



HEAD OF YEAR

Responsibility: TLR 1.1

Responsible for: The leadership and management of pastoral care of students in the year group including progress; behaviour; safeguarding and attendance alongside leading the pastoral work of tutors

Reporting to: AHT responsible for pastoral

A full-time teacher has an allocation of 90% contact time. This TLR provides 5 lessons of leadership and management time per week.

The HOY provides a clear vision for their year group, which translates our ethos and aims into practice, promoting the best possible progress; behaviour; culture of safeguarding and attendance for all students based on excellent pastoral care and support. The HOY has high expectations regarding standards of work and behaviour, leads, and manages the year group in part by being an excellent role model. Support, monitoring and evaluation of practice create a climate in which deputy heads of year, tutors and students are comfortable with their roles, feel valued and are, therefore, able to give of their best. The HOY supports the Senior Leadership Team and is influential in driving our school forward and achieving high standards in outcomes.

Main purpose

To develop and maintain a positive ethos within the year group that encourages students to have high expectations of themselves and others and promotes effective learning; this includes behaviour and attendance.

To deliver the highest standards of pastoral care whilst promoting academic success, for all students in the year group, enabling individuals to flourish.

To ensure that the school values are communicated to and embodied by the year group.

To be accountable for the pastoral provision for students in the year group.

To track the progress and achievements of students through the year group.

To ensure that strategies are in place to maximise achievement and address underachievement of students in the year group.

To lead, manage and motivate a year team of form tutors.

To be an exceptional role model to young people.

Colleagues with a teaching and learning responsibility will:

- Fulfil the professional responsibilities of a teacher
- Take specific responsibility and accountability for the day-to-day management and organisation of the area identified
- Share the school's vision with their team
- Contribute to the aims and objectives of the school
- Implement policies for achieving these aims and objectives within their area of responsibility
- Managing resources effectively within their area of responsibility
- Monitor and report on progress within their area of responsibility

Specific duties and areas of responsibility

Head of Year

- To oversee the progress of all students in the year group.
- To analyse and interpret a range of data pertinent to the cohort, in order to monitor attainment, progress, behaviour, rewards, attendance and punctuality.
- To use a variety of data for the cohort in order to identify underperformance and to make referrals (to HODs, SEN, AHT etc as required).
- To have a knowledge and understanding of all of the different groups of students within the cohort (SEND, LAC, underachievers, poor attenders, EAL, FSM etc) in order to be able to monitor progress and plan appropriate interventions.
- To support the Senior Leadership Team in coordinating intervention and enhancement strategies for targeted groups of students.
- To monitor the use of rewards and sanctions for the cohort, liaising with Heads of Department where issues arise.
- To monitor homework and use of school planners.
- To be a positive interface with the school for parents.
- To have oversight of the role of the form tutors for the cohort, including identifying training needs and provide support for PSHRE.
- To lead and chair Year Team meetings, setting the agenda and recording the minutes.

General duties and areas of responsibility

Teaching

- Plan and teach well-structured lessons to assigned classes, following the school's plans, curriculum and schemes of work
- Assess, monitor, record and report on the learning needs, progress and achievements of assigned pupils, making accurate and productive use of assessment
- Adapt teaching to respond to the strengths and needs of pupils
- Set high expectations that inspire, motivate and challenge pupils
- Promote good progress and outcomes by pupils
- Develop and demonstrate good subject and curriculum knowledge
- Participate in arrangements for preparing pupils for external tests

Whole-school organisation, strategy and development

- Contribute to the development, implementation and evaluation of the school's policies, practices and procedures, so as to support the school's values and vision
- Make a positive contribution to the wider life and ethos of the school
- Work with others on curriculum and pupil development to secure co-ordinated outcomes
- Provide cover, in rare and unforeseen circumstance that another teacher is unable to teach

Health, safety and discipline

- Promote the safety and wellbeing of pupils
- Maintain good order and discipline among pupils, managing behaviour effectively to ensure a good and safe learning environment

Professional development

- Take part in the school's appraisal procedures
- Take part in training and development to improve quality of teaching and ability to complete the role to a high standard
- Where appropriate, take part in the appraisal and professional development of others

Communication

- Communicate effectively with pupils, parents and carers
- Develop effective professional relationships with colleagues
- Collaborate and work with colleagues and other relevant professionals within and beyond the school

Personal and professional conduct

- Uphold public trust in the profession and maintain high standards of ethics and behaviour, within and outside school
- Have proper and professional regard for the ethos, policies and practices of the school, and maintain high standards of attendance and punctuality
- Understand and act within the statutory frameworks setting out their professional duties and responsibilities

All colleagues will be required to safeguard and promote the welfare of children and young people, and follow school policies and the staff code of conduct.

Please note, this is illustrative of the general nature and level of responsibility of the work to be undertaken, commensurate with the grade. It is not a comprehensive list of all tasks that the postholder will carry out.

Person specification

CRITERIA	QUALITIES
Qualifications and training	Qualified teacher status or appropriate experience Successful teaching (or appropriate other) experience Evidence of professional development relevant to this role
Skills and knowledge	Good knowledge of legislation and guidance on curriculum requirements Outstanding classroom practice, constantly showing a positive and resilient approach to pupils and staff Excellent communication and organisational skills Knowledge of effective teaching and learning strategies A good understanding of how children learn Ability to adapt teaching to meet pupils' needs Ability to build effective working relationships with pupils Knowledge of guidance and requirements around safeguarding children Knowledge of effective behaviour management strategies Good IT skills, including previous use of school systems such as MIS and safeguarding systems. Effective communication and interpersonal skills Ability to communicate a vision and inspire others Ability to build effective working relationships with staff and other stakeholders
Personal qualities	High expectations for all pupils and belief in bringing out the best in all Commitment to upholding and promoting the ethos and values of the school Commitment to always act with integrity, honesty, loyalty and fairness to safeguard the assets, financial integrity and reputation of the school Ability to work under pressure and prioritise effectively Commitment to maintaining confidentiality at all times Commitment to equity

Notes: This job description may be amended at any time in consultation with the postholder.