CEDAR MOUNT ACADEMY

# **Head of year (Non-teaching)**

**Grade 7**

The role of the Head of Year is to take responsibility for a year group, contributing to the development and promotion of a strong, effective culture of excellence, within a caring and supportive environment. The Head of Year will build upon the values of kindness, respect and hard work. This will extend beyond the school into the wider community. The post holder will support the Senior Pastoral Lead to ensure students are well supported to be in school, succeed whilst in school and liaise with families and carers effectively.

This is a pastoral role and the post holder, will enthuse, motivate and inspire children to be in school and support them to thrive and achieve their dreams. The successful candidate will have experience of working with children within education and will have a commitment to high standards and high expectations.

**Job Purpose:**

* Undertake personnel management duties including instructing and training year group form tutors.
* Manage the relevant year group including pastoral support, attendance, punctuality, behavioural issues and child protection matters.
* Establish positive relationships with parents, staff and outside agencies in line with the schools’ vision and values.
* Support with the coordination and improvement of whole school attendance.
* Work closely with identified groups of students regarding key interventions as required.
* Assist the transition processes.

**Main Activities:**

**Staff Management:**

* Line Manage Assistant Pastoral Leaders or other pastoral staff to ensure high standards throughout the team.
* Support Form tutors with tracking progress, attendance, punctuality and behaviour for the students in their form.
* Support and advise members of staff to ensure high standards of behaviour are secured in classrooms and the whole school environment.

**Attendance and Punctuality:**

* Monitor attendance and punctuality. Produce weekly and half termly class and year group attendance and punctuality reports.
* Raise standards of attendance and punctuality though collaborative work with the attendance team.
* Make daily follow-up phone calls to parents of absent students who have been identified as at-risk of failing to achieve academically, to challenge absences and encourage early return to school.
* Organise and take part in parental meetings and events to address attendance and punctuality issues, including attendance panels.
* For any students where overall attendance falls significantly below target, liaise with the parents to agree an action plan detailing attendance target, monitoring arrangements and actions to be taken if targets are not met, including the use of formal sanctions such as a fixed penalty notice.
* Organise and take part in targeted intervention programs to raise standards of attendance for individual and groups of students.
* Maintain an up-to-date risk register of high-risk students in designated year group i.e. those students whose attendance or punctuality is of concern and those who are at-risk of under-achieving academically where actions taken so far have been ineffective – discuss these weekly with SLT link and agree action plans for each. Ensure all information relating to the above is recorded electronically in SIMS or other agreed whole school system.
* Support the timely movement of learners from lesson to lesson through presence on the corridors between each lesson.

**Behaviour:**

* To support students in their learning and encourage positive attitudes and behaviour in and around school
* To direct and advise all staff in relation to behaviour for learning for individuals and groups of students; and to use school systems for both positive and negative behaviours
* Supervise weekly Heads of Year detentions.
* Monitor the behaviour of students in the designated team and keep detailed electronic records of student behaviour including detentions, those on Head of Year, Director of Progress or Senior Leadership Team report using an agreed whole school system.
* Ensure the Director of Progress and Senior Leadership Team link receive regular detailed information and reports (according to their level of need and involvement) on all students in the form class and year team.
* Work with SLT to identify all students in year team who may need pastoral input because their behaviour in lessons, around school or outside of school is causing concern (potential high need students).
* Produce detailed action plans for each high-risk behaviour student (those already on report) and those at risk of being high risk (potential) in their year group.
* Meet daily with all students on HOY or SLT reports – make sure they have the report each morning and that it is signed by appropriate staff member at the end of each day.
* Ensure effective communication with parents – make regular contact with parents to discuss student behaviour for all students on report – meet with parents at the end of each report and agree plan for monitoring behaviour going forward.
* Undertake regular checks on uniform, equipment and school bag contents to ensure that students adhere to school policies.
* Ensure that rewards are given wherever they are earned
* Be on call and available to students (and parents) in the year group throughout the day.

**Resources:**

• Effectively manage appropriate allocation of funds and be accountable for all budgets relating to

the Year Group, including rewards, trips, events and projects.

• Manage resources used to support families in relation to outside agencies.

• Manage resources used to support students in relation to learning, personal development and

outside agencies

**STUDENTS SUPPORT & SAFEGUARDING**

* Liaise with other relevant support agencies such as SEN, attendance team, social services etc to support students in difficulty.
* Take steps to prevent bullying and support victims of bullying and play and active role in the Academy anti-bullying agenda.
* Arrange and promote reward activities within the designated Year Group
* Take relevant actions to ensure all students in the designated Year Group are effectively safeguarded and protected from abuse or neglect.
* To undertake DSP training and act as a point of contact for CLA children and children open to social care in your cohort. To work with other agencies to support and safeguard children in our care, challenging and escalating where necessary with partner organisations
* To act as a first point of contact and work with others such as the SENDCO/Assistant SENDCO in referrals to bodies such as CAMHS, including the contribution to and writing of referrals, reports and other associated paperwork, whether these are internal or external documents
* To act as a support for parents and students, acting as an advocate, particularly for the vulnerable students your cohort
* To champion the ethos and culture of the school, recognise, support and lead on ‘standards’ in all things, for all your students
* Ensure students who are absent due to a prolonged illness, injury or incapacity are provided with adequate resources for learning at home.
* Manage, plan and oversee suitable support packages for students in their reintegration to school following a period of exclusion/absence
* To attend parents’ and information evenings
* To be a presence around the school, including all break and lunch time duties, being visible and involved with all students
* Building on these interactions, to share your knowledge of all students at weekly meetings to support vulnerable and at-risk students across the school, and through transition year-to- year.
* Organise, co-ordinate and run termly celebration of achievement assemblies – including the administration and collection of information from Subject teachers, the buying and distribution of certificates and prizes; and organising assembly input including (if required) external speakers.

**Community:**

* All members of staff have a pastoral responsibility; students’ well-being and achievement must be at the heart of what we do
* To have due regard for your own and all others health and safety
* To be supportive of all students and staff within the school community
* To actively seek to develop your own knowledge and skills, making sure that all relevant training is up to date
* To ‘champion’ your students always, in line with the ethos and culture of our school.
* Be a visible presence for pupils, parents and the local community and sustain effective and positive relationships
* Take assemblies where appropriate and support in extra-curricular activities.
* Any other reasonable duties as requested by the Principal.

Bright Futures Educational Trust is committed to safeguarding and promoting the welfare of children and young people and expects all staff to share this commitment. Any successful applicant will be required to undertake an Enhanced Disclosure check by the Disclosure & Barring Service. This post is exempt from the Rehabilitation of Offenders Act 1974

**Person Specification – Head of Year**

| **Category** | **Essential** | **Desirable** | **Means of identification** |
| --- | --- | --- | --- |
| **Qualifications, Education, training** | GCSE’s Maths and English (A\*-C) or equivalent  Recent relevant in-service training. | Further/higher education or professional qualification  Full first aid certificate | Application form/Certificates |
| **Relevant Experience** | Recent experience working alongside or managing people  Ability to present information to a variety of audiences  Experience of delivering to deadlines and achieving set targets to a high standard  Experience of allocating and prioritising workload effectively to gain maximum productivity  Strong IT Skills including Microsoft PowerPoint, Excel, Word and Outlook | Evidence of work with children/young people and involvement with parents  Understanding of issues affecting young people  Relevant experience of working with supporting agencies such as Childrens’ Services  Experience of working in a school environment  Experience of working with confidential information  Awareness of current issues in the Education | Application  Interview  Tasks  References |
| **Other** | A passionate commitment to develop the best in young people.  A positive mindset focused on solutions.  A commitment to further training and a willingness to participate in relevant CPD.  Willingness to be engaged in partnership and community activities.  Commitment to the vision and values of the Academy and the Trust.  A positive approach to challenges, which seeks solutions to problems and addresses difficulties with cheerfulness. |  | Application  Interview  Tasks  References |
| **Safeguarding** | Commitment to demonstrating responsibility for safeguarding and promoting the welfare of young people | Knowledge of ‘Keeping Children Safe In Education’ (KCSIE) and ‘Meeting Digital and Technology Standards in Schools and Colleges’ government guidelines | Application |
| **Our Values** | Community: Evidence of working together for a common purpose and encouraging diversity |  | Interview  Tasks |
| Integrity: Evidence of doing the right things for the right reason, demonstrating a commitment to a values-led organisation |  | Interview  Tasks |
| Passion: Evidence of taking personal responsibility, working hard and having high aspirations |  | Interview  Tasks |
| **Pre-employment screening** | Enhanced DBS check  2 satisfactory employment references, from the last two employers  Evidence of the right to work in the UK  Online screening |  | On-line DBS check  References deemed suitable  Passport or other evidence allowed by UK Home Office |