

PINNER

HIGH SCHOOL



CANDIDATE PACK

HEAD OF YEAR

Inspiring Learning

Beaulieu Drive, Pinner, HA5 1NE
www.pinnerhighschool.org

I could not be more excited about Pinner High School, present and future. I have the best job in education: leading a new project with supportive local schools committed to sharing their expertise; an aspirational and involved community; a fabulous site, part way through a major refurbishment. The future is bright.

I am now looking for an exceptional colleague who can join our superb Pastoral team on this journey. Our new Head of Year will have the ability to light up the school still further. Our opening year was a great success, with very positive inspections from the Department for Education, the Harrow Academies Trust and independent consultants 'B11' noting that we 'have the model for an Outstanding school'. We were delighted to be featured in the Parliamentary Review 2017, showcasing best practice in education nationwide. At the end of our first year, parents, students and staff all rated us as 'Outstanding' in all categories. More important than all of that, we have happy students who are keen to learn, who have settled well into a busy and active secondary school life.

Whilst our opening year has been extremely successful, our new Head of Year will need to lift us to new heights. As we grow from 300 to 1,162 students and complete our refurbishment programme you will ensure our students continue to make exceptional levels of progress and receive first class pastoral care, with access to the highest quality enrichment activities: everything that is involved in our school motto 'Inspiring Learning'. This makes our school an excellent, inclusive one for the whole community.

Setting up Pinner High School is immensely rewarding, but establishing a new school is certainly challenging. Before opening I created a uniform, met with our local Councillors and Member of Parliament, selected the type of flush mechanism for the toilets, and developed expertise in drainage solutions for DT classrooms. Now open, the school feels more familiar, but a role at Pinner High School is a varied one that will expand your professional horizons and enhance your career development. Our first group of students are our trailblazers, and our next Head of Year will need the same pioneering mindset.

I am well aware that no matter how strong the foundations, an organisation is only as good as its people. The Pinner High School that we build together is one where colleagues are valued for the contributions they make to the lives of the young people we serve, and are recognised for the opportunities they provide for our students. Over 500 people have applied to work at the school since it was proposed, and I have exceptionally talented and hard working colleagues. We achieved the Investors in People Health and Wellbeing Award in our first year of opening, and the new Head of Year will share a commitment to a healthy work-life balance.

If Pinner High School sounds like it is right for you, complete the application form in full and submit a personal statement, of no more than two sides of A4. A target from our most recent Department for Education 'new school monitoring visit' is to "maintain the momentum of our innovative and exciting school". In your personal statement explain why you want to work with us, why you are the best person for the role, and what you would do to address this target if you are appointed. Applications must be emailed to careers@pinnerhighschool.org. Please include your name and 'Head of Year' in the subject line of the email and in the file name with which you save your application.

I look forward to hearing from you.

Chris Woolf, Headteacher.

HEAD OF YEAR

Reports to:	The specified member of Leadership Team (currently the Assistant Headteacher) of Pinner High School
Responsible for:	Tutors and support staff allocated to the year group
Start date:	1 September 2018
Salary:	TLR 2B
Hours:	Full time
Leave:	As set out in STPCD and / or Burgundy Book

Pinner High School opened in September 2016. It will admit 180 Year 7 students each year; so having 900 Year 7 – Year 11 students in 2020/21. Our onsite sixth form, for up to 250 students, will admit its first Year 12 students in 2021/22. Pinner High will have its full complement of year groups in 2022/23. There will be 12 additional places for students with Autistic Spectrum Disorder. (So the total roll will be 1,162 if all year groups and the ASD places are full). Pinner High School is located on Beaulieu Drive, HA5 1NB. The site is adjacent to the site of Cannon Lane Primary School, which is currently expanding from 3 forms of entry to 4.

Pinner High School is part of The Harrow Academies Trust, a multi-academy trust established by the seven secular high school academies within Harrow. These high schools, together with Whitmore High School (which is a community school maintained by Harrow Council), have a strong track record of collaboration, including establishing Sixth Forms, the age-of-transfer that saw Year 7 join high school (instead of middle school), academy conversion in 2011, and establishing The Jubilee Academy (an alternative provision free school) in 2013.

The Harrow Academies Trust also includes Harrow View Primary School, which is a primary school that will be constructed as part of the major housing / regeneration project in Harrow on the site of the current Kodak site.

INTRODUCTION

It is the role of the Head of Year to secure high quality teaching and learning, effective use of resources, improving standards of achievement for all groups of students, and the promotion of students' personal development and well-being. The Head of Year must provide leadership and direction for the year group tutors and ensure that it is managed and organised to meet school and team aims and objectives. The Head of Year plays a key role in supporting, guiding and motivating teachers of the subject. The Head of Year will evaluate the effectiveness of teaching and learning across the curriculum, progress towards targets for students and to inform future priorities. The policy and practice of monitoring within a department provides the information for evaluation and action. The Head of Year identifies needs of students and recognises that these needs must be considered in relation to the overall needs of the school. It is also important that the Head of Year has an understanding of how their interventions contribute to whole school improvement and to the overall education and achievement of all students.

Throughout their work the Head of Year ensures that practices improve the quality of education provided, meet the needs and aspirations of all students and help to continue to raise standards of achievement in the school. This makes a significant contribution to whole school improvement.

JOB DESCRIPTION

CORE PURPOSE

To lead, manage, develop, be accountable for a year team and the programme for a specific cohort of students in order to ensure the highest possible standards of student achievement, personal development and well-being.

DIMENSIONS

The post holder will be responsible for the following, with reference to the national framework for middle leaders:

- The strategic direction and development of innovative and inclusive learning
- Appropriate curriculum and pathways
- Leading and managing staff
- Student progress and standards of achievement
- Contribution to whole school improvement
- The efficient and effective deployment of staff and resources

KEY RESPONSIBILITIES

The post holder will be responsible for tutors and support staff allocated to the year group and will contribute to whole school improvement.

THE STRATEGIC DIRECTION AND DEVELOPMENT OF THE YEAR GROUP

- To ensure that the year team culture, policies and practices follow and contribute to those of the school;
- To contribute to a whole-school culture and climate which:
 - enable staff to develop and maintain positive attitudes towards the year group and confidence in teaching students in the year group and
 - encourage students to make a positive contribution to school life and to have their voice heard.
- To set expectations and goals for colleagues and students in relation to standards of achievement and behaviour. To lead and organise assemblies to promote these aspirations;
- To contribute to whole school planning, review, monitoring and evaluation;
- To monitor, evaluate, review standards of leadership, teaching and learning, and student achievement against school, local, and national standards, including by lesson observation, sampling work, checking diaries/link books, collating, interpreting data and report annually on the above;
- To represent the year team in the wider school community, liaise with the rest of the school, outside agencies, governors, partner schools, the Local Authority, further and higher education etc. and ensure that the above have relevant information on students in the cohort;
- To keep up to date with national developments in pastoral care, personal development, progress tracking, teaching practice and methodology.

TEACHING AND LEARNING

- To support and promote effective teaching and learning in the year group;
- To have a role in evaluating the quality of teaching, the standards of student achievement, setting goals for improvement and assist with the monitoring of homework set;
- To assist relevant colleagues with the management of school assessment systems and examinations;
- To work with relevant PCSHE/Citizenship staff to ensure that school programmes are effectively delivered and that their impact is evaluated. These should contribute to students' well-being, promote their spiritual, moral, cultural, and physical development and help prepare them for the opportunities, responsibilities and challenges of adult life;
- To promote and support extra-curricular activities which enrich and support the learning and experience of all students, and increases their participation in school life.

LEADING AND MANAGING STAFF

- To build a team in which good practice is shared, and meeting time is used effectively to raise achievement and support students' personal development and well-being;
- To support/challenge and professionally develop staff so that they are effective in their role(s) as teachers and form tutors. The above to include participating in and leading the school's programmes of staff training and development;
- To communicate effectively with staff so that they are properly informed of developments across the school and that their views are represented;
- To ensure that staff understand and effectively implement school policies;
- To contribute to whole school improvement by playing a key role in SIGs and delivery of whole school/team CPD.

STUDENT PROGRESS AND STANDARDS OF ACHIEVEMENT

- To implement the school's policy and practice for the tracking of student progress;
- To monitor the targets set for students, and to manage intervention to maximise progress;
- To promote, manage, and be responsible for high standards of student behaviour, attendance, punctuality and dress;
- To implement creatively the school's systems for rewarding good student performance and to ensure all staff use them effectively;
- To establish a positive partnership with parents/carers; to involve them in their child's learning and progress; to arrange consultations during afternoons and evenings;
- To work with other staff, including Learning Development and external agencies to ensure that students' needs are identified, suitable Individual Education Plans and Pastoral Support Programmes are drawn up, and that these are implemented, and reviewed;
- To ensure that information from previous years/schools is available to staff, advise on its effective use and to ensure that such information is passed on to any receiving institution.

THE EFFECTIVE AND EFFICIENT DEPLOYMENT OF STAFF AND RESOURCES

- To manage efficiently the available resources of staff, space, finance, and equipment within the limits and guidelines laid down;
- To assist in the recruitment of staff;
- To advise on the effective deployment of staff and ensure that there are appropriate arrangements in their absence;
- To ensure that year accommodation/ area, resources and equipment are maintained in good order, including the management of: health and safety, and security;
- To provide a stimulating environment that promotes interest and learning.

THE DEVELOPMENT OF PINNER HIGH SCHOOL

During the development of Pinner High School, the post will require a high degree of flexibility. It is expected that the post holder will have an area of responsibility outside the year group allowing them to contribute to the development of the whole school. As the school grows, and the number of colleagues increases, this will change over time.

OTHER SPECIFIC DUTIES

- To undertake the above responsibilities in addition to those held by a standard scale teacher at the school;
- To undertake any other duty as specified by the STPCD not mentioned in the above;

NOTES

The postholder may be asked by the Board of Trustees, Local Governing Body or Headteacher to undertake other duties that are reasonably regarded as falling within the duties and responsibilities of the post.

All staff employed by the Trust are required to be fully aware of and understand the duties and responsibilities arising from the Children's Act and associated Government guidance in relation to child protection and safeguarding young people.

All staff employed by the Trust are required to reflect and model the ethos and values of the Trust.

All staff employed by the Trust are required to respect the confidentiality of information relating to students, their families, and staff.

November 2017

PERSON SPECIFICATION

1. QUALIFICATIONS AND TRAINING

- Qualified Teacher Status
- A first degree or equivalent

2. EXPERIENCE

- Proven record of success in present post, including evidence of leadership.
- Experience and understanding of a range of approaches to teaching and learning and of sustained raising of achievement.
- Knowledge and experience of working with student representative groups.
- Use of data to monitor and raise achievement.
- A record of outstanding teaching across the age and ability range.
- Understand concepts of independent learning and personalised learning.

3. SKILLS AND ABILITIES

LEADING PEOPLE

- Share a clear vision for an outstanding year team.
- Evidence of high level team building and team management skills to lead, motivate and inspire staff and the full range of students.
- Understand 'excellence' and use initiative and creativity to innovate.

DECISION MAKING

- To think and plan strategically to implement a vision.
- Good judgement in decision making, knowing when to delegate and consult senior staff.
- To use comparative data to make judgements and decisions.

COMMUNICATION

- Competent in use of ICT to enhance learning, monitor progress and improve administration.
- Ability to link roles of pastoral support, leading learning and curriculum accountability.

4. PERSONAL QUALITIES

- Personal integrity and the ability to inspire it in others.
- Ability to communicate effectively orally and in writing with students and adults, using negotiation and consultation.
- Commitment to working practices designed to create equal opportunities for all.
- The commitment necessary to meet tight deadlines.
- A sense of humour and self-motivated.

Pinner High School and Harrow Academies Trust are committed to safeguarding and promoting the welfare of students. Successful applicants will be required to undergo an enhanced Disclosure and Barring Service (DBS) check.

November 2017