



# HEAD OF YEAR RECRUITMENT PACK



**BELONG**  
**BARKING**  
**ASPIRE**  
**ABBEY**  
**SUCCEED**  
**SCHOOL**

[www.barkingabbeyschool.co.uk](http://www.barkingabbeyschool.co.uk)

GIVE  
AND  
EXPECT  
THE  
BEST





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# Headteacher's Welcome

Welcome to Barking Abbey school and thank you for expressing an interest in applying for the position of Head of Year.

For me there are three simple things that I want us to achieve at Barking Abbey school.

First, our motto 'Give and Expect the best' leads us to want to be the best in everything we do. We have some of the best results in the area, we have pupils at the best universities, we have the most pupils on apprenticeships in the entire country, we have basketball players in the best leagues and so much more. We have all of this because we push our pupils and each other to excel every day. All of us try to be our best everyday.

Second, I firmly believe that if you can't see it you can't be it. We want to give our pupils the chance to see successful people of every religion, colour and background whilst they are at school. Whatever their dreams we want to support them and provide the networks and contacts to help them to achieve.

Finally, we want our pupils to have a voice in the world. To be confident enough to express their views and also to have the knowledge to be able to make an effective contribution. The more you know the more powerful you can be in the world.

Sir Tim Brighouse said "If a teacher makes the weather the school creates the climate." and I firmly believe this. It is our role as a leadership team to create the best possible learning environment for our teachers to teach in. In return we expect the best possible teaching from them and our results show this over time. We have created systems and structures that support high quality learning while minimising workload and maximising impact.

Barking Abbey is a heavily over-subscribed split site secondary school in the London Borough of Barking and Dagenham, and has a well-deserved reputation for its friendly and supportive atmosphere and its excellent academic achievements. With a large KS5 provision and an Additional Resourced Provision (ARP) for Autism on one of our campuses, the school provides a varied role for the right individual.

If you share our ethos and values and absolutely believe in the potential of all young people then we can offer you the chance to make a difference and change our community for the better, and look forward to receiving your application form and welcoming you to our school.



Tony Roe  
Headteacher

# The Recruitment Process

We are proud of our school, the staff and students and in normal times we would warmly welcome prospective applicants to visit us prior to application to learn more about the role and view the School in action.

With the current restrictions in place this is not possible during the school day. However, we are able to accommodate a visit from 3pm after the school has closed. Visits will include a tour of both sites, commencing at Sandringham Road. The dates are given below.

All interested applicants must complete the online Teachers application form on the TES website.

The interview process will be organised to provide a range of assessment tasks and opportunities for candidates to find out more about the school and demonstrate their ability to fulfil the role.

Depending on the restrictions in place at the time, the process will either be on one site or through Microsoft Teams.

## Key Dates

**Virtual visits to the School** on Wednesday 3rd at 3:30pm and Wednesday 10th March at 3:30pm

**Closing Date for Applications** Monday 15th March at 9:00am

**Notification Sent to Shortlisted Candidates** Thursday 18th March

**Interviews week commencing** Tuesday 23rd March

Please note all dates are subject to change.

## Key Contacts

To book your visit to the school, please email: [cwright@barkingabbeysschool.co.uk](mailto:cwright@barkingabbeysschool.co.uk)





# Advertisement

## Head of Year

- **Do you want to join a highly successful, committed, student centred pastoral team?**
- **Are you prepared to work hard with exceptional young people and staff committed to going the extra mile?**

**Commencing:** September 2021

**Salary Scale:** MPS/UPS + TLR 2B

We are seeking to appoint an outstanding, innovative and committed leader who will play a significant part in the pastoral development of the school. The successful candidate will be an outstanding teacher with excellent knowledge and understanding of implementing and embedding pastoral systems. The pastoral system at the heart of Barking Abbey School and we would welcome applications from individuals with an extensive pastoral experience who can demonstrate excellent leadership experience and qualities.

The successful candidate will have:

- Significant teaching experience across all key stages.
- High standards of student behaviour, conduct and attitudes to enhance learning.
- An awareness and understanding of the importance of character education.
- The ability to develop and support students' academic progress and achievement as well as their social and emotional development.
- The ability to lead a team of form tutors and pastoral staff to ensure high standards of care, guidance and support.
- The willingness to go above and beyond for our pupils.

The hours will be long but the reward will be the chance to work with and help shape our amazing students. They are overwhelmingly polite, respectful, considerate and have a fantastic thirst for learning. They uphold our school motto each and every day and they in return need the very best.

In return we can offer:

- A student-centred, progress focused student ethos.
- A welcoming and supportive community.
- The opportunity to work with a passionate, hardworking and supportive staff.
- A commitment to develop your skills through continued professional development.
- A supportive and committed Leadership Team and Governing Body.
- A cohort of students with high aspirations and a willingness to learn.

Full details are set out in the Application pack including a job description and person spec. If you would like a virtual visit of the school, please contact Mrs Wright, Head teacher's PA to book a place for one of the sessions.

Barking Abbey is committed to safeguarding and promoting the welfare of children and is an Equal Opportunities Employer. This post is exempt from the Rehabilitation of Offenders Act 1974 and a comprehensive screening process, including Disclosure check, will be undertaken on all successful applicants.

# Job Description

## Core responsibilities

- To lead on developing and supporting students' academic progress and achievement as well as their social and emotional development across a cohort.
- To lead a team consisting a team of Form Tutors and other pastoral staff to ensure high standards of care, guidance and support.
- To promote and develop the highest standards of student behaviour, conduct and attitude to enhance learning.
- To be responsible for ensuring that the highest quality of planned support is available to all students in order that every student, gives and expects the best.
- To promote the BEST Habits through a detailed and planned pastoral curriculum.

The following indicate some of the principal tasks and responsibilities:

## Leadership and Management

- To lead on the identification of underachieving cohorts of students within the pastoral group ensuring effective intervention strategies are in place and the impact of these is regularly monitored and evaluated.
- To lead the pastoral team ensuring there are clear expectations and clear lines of delegation.
- To lead, manage, motivate and develop a team of form tutors providing support and communicating information to ensure the care and guidance students receive impacts positively on their progress and achievement.
- To lead on the development of effective tutor programmes to support academic tutors and to monitor and evaluate the impact of these programmes.
- To lead pastoral academic teams in formulating aims and objectives and action plans, which are both strategic and short-term, which will have coherence and relevance to the identified needs of the students.
- To have an overview of all the different care and guidance for students' e.g. SENCO, teaching assistants, external agencies etc.
- To provide a link for parents, tutors, SENCO, teachers, Heads of Department, SLT and external agencies.
- To initiate and respond to communications with parents ensuring that they are kept fully informed and involved in the progress of their children.
- To contribute to the organisation of any parent information evenings by encouraging and monitoring parent attendance to such events.
- To monitor student attendance and punctuality on a weekly basis and to take all the appropriate steps to ensure that attendance and punctuality of students in the group are at the highest levels, and Persistent Absences continue to fall.

## Strategic Planning

- To take a lead on developing students' personal, social and academic progress and to develop and implement effective interventions to address lack of progress and underachievement within the relevant cohort.
- To take a lead, together with the SLT members responsible for achievement, in tracking and monitoring the progress, of individual students and targeted groups, producing relevant and accurate data, setting appropriate and achievable targets for cohorts, targeted groups and individual students and ensuring that follow up procedures are adhered to with appropriate interventions when required.
- To take a lead on developing relevant and coherent strategies to ensure all students in the cohort are aware of their targets and are given support and guidance to ensure they make excellent progress.

- To plan, co-ordinate and deliver regular high-quality assemblies which are linked to the SMSC themes and BEST Learning Habits.
- To take a lead on developing and maintaining robust structures and processes where the views of students are sought and acted upon in a planned and coherent way and that this is communicated to staff and students.
- To take a lead on developing processes by which we foster close links with parents, especially our harder to reach parents, gathering and acting upon their views.
- To develop effective interventions to address attendance and punctuality issues both for individuals or identified groups of students causing concern.

### **To Support Students in the Pastoral Group**

- To be responsible for meeting the standards for safeguarding and promoting the welfare of the young people within the group. To ensure staff know the current legal requirements, national policies and guidance on the safeguarding and promotion of the well-being of children and young people.
- To have a drive and focus on development of the whole child through a bespoke character education programme.
- To support the emotional wellbeing of students, through the delivery of programmes that promote wellbeing.
- To ensure staff know the local arrangements concerning the safeguarding of children and young people and know how to identify potential child abuse or neglect and follow safeguarding procedures.
- To ensure staff know how to identify and support children and young people whose progress, development or well-being is affected by changes or difficulties in their personal circumstances, and when to refer them to colleagues for specialist support.
- To foster positive relationships with all members of the group whereby each student can be confident of receiving support and guidance from the pastoral team when needed.
- To set and maintain high standards of behaviour from students in the group by effective role modelling, supporting tutors and liaising with subject staff/leaders to intervene when issues and incidents arise including taking the lead with students causing concern across the curriculum and liaising with parents, staff, governors and external agencies as appropriate.
- To support form tutors in the implementation of whole school policies, rules and procedures.
- To induct new tutors and give guidance and support to all form tutors in the effective development of students in their care.
- To carry out regular self-evaluation activities as agreed by SLT presenting findings and acting upon them, to maximise student support and ensure the efficiency of the form tutor team.
- To implement the mid-term student admission procedure to ensure smooth induction to the group, identifying the needs of students and ensuring any necessary support is provided.
- To promote and co-ordinate enrichment activities.
- To review the quality of students' work through regular checks of books and folders.
- To review the quality of student reports on a termly basis to ensure the quality and accuracy of information being communicated to parents and carers.
- To actively promote and maintain high standards of pupil behaviour and conduct across the school adhering to the high expectations of the school.
- To liaise with members of the SLT, SENCO, pupils support agencies, heads of department, teaching and core staff, relevant internal and external agencies, parents, families.
- To ensure the implementation of school policies and procedures relevant to post i.e. behaviour management rewards and sanctions.
- To liaise closely with the SENCO to identify and implement effective strategies to support students with SEND.
- To ensure students respect the community of the school and are outstanding ambassadors for the school.
- To support the implementation of the School Leadership Programme.
- To be part of the team of staff supporting and managing the Pastoral Removal Rooms.



## **Organisational**

- To communicate with and liaise with the Pastoral team of form tutors and relevant support staff to maintain records and information in line with school policy.

## **Policy Development**

- To lead policy development in pastoral care for the Deputy Pastoral Co-ordinator, Academic Tutors and other associated staff
- To keep up to date on National Developments in Pastoral Care.
- To actively monitor and respond to developments and initiatives at National, regional and local levels.

## **Staff and Staff Development**

- To participate in the interview process for pastoral posts when required and support effective induction for new staff in line with school procedures.
- To promote teamwork within the Group and to motivate staff to ensure effective and positive working relationships.

## **Quality Assurance**

- To ensure the effective operation of quality assurance systems within the group and ensure that they meet the targets set within the SIP.

## **Management Information**

- To ensure the maintenance of accurate and up to date information concerning the group using the school's Management Information System.
- To apply behaviour management systems to enable effective learning to take place.
- To make regular use and evaluate performance data provided to track and monitor progress and behaviour.
- To identify and take appropriate action on issues arising from Data provided – tracking and monitoring attendance, attainment and behaviour.
- To assist in the production of reports with the quality assurance cycle for the pastoral area.
- To provide the body with relevant information relating to the groups performance and development.

## **Health and Well Being and Communications**

- To ensure that all members of their pastoral team are familiar with its ethos, aims and objectives.
- To ensure effective communication/consultation as appropriate with the parents of pupils and to co-ordinate all pupil information received externally.
- To represent the pastoral group's views and interests through regular meetings.
- To keep parents informed of pupils progress and make contact and arrange meetings as necessary.
- To co-ordinate arrangements for parent's consultation days/evenings for their group.

## **Management of Resources**

- To manage the available pastoral resources efficiently within the limits, guidelines and procedures laid down, including and keeping appropriate records.

Whilst every effort has been made to explain the main duties and responsibility of the role, each individual task undertaken may not be identified.

Under the reasonable direction of the Head Teacher, Teachers are asked to carry out the professional duties

of a school teacher as set out in the current School Teachers' Pay and Conditions Document (STPCD).

The above mentioned duties are neither exclusive nor exhaustive and the post holder may be called upon to carry out such other appropriate duties as may be required by the Head Teacher within the grading level of the post and the competence of the post holder.

The school will endeavour to make any necessary reasonable adjustments to the job and the working environment to enable access to employment opportunities for disabled job applicants or continued employment for any employee who develops a disabling condition.

This job description is current at the date below but will be reviewed on an annual basis and, following consultation with you, may be changed to reflect or anticipate changes in the job requirements which are commensurate with the job title and grade.

<b>Employees Signature</b>		<b>Date</b>	
<b>Line Managers Job Title</b>		<b>Date</b>	



# Person Specification

	Criteria	Essential	Desirable	Assessment Method Application A Interview I Task T		
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<b>Knowledge &amp; Skills</b>	Good classroom management skills and rapport with pupils.	✓			✓	✓
	A minimum of two years teaching experience.	✓		✓	✓	✓
	A strong, dynamic character.	✓			✓	
	Good communication, inter-personal skills and organisational skills.	✓		✓	✓	
	Experience within pastoral care.	✓		✓	✓	✓
	Experience in a pastoral developmental role, such as Associate Head of Year / House.		✓	✓		
	Good leadership and motivational skills.	✓			✓	✓
<b>Qualifications</b>	A good standard of general education.	✓		✓		
	Good Honours Degree.	✓		✓		
	A recognised teaching qualification, such as a PGCE.	✓		✓		
	Further professional study.		✓	✓		
<b>Experience</b>	Work well leading a team.	✓			✓	✓
	Have high personal and professional standards and well-developed pastoral skills.	✓			✓	✓
	Knowledge to effectively support the needs of students.	✓			✓	✓
	Demonstrate the ability to enthuse and encourage others.	✓			✓	✓
<b>Attitude &amp; Personal Qualities</b>	Flexible, motivated, able to work unsupervised and an ability to deal with unpredictable situations.	✓			✓	
	Tact, discretion and listens whilst maintaining confidentiality.	✓		✓	✓	
	Willingness to take part in the wider life of the School.	✓		✓	✓	
	Honesty and Integrity.	✓			✓	
	Understanding the need to use discretion and respect confidentiality.	✓			✓	
	Commitment to safeguarding and promoting the welfare of children and young people.	✓		✓	✓	
	Motivation to work with children and young people.	✓		✓	✓	
	Ability to form and maintain appropriate relationships and personal boundaries with children and young people.	✓			✓	✓
	Emotional resilience in working with challenging behaviours and attitudes to use of authority and maintaining discipline.	✓			✓	✓
	Understanding of the requirements of data protection and disclosure of information.	✓		✓	✓	✓
	Ability to demonstrate an awareness of equality and diversity and to promote these through working practices.	✓		✓	✓	
	Ability to work flexibly and outside of normal school hours.	✓			✓	
	Current driving licence and car for travel and transport between Sandringham & Longbridge.		✓		✓	



## Our Ethos and Values

# **B**RAVERY **E**XCELLENCE **S**ELF-DISCIPLINE **T**EAM-BA

The Barking Abbey way is to give and expect the **BEST**.

We asked pupils to select three words that describe Barking Abbey to them. The most popular responses became the core values of our school.

**BELONG**  
**BARKING**

**ASPIRE**  
**ABBAY**

**SUCCEED**  
**SCHOOL**

Our vision is to provide a happy, caring and stimulating environment where all students will recognise and be given opportunities to maximise their potential – academically, spiritually and socially - and ensure that they are well equipped to meet the challenges of education, work and life.

Barking Abbey aspires to:

- Develop confident, articulate, assertive young people.
- Foster well-rounded, empowered, resilient, independent young people.
- Nurture young people who will go out and change the world for the better.
- Enhance opportunities through creating an inspirational learning environment where all students aspire to achieve their potential - ensuring that no student is left behind.
- Raise aspirations – giving students the necessary tools to explore and be who they want to be.
- Encourage individuals to be adaptable, aspirational and unafraid to question and evaluate.
- Engender a sense of belonging, and of pride in the school, themselves and their wider community.



