

Job description

Frances Bardsley Academy for Girls is part of the LIFE Education Trust, a group of schools that work together and have the same mission, to build great learning communities where children flourish.

We are looking for brilliant people to join LIFE Education Trust who share and demonstrate our beliefs:

- Courageous Optimism
- Boundless Creativity
- Heartfelt Compassion

Job Title	Head of Year
Grade	SO1.23 to SO1.25
Contract	36 hours a week, 39 weeks a year
Reports to	Deputy/Assistant Headteacher
Job Particulars	
	<ul style="list-style-type: none"> • To be responsible for the welfare, discipline, behaviour and academic progress of all students in the year group. • To support the school ethos and aims
Duties & Responsibilities	
	<p>Ethos</p> <ul style="list-style-type: none"> • To develop personal knowledge of students and provide information and advice as required. • To make a positive contribution to the overall development of the school in cooperation with other colleagues and outside agencies. • In collaboration with all colleagues and parents/carers, be responsible for: <ul style="list-style-type: none"> ○ the moral, intellectual and social development of students. ○ pastoral care safeguarding, sanctioning, rewarding and counselling of students <p>Admissions</p> <ul style="list-style-type: none"> • To liaise with other schools on the transfer of students as they progress • To coordinate the in-year admission process for the year group with new students joining the school <p>Attendance</p> <ul style="list-style-type: none"> • To keep, maintain and track student records related to attendance and punctuality • To implement school strategies to improve attendance and punctuality. • To liaise with the Education Welfare Officer (EWO) assigned to the school over matters relating to the welfare of students and attendance. • To communicate regularly with all stakeholders about attendance and punctuality for the year group <p>Behaviour</p> <ul style="list-style-type: none"> • To implement the school Behaviour Policy • To keep, maintain and track student records related to behaviour, e.g. Achievement and Behaviour Points; detentions; suspensions • To liaise with colleagues and parents/carers related to positive and negative behaviour

- To ensure the rewards system is implemented for the year group
- To check uniforms regularly and intervene to ensure high standards of appearance are maintained
- To support the on-call system for the year group
- To communicate regularly with all stakeholders about behaviour & achievement and punctuality for the year group

Academic support

- To keep, maintain and track student records related to academic attainment and progress
- To coordinate and support teachers, departments and the SLT with implementing academic interventions and strategies
- To coordinate work for students who have been suspended or long-term sick
- To liaise regularly with the SEND team to best support students.
- To ensure information about individual student progress and attainment is shared with students, parents/carers, tutors and teaching colleagues; this includes coordinating parents' evenings
- To organise and liaise with the SLT progress lead on monitoring student progress and attainment.

Pastoral Support and Safeguarding

- To participate in decisions relating to students.
- To liaise with the member of SLT with oversight of pastoral care.
- To formulate policy on pastoral care in conjunction with other relevant colleagues.
- To liaise with external agencies, help write reports and attend appropriate meetings when required, some of which may be at a different site.
- To attend CLA meetings and deal with vulnerable students.
- To complete MARF forms when required.
- To complete Welfare Checks when required
- To attend supervision sessions.
- To visit family homes and provide support when required.
- To keep up to date with the latest research pertaining to pastoral care of students.
- To implement the school Safeguarding procedures.
- To regularly update the vulnerable needs tracking for their year group.

Tutor Team

- To manage the team(s) of tutors and the delegation of responsibilities and tasks.
- To oversee aspects of the day-to-day running of tutor teams.
- To be responsible for the standards of form time within the year group.
- To lead their year group's form reps.
- To conduct pastoral climate walks regularly

Enrichment

- To participate in cross-curricular developments within the school.
- To lead and manage the assemblies for the year group and liaise with the people presenting the assemblies.
- Use tutor time and assembly time to promote British Values.
- To encourage and develop cooperation and teamwork through inter-house competitions.

Teamwork and Transition

- To deliver updates and training through the school bulletin/briefing.
- To contribute to whole school training when appropriate.
- To attend Progress Manager/Head of Year meetings.

	<ul style="list-style-type: none"> To liaise with other Progress Managers on the transfer of students as they progress <p>Other</p> <ul style="list-style-type: none"> To be on 'duty' points in line with the duty timetable. To participate in relevant colleagues development programmes within the school and local authority and when appropriate, contribute to in-service training of less experienced colleagues. To conduct climate walks during the day To undertake any duties at the direction of the Joint Headteachers which are consistent with the responsibilities of the post.
General	
	<ul style="list-style-type: none"> To ensure that agreed school policies are adhered to. Unless there are exceptional circumstances, each Progress Manager/ Head of Year follows the year group from Yr. 7 to Yr. 11. Each Progress Manager/ Head of Year will be required to undertake any reasonable request from the Joint Headteachers. Each Progress Manager/ Head of Year will be responsible for specific tasks depending on the Year Group

This job description is current at the date shown, but, in consultation with you, may be changed by the Joint Headteachers to reflect or anticipate changes in the job commensurate with the grade and job title.

I acknowledge that I have seen and received a copy of the job description

Signed: _____ (Head of Year) Date: __/__/__

Person Specification

Knowledge, skill and experience requirements

Head of Year		
	Essential (E) Desirable (D)	Application (A) Interview (I) Reference (R) Task (T)
Qualifications		
GCSE or equivalent at Grade C or above in Mathematics and English	E	A
GCE Advanced level or equivalent qualification	E	A
Excellent numeracy/literacy skills	E	A, I
Experience in safeguarding and/or pastoral issues within an educational setting.	E	A, I, T
Designated Safeguarding Lead qualification.	D	A
Knowledge & Experience		
Experience in forming positive working relationships with a range of stakeholders.	E	A, I
Experience of Child Protection and/or safeguarding.	E	A, I
Experience of providing pastoral support.	E	A, I
Knowledge of using data systems for monitoring, evaluation and review to inform intervention.	E	A, I
Evidence of further professional development and training, and how it has been applied.	E	A, I
Experience of constructive partnerships with staff, pupils, parents/carers and external agencies.	D	A, I
Know when, where and how education and support services can be accessed	D	A, I, T
Up-to-date knowledge of Child Protection, Safeguarding, Equality, Inclusion & Diversity, Radicalisation and Extremism.	D	A, I, T
Experience of being an active member of a pastoral team within an educational setting.	D	A, I
Skills and Abilities		
Ability to enthuse, challenge and inspire pupils in their care.	E	I
Excellent communication skills, remaining calm and clear at all times.	E	I, T
Strong commitment to improving educational opportunities and raising standards of achievement.	E	A, I
High expectations of themselves and others	E	I
Strategic and creative thinker with the skills, abilities and passion to enable young people to flourish.	D	I
Confidence in sharing ideas and initiatives	D	I
Ability to work in a busy environment	E	A, I, R
Ability to work with a variety of Stakeholders	E	A, T
Ability to form and maintain good relationships	E	A, I, R

Ability to exchange verbal information clearly with children and adults	D	A,R
Strong organisational, project and time management	D	T,R
Ability to work as part of a team or independently	D	I,R
Ability to inspire and motivate	D	A R
Ability to prioritise, plan and organise with attention to detail	E	A,I,R
Demonstrable discretion	D	I
Working With Children		
Understand and support the differences in children and adults and respond appropriately	E	I, R
Understanding of the learning experience provided by the school	E	I
Understand the importance of physical and emotional wellbeing	E	I
Attributes		
Reliable, respectful, responsible and conscientious approach. Demonstrates integrity	E	A,I,R
Flexibility to deal with the diverse needs of the post including the ability to prioritise when balancing a number of different work requirements and projects	E	A,I,R
Establish and maintain appropriate professional relationships with colleagues and pupils	E	A,I,R
Sense of humour and easy-going temperament	E	I,R
Able to remain calm and composed under pressure and work to deadlines	E	I,R
Commitment to and understanding of equal opportunities and safeguarding	E	I,R
Reliable and a good timekeeper	E	I,R
Adopts a positive attitude	E	I

Signed: _____ (Head of Year)

Date: __/__/__