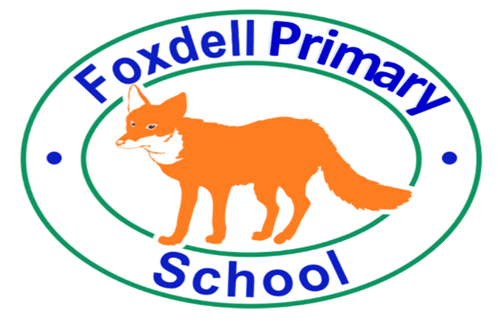
**FOXDELL PRIMARY SCHOOL**



**JOB DESCRIPTION**

|  |  |  |
| --- | --- | --- |
| **TITLE:** | Head of Year | |
|  | |  |
| **RESPONSIBLE TO:** | Head teacher/SLT | |
|  | |  |
| **GRADE:** | Mainscale / Upper Pay Spine | |

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**PURPOSE OF POST:**

This post is part of the Leadership team. The post holder’s key accountability will be for raising standards of teaching and learning within the year group. In addition the post holder will be accountable for teaching and learning in a core subject or equivalent throughout the school. Within these areas the teacher will:

* Impact on educational progress beyond their assigned pupils
* Lead, develop and enhance the teaching practice of others
* Be accountable for leading, managing and developing whole school policy and practice in the identified areas of achievement.

The post holder has a teaching commitment in Year \_. The teacher will contribute to the School Development Plan, supporting the ethos, aims and vision of the school against SMSC.

**ORGANISATION CHART:**

The post holder will be responsible for class teachers and teaching assistants in the year group.

**PRINCIPAL RESPONSIBILITIES:**

The teacher will undertake all duties required of a qualified teacher identified in the School Teachers’ Pay and Conditions Document and will undertake class teaching in a designated year group and curriculum area. Teaching and Learning Responsibilities will be:

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| --- | --- | --- |
| 1. | Inform whole school planning and ensure that planning supports the aims and objectives of the school and meets the needs of all pupils. |  |
| 2. | Develop, monitor and assess schemes of work, policy, assessment and teaching strategies, consulting with colleagues, identifying strategies to the Leadership Team and the Governing Body, and disseminating developments across the school. |  |
| 3. | Lead in the setting and evaluation of school and pupil results and use performance data to inform whole school and individual pupil targets, leading staff in a regular review of progress against targets, implementing change as necessary, ensuring high levels of attainment which meet the needs and potential of all pupils. |  |
| 4. | Contribute to the school self-evaluation process, identifying areas for development in the specialism and incorporating this in planning. |  |
| 5. | Monitor the teaching and learning of others, contributing to the school’s performance management process and coaching, mentoring and training colleagues across the school. |  |
| 6. | Ensure the effective deployment of support staff and resources (ICT and consumables) within the area of responsibility. |  |
| 7. | Play a full part in the life of the school community, supporting the ethos of the school, and encouraging staff, parents and pupils to do likewise. |  |
| 8. | Ensure personal professional development, being up-to-date in national and local developments, contributing to school networks and clusters and keeping others informed. |  |

**DIMENSIONS:**

**Supervisory Management:** Class teachers and teaching assistants

**Financial Resources:** TBA

**Other:**

**CRB**

**Because of the nature of this job, it will be necessary for an Enhanced criminal record Disclosure to be undertaken. Therefore, it is essential in making your application you disclose whether you have any pending charges, convictions, bind-overs or cautions and, if so, for which offences. This post will be exempt from the provisions of Section 4 (2) of the Rehabilitation of Offenders 1974 (Exemptions) (Amendments) Order 1986. Therefore, applicants are not entitled to withhold information about convictions which for other purposes are ‘spent’ under the provision of the Act, and, in the event of the employment being taken up, any failure to disclose such convictions will result in dismissal or disciplinary action by the school. The fact that a pending charge, conviction, bind-over or caution has been recorded against you will not necessarily debar you from consideration for this appointment.**

**Disclosures are handled in accordance with the CRB Code of Practice which can be accessed from the Children and Learning Department, HR Division, or on** [**www.disclosure.gov.uk**](http://www.disclosure.gov.uk)

**CV’s will not be accepted for any posts based in schools**

**Specification – Head of Year**

This acts as selection criteria and gives an outline of the types of person and the characteristics required to do the job.

Essential (E):- without which candidate would be rejected

Desirable (D):- useful for choosing between two good candidates.

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| --- | --- | --- | --- | --- |
| **Please make sure, when completing your application form, you give clear examples of how you meet the essential and desirable criteria** | | | | |
| **Attributes** | **Essential** | **How Measured** | **Desirable** | **How Measured** |
| **Experience** | Demonstrable impact on school improvement.  Demonstrable experience of using performance management and performance data to inform target setting, planning and policy. | 1,2  1,2 | Working with children with English as an Additional Language.  Line management of others. | 1,2  1,2 |
| **Skills/Abilities** | Able to communicate with a variety of stakeholders (e.g. governors, colleagues, parents, the community, external agencies).  Able to lead, coach and mentor others, persuading and influencing those resistant to the management of change.  Able to use IT to support both the curriculum and work organisation.  Able to work as part of, and contribute to, a whole-school, multi-disciplinary team.  Able to monitor and evaluate teaching, learning and school policy.  Able to identify the necessary resources which ensure high quality teaching and learning.  Able to assess the needs of individuals to inform the targeting of individual needs.  Able to deliver consistently high quality lessons, evaluate the impact of these and develop future planning accordingly. | 1,2  1,2  1,2  1,2  1,2  1,2,5  1,2  5 | Whole school self-evaluation.  Ability to lead on a whole school project or initiative. | 1,2  1,2 |
| **Equality Issues** | Demonstrable commitment to inclusive teaching and learning.  Awareness of the effects of discrimination on pupils, parents, colleagues and policy. | 2,5  1,2 |  |  |
| **Specialist Knowledge** | Subject/KS knowledge. | 1,2,5 | Knowledge of the SATs process | 1,2 |
| **Education and Training** | Qualified Teacher Status.  Evidence of ongoing cpd. | 4  1.2 |  |  |
| **Other Requirements** |  |  |  |  |

**(1 = Application Form, 2 = Interview, 3 = Test, 4 = Proof of Qualification, 5 = Practical Exercise)**

We will consider any reasonable adjustments under the terms of the Disability Discrimination Act (1995), to enable an applicant with a disability (as defined under the Act) to meet the requirements of the post.

The post holder will ensure that school policies are reflected in all aspects of his/her work, in particular those relating to;

1. Equal Opportunities
2. Health and Safety
3. Data Protection Act (1984 & 1998)
4. Code of Conduct

**The School is committed to safeguarding and promoting the welfare of children and expects all staff to share this commitment. Applicants must be willing to undergo child protection screening appropriate to the post, including checks with past employers and the Disclosure and Barring Service.**

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