



DEDWORTH MIDDLE SCHOOL – Job description

Job title	Head of Year and Teacher
Line Managed by	Deputy Headteacher
JOB PURPOSE <ul style="list-style-type: none">• Carry out the duties of a class teacher as set out in the current School Teachers' Pay and Conditions Document, and in line with the Performance Management of the school.• Assist the Headteacher, governors and staff in fostering a successful partnership between home, school and wider community.• Model a positive, friendly, welcoming, caring attitude towards the whole school community and all visitors. As Head of Year: <ul style="list-style-type: none">• 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 expectations and ACHIEVE values are communicated to and embodied by the year group.• To be accountable for the pastoral provision for 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.	
KEY AREAS OF IMPACT Main Duties and Responsibilities: 1. As Head of Year <ul style="list-style-type: none">• To be responsible for the pastoral aspects of student welfare, development and progress of a year group.• To be a highly visible presence at all times around the school and to manage student attendance and behaviour in a positive, persistent and relentless manner.• To know key information about students and their family, and to use this to support students.• To ensure that students are praised for good work and behaviour.• To promote, and be an advocate for, The Dedworth Way and follow the Behaviour Policy applying a consistent, firm and fair approach.• To assist with the organisation of, and attendance at, internal and external meetings involving students in your year group.• To lead on attendance and punctuality for the year group, checking reasons for absence, truancy and lateness. Communicating with parents where necessary.• To accurately maintain appropriate students' records including behaviour logs and pastoral student reports.• Assist with transition for those entering and leaving year group.• To always be inquisitive and proactive in following up any issues involving students in the year group and to take ownership in sharing best practice across staff in ensuring effective management of individual students' needs.• To develop an effective team approach with form tutors to meet the pastoral needs of students and improve their behaviour and attendance where necessary.	

- To lead and conduct assemblies according to an agreed rota.
- To establish good and frequent dialogue with other members of staff concerning the behaviour and progress of students and ensure staff confidence that any concerns are dealt with promptly.
- To assist with the supervision of corridor areas and on-call duties to maintain high standards of behaviour.
- Organise and attend trips with relevant year group as required.

2. Set high expectations which inspire, motivate and challenge pupils

- establish a safe and stimulating environment for pupils, rooted in mutual respect
- set goals that stretch and challenge pupils of all backgrounds, abilities and dispositions
- consistently demonstrate the positive attitudes, values and behaviour which are expected of pupils.

3. Promote good progress and outcomes by pupils

- be accountable for pupils' attainment, progress and outcomes
- be aware of pupils' capabilities and their prior knowledge, and plan teaching to build on these
- guide pupils to reflect on the progress they have made and their emerging needs
- demonstrate knowledge and understanding of how pupils learn and how this impacts on teaching
- encourage pupils to take a responsible and conscientious attitude to their own work and study.

4. Demonstrate good subject and curriculum knowledge

- have a secure knowledge of relevant curriculum areas, foster and maintain pupils' interest in the subject, and address misunderstandings
- demonstrate an understanding of and take responsibility for promoting high standards of literacy, articulacy and the correct use of standard English.
- demonstrate a clear understanding of how to support the development of reading

5. Plan and teach well-structured lessons

- impart knowledge and develop understanding through effective use of lesson time
- promote a love of learning and children's intellectual curiosity
- set homework and plan other out-of-class activities to consolidate and extend the knowledge and understanding pupils have acquired
- reflect systematically on the effectiveness of lessons and approaches to teaching
- contribute to the design and provision of an engaging curriculum within the relevant subject area(s). i.e: Prepare long, medium and short terms plans in line with school policies and National Curriculum, enabling all pupils to benefit from a broad, balanced, relevant and differentiated curriculum

6. Adapt teaching to respond to the strengths and needs of all pupils

- know when and how to differentiate appropriately, using approaches which enable pupils to be taught effectively
- have a secure understanding of how a range of factors can inhibit pupils' ability to learn, and how best to overcome these
- demonstrate an awareness of the physical, social and intellectual development of children, and know how to adapt teaching to support pupils' education at different stages of development
- have a clear understanding of the needs of all pupils, including those with special educational needs; those of high ability; those with English as an additional language; those with disabilities; and be able to use and evaluate distinctive teaching approaches to engage and support them.

7. Make accurate and productive use of assessment

- know and understand how to assess the relevant subject and curriculum areas, including statutory assessment requirements
- make use of formative and summative assessment to secure pupils' progress

- use relevant data to monitor progress, set targets, and plan subsequent lessons
- give pupils regular feedback, both orally and through accurate marking, and encourage pupils to respond to the feedback.

8. Manage behaviour effectively to ensure a good and safe learning environment

- have clear rules and routines for behaviour in classrooms, and take responsibility for promoting good and courteous behaviour both in classrooms and around the school, in accordance with the school's behaviour for learning policy
- have high expectations of behaviour, and establish a framework for discipline with a range of strategies, using praise, sanctions and rewards consistently and fairly
- manage classes effectively, using approaches which are appropriate to pupils' needs in order to involve and motivate them
- maintain good relationships with pupils, exercise appropriate authority, and act decisively when necessary.

9. Fulfil wider professional responsibilities

- make a positive contribution to the wider life and ethos of the school
- develop effective professional relationships with colleagues, knowing how and when to draw on advice and specialist support
- deploy support staff effectively
- take responsibility for improving teaching through appropriate professional development, responding to advice and feedback from colleagues
- communicate effectively with parents with regard to pupils' achievements and well-being through oral and written assessments including reports to parents.

PERSONAL AND PROFESSIONAL CONDUCT

A teacher is expected to demonstrate consistently high standards of personal and professional conduct. The following statements define the behaviour and attitudes which set the required standard for conduct for a teacher, further detail can be viewed in our Staff Code of Conduct.

Teachers uphold public trust in the profession and maintain high standards of ethics and behaviour, within and outside school, by:

- have proper and professional regard for the ethos, policies and practices of the school in which they teach, and maintain high standards in their own attendance and punctuality.
- treating pupils with dignity, building relationships rooted in mutual respect, and at all times observing proper boundaries appropriate to a teacher's professional position
- having regard for the need to safeguard pupils' well-being, in accordance with statutory provisions
- showing tolerance of and respect for the rights of others by not undermining fundamental British values, including democracy, the rule of law, individual liberty and mutual respect, and tolerance of those with different faiths and beliefs ensuring that personal beliefs are not expressed in ways which exploit pupils' vulnerability or might lead them to break the law.

Administrative:

- To ensure that all administrative duties are completed to the required level of accuracy and within deadlines including data returns and reports.

SAFEGUARDING

Windsor Learning Partnership is committed to safe-guarding and promoting the welfare of children and young people. We expect all staff and young people to share this commitment and to undergo appropriate checks, including enhanced DBS checks.

ADDITIONAL DUTIES

- To play a full part in the life of the school community including duties to support the ethos (The Dedworth Way) and encourage pupils and colleagues to follow this example.
- To actively engage in CPD opportunities.
- To actively engage in the appraisal process.
- To continue personal development as agreed.

Whilst every effort has been made to outline the main responsibilities of the post each individual task undertaken may not be identified.

Employees are expected to comply with any reasonable request from a manager to undertake work of a similar level that is not specified in this job profile.

The Trust 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 profile is current at the date shown but in consultation with you may be changed by the Headteacher to reflect or anticipate changes in the job commensurate with the grade and job title.

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