **Job details** | | |  | | |
| **Job title:** | | | Head of Year | | |
| **Grade:** | | | 2C - | | |
| **Location of work:** | | | Buile Hill Visual Arts College | | |
| **Directly responsible to:** | | | Behaviour Lead | | |
| **Directly responsible for:** | | | Year Group | | |
| **Hours of duty:** | | | 8:00am – 4:45pm | | |
| **Primary purpose of the job:** | | | Monitor all pupils in the Year and contribute to raising achievement, attendance and behaviour, plus contribute to safeguarding pupils | | |
| **Post ref no:** | | |  | | |
| |  | | --- | | Main duties and responsibilities/accountabilities.  **The responsibilities attached to the post are as follows:**  **Support for Pupils**   1. Run a Year Group and be first port of call for parents; 2. Provide pastoral care for pupils within your year group who require it; 3. Work with Attendance Coordinator to improve attendance for pupils in the Year; 4. Work with Behaviour Coordinator to improve behaviour for pupils in the Year; 5. Play a lead role dealing with inappropriate classroom behaviour, be on call to assist, remove and intervene with pupils where necessary, including pupils attending detention. 6. Check all pupils have equipment as they enter school, if not contact parents; 7. Monitor uniform, all pupils to wear correct uniform and adhere to uniform policy; 8. Work and meet with Pastoral team to maintain a consistent approach; 9. Meet with parents re concerns and monitor via report; 10. Monitor form teachers to make sure pupils are being placed on report; 11. Have pupils on report and report back to staff any issues; 12. Hold Head of Year meetings for form tutors who are in that Year group; 13. Inform Safeguarding Coordinator if any concerns with pupils in the Year Group; 14. Contribute to improving punctuality by being on duty at changeover of lessons; 15. Carry out pre, post and lunch duties daily, ensuring that you welcome students into school at the start of each day; 16. Assess the needs of pupils and use detailed knowledge and specialist skills to support pupils’ learning. 17. Establish productive working relationships with pupils, acting as a role model and setting high expectations. 18. Promote the inclusion and acceptance of all pupils within the classroom. 19. Support pupils consistently whilst recognising and responding to their individual needs. 20. Encourage pupils to interact and work co-operatively with others and engage all pupils in activities. 21. Promote independence and employ strategies to recognise and reward achievement of self-reliance. 22. Provide feedback to pupils in relation to progress and achievement in the form of Assemblies, BAR / Progress Reports, Intervention reports. 23. Provide in class support for specific pupils.   **Support for the Curriculum**   1. Deliver learning activities to pupils within agreed systems of supervision/adjusting activities according to pupil responses/needs including Seclusion and After School Provision. 2. Use ICT effectively to support learning activities and develop pupils’ competence and independence in its use. 3. Work with SLT lead for outcomes to track & intervene to improve achievement for pupils in the Year; 4. Attend parents’ evenings; 5. Ensure all pupils on Alternative Provision receive the appropriate work. 6. Monitoring all C3 data for your Year Group including monitoring of refusals/C3 escalation process to ensure all students follow correct time frame and producing reports when necessary. 7. Use SIMS, when needed to monitor pupil conduct; 8. To generate relevant reports from SIMS to monitor & inform.   **Support for the School**   1. Comply with and assist with the development of policies and procedures relating to child protection, health, safety and security, confidentiality and data protection, reporting concerns to an appropriate person. 2. Be aware of and support difference and ensure all pupils have equal access to opportunities to learn and develop. 3. Contribute to the overall ethos/work/aims of the school. 4. Establish constructive relationships and communicate with other agencies/professionals, in liaison with the teacher, to support achievement and progress of pupils. 5. Take the initiative as appropriate to develop appropriate multi-agency approaches to supporting pupils. 6. Recognise own strengths and areas of specialist expertise and use these to lead, advise and support others especially in the areas of Mental Health and attachment.   **Support for the School Community**   1. Encourage pupils to take roles of responsibility; 2. Complete all administration duties relating to Head of Year role. 3. Carry out lunch duties and break duties daily 4. Be around the corridors for 10 minutes at the start of every lesson to make sure pupils are punctual to lessons and ensure that other members of staff do the same; 5. Hold Year assemblies; 6. Maintain good relationships with staff and work together as a team. 7. Hold Year Group meetings each Monday morning, ensuring that form tutors are kept updated on key students and reporting processes are followed. 8. Maintain a display board promoting the news from your Year Group, tracking Year competitions and rewards 9. Work with Associate Assistant Head for Community to run Year events. 10. Support Form Tutors to adopt the school’s values 11. Work with Associate Assistant Head for Community to contribute to form time activities; 12. Undertake a 1st Aid qualification 13. Be prepared to undertake MIDAS training to drive minibus. 14. Undertake any other tasks as the Head teacher may reasonably require.   **Line Management Responsibilities Where Appropriate**   1. Liaise with managers/teaching staff and teaching assistants. 2. Hold regular team meetings with managed staff. 3. Undertake recruitment/induction/appraisal/training/mentoring. | |  | | | | | | |
| Review arrangements | | | |
| The details contained in this job description reflect the content of the job at the date it was prepared. It should be remembered, however, that it is inevitable that over time, the nature of individual jobs will change, existing duties may no longer be required and other duties may be gained without changing the general nature of the duties or the level of responsibility entailed. Consequently, the council will expect to revise this job description from time to time and will consult with the postholder at the appropriate time. | | | |

#### Date job description prepared/revised: 25th March 2019

**Prepared/revised by: James Inman**

**Agreed job description signed by holder:**

PERSON SPECIFICATION – HEAD OF YEAR

The Person Specification is an important part of the recruitment process. It should be read carefully as it will form the basis of shortlisting and ultimately, appointing the successful applicant. You must demonstrate therefore how you meet each of the following criteria in your application.

| Criteria | Essential | **Desirable** |
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| **Qualifications** | * 5 GCSE or equivalent at grade C or above (including English and Maths) | * Recognised degree OR professional qualification in a field relating to Education |
| **Skills** | * Supportive of the ethos and values of the school * Excellent interpersonal skills | * Experience of event organisation |
|  | * Self motivated and organised * The ability to encourage and motivate pupils |  |
|  | * Competent use of ICT * Excellent Literacy and Numeracy skills * Excellent verbal and written communication skills |  |
|  | * Flexible approach to working * Willingness to take a full role in the life of the school * Qualities to be a positive role model to all pupils Understanding of principles of child development and learning processes. * Ability to self-evaluate learning needs and actively seek learning opportunities. * Ability to relate well to children and adults. * Work constructively as part of a team, understanding classroom & school roles. |  |
| **Knowledge & Experience** | • Excellent health and attendance records | * Experience of working with young people and families * Experience of delivering assemblies / speaking to large groups * Knowledge of Safeguarding Policies and Procedures * Experience of taking responsibility for a class of students |
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