



Head of Year

Reporting to: Assistant Headteacher – Student Welfare

We know from experience that things change throughout the lifetime of a role and so this JD isn't a list of everything you will do – this gives our people the chance to play to their strengths.

How you will make an impact...

- Help maintain the ethos of The Consortium Academy Trust by driving our organisational culture forwards and using every opportunity to embed our values.
- Taking responsibility for your own development - that way we can make the biggest impact!
- We are always looking for someone who can contribute to our growth.
- More than anything, we are looking for a team player who puts their heart in to their work. We have some core values that run through everything we do, and we'd love it if they resonate with you too.

About the role...

Main Purpose of the Job

To have oversight and direct accountability for the learning and progress of students within a specific and agreed Year Group; supporting them to achieve their academic and personal development by removing barriers to learning. To manage the pastoral care of a year group and to contribute to effective behaviour for learning management across the school. To liaise with other Heads of Year, where necessary, to ensure continuity and progression of pastoral provision throughout the school. To uphold the values of the Hessle Academy and the principles of ethical leadership in all interactions with colleagues, students and parents.

Core Accountabilities:

1. Promote the highest standards of behaviour for learning amongst students in the year group
2. The implementation, monitoring and evaluation of appropriate strategies for student progress tracking, target setting and mentoring within the year group
3. Contribute to the leadership and management of pastoral care in liaison with other pastoral leaders

Key Tasks

1. Promote the highest standards of behaviour for learning amongst students in the year group
 - a. Develop a detailed understanding of the pastoral needs of the year group
 - b. To be responsible for the pastoral care and welfare of the year group
 - c. Model high standards of behaviour and communication in all aspects of your work
 - d. Communicate school values and ethical behaviour at all times
 - e. Regularly and consistently instil the schools vision and values to all students in the year group
 - f. Consistently communicate high expectations to students at all times
 - g. Promote the ethos of the school through leading high quality assemblies and tutor programme
 - h. Promote the highest levels of attendance through early intervention with target groups, liaising with parents, carers and external agencies where appropriate
 - i. Proactively monitor behaviour for learning, intervening where necessary, to secure the highest standards of behaviour and conduct for all students in the year group
 - j. Report on behaviour and attendance to SLT and Governors on a regular basis
 - k. Investigate behavioural incidents fully, communicating outcomes to parents and staff
 - l. Uphold the school's behaviour policy consistently, liaising with other Pastoral leaders to implement appropriate sanctions
 - m. To oversee students on report and make contact with parents when necessary
 - n. To ensure all tutors understand, and are actively implementing, the key aspects of the school's behaviour and inclusion policies
 - o. To contribute to the implementation and monitoring of the behaviour management system to ensure that effective learning can take place and barriers to learning are removed
 - p. Liaise and co-operate with SEN and inclusion staff and outside agencies on the academic, pastoral, social, vocational and behavioural needs of students in the year group
 - q. Liaise with external partners (Mental Health and Well Being Practitioners) to support students in the year group
 - r. To manage the arrangements for parents' evenings for the year group
 - s. To keep up-to-date and accurate records for each student and to carry out any other administrative tasks associated with the year group
 - t. To organise assemblies for the year group and to deliver assemblies as part of the published rota
 - u. To provide support for individuals and groups as required, liaising with external agencies where appropriate
 - v. To engage with parents and provide support as appropriate ensuring that they are kept fully informed

- and involved in the progress of their children
 - w. Coordinate and oversee the organisation of charity, performance, sporting, social and other enrichment activities for the year group
 - x. To promote rewards strategies for students making good/improved progress and celebrate year group activities and individual's achievements
2. The implementation, monitoring and evaluation of appropriate strategies for student progress tracking, target setting and mentoring within the year group
 - a. Liaise with all staff to monitor the progress of all students in the year group
 - b. Contribute to progress tracking meetings, acting on agreed strategies where appropriate
 - c. Communicate regularly with parents to update on student progress
 - d. Support the coordination of appropriate intervention programmes to maximise student progress
 - e. Contribute to the Personal Development programme for the year group
 - f. Contribute to the celebration events (Transition, Pathways, Awards Evenings, Aspirational Dinner, Prom) relevant to the year group
 - g. Collaborate with other Heads of Year to ensure effective transition of cohorts
 - h. Support the transition of all students admitted to the school
 - i. Consistently evaluate the effectiveness of pastoral systems implemented to support the year group
 - j. Report on progress to SLT and Governors on a regular basis
 3. Contribute to the leadership and management of pastoral care in liaison with other pastoral leaders
 - a. Take a proactive and visible role in managing student behaviour and securing high-class pastoral care for all students
 - b. Secure high levels of safeguarding for all students in the school
 - c. Responsible for ensuring that the school safeguarding/child protection policy is adhered to and concerns are raised in accordance with this policy
 - d. Promote and model exceptional and respectful relationships with students
 - e. Communicate frequently with parents/carers to secure high levels of parental engagement
 - f. Work collaboratively with external agencies to support the pastoral care of all students
 - g. Work collaboratively with other members of the student services team and SLT to evaluate and consistently improve the standards of pastoral care
 - h. Maintain an up-to-date understanding of all aspects of pastoral care, in particularly those aspects that pose a risk to effective pastoral care.

This job description will be reviewed annually and may be subject to amendment or modification at any time after consultation with the post holder. It is not a comprehensive statement of procedures and tasks but sets out the main expectations of the school in relation to the post holder's professional responsibilities and duties.

Core Purpose of a Teacher

All teachers are required to carry out the duties of a schoolteacher as set out in the current School Teachers Pay and Conditions Document. Teachers should also have due regard to the Teacher Standards. Teachers' performance will be assessed against the teacher standards as part of the appraisal process as relevant to their role in the school.

As a member of the Trust

- Role model appropriate behaviours within a professional environment including conduct, communication, and personal appearance
- Role model high levels of literacy and numeracy including modelling appropriate language
- Aspire to develop own professional skills and qualifications
- Use all forms of social media appropriately
- Contribute to systems of evaluation and performance of the organisation positively

The above principal accountabilities are not exhaustive and may vary without changing the character of the job or level of responsibility.

About you...

This is the job for you if you hold the following qualifications, experience, knowledge, skills and values:

Qualifications and Training

Essential Degree/Equivalent in relevant subject
 QTS Status
 Commitment to continue own personal development

Experience, Knowledge and Skills

Essential Effective experience working in a secondary school

The Hessle Academy is a through-school incorporating Penshurst Primary School and Hessle High School & Sixth Form College and is part of the family of schools within The Consortium Academy Trust (TCAT).

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| Desirable | <p>Experience in the role of form tutor Understanding of inclusion, behaviour and attendance issues Knowledge of how to deal with a range of different pupil behaviours Understanding of the principles of child development and learning processes Ability to use different approaches to deal with whole classroom and individual behaviour Good understanding of the National Curriculum and recent changes Good understanding of curriculum developments Potential to contribute to the development of courses Counselling or Mentoring qualification – level 2 or willingness to work toward within agreed timescales Knowledge of the policies/codes of practice and awareness of relevant legislation Experience of assessment of students’ progress Ability to teach across the key stages Excellent ICT skills</p> <p>Values and Personal Competencies Committed to the values and vision of the Trust The desire to convey interest in subject to young people Excellent interpersonal skills; energy and enthusiasm Self-motivation Organisational and time management skills Ability to question Flexibility and adaptability Ability to effectively evaluate own performance Team focused with the ability to work independently and take initiative Committed to equality, diversity and inclusion Strong morals, ethics and sound judgement.</p> | | |
| Signed | | Date | |