

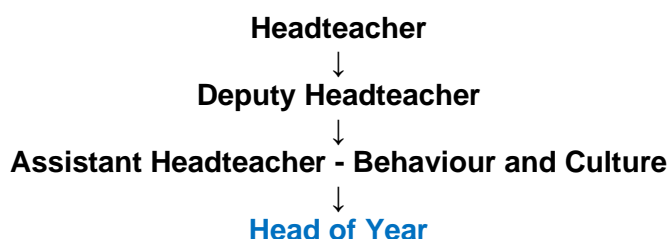
King's Academy Easthampstead Park

Job Description - Head of Year

(Teacher of English, Maths, Science or Spanish)

Location: King's Academy Easthampstead Park	Department/Division: Raising Standards
Job Title: Head of Year	With effect from: January 2025
Pay Grade: MPS/UPS + TLR 1C + (Fringe)	

DESIGNATION OF POST AND POSITION WITHIN PASTORAL STRUCTURE



The job description identifies the responsibilities attached to your post. It is subject to the limits on working time set out in the Teachers' Pay and Conditions Document.

This job description is subject to amendment from time to time within the terms of your conditions of employment, as the needs of the school may require, but only to an extent consistent with those conditions of employment, and only after consultation with yourself.

THE POST

Post Purpose

- To ensure whole school policies are consistently adhered to by students and staff - behaviour, uniform, attendance, teaching and learning etc.
- To ensure routines are consistently followed by staff and students, leading to a positive culture.
- To raise standards of student attainment and achievement within the designated cohort and to monitor and support student progress.
- To be accountable for student progress and development of the designated cohort.
- To be accountable for leading, managing and developing the tutor team.
- To model what it takes to be an outstanding teacher and Head of Year and thereby act as an example to all middle leaders.

KEY RESPONSIBILITIES

- To lead roll call each morning, checking students' punctuality, uniform and equipment.
- To monitor the implementation of the roll call process, prep time and pm reg by tutors, checking all staff are consistently following the agreed policies and procedures.
- To play a lead role in the breaktime/lunchtime duty and detention duty teams.
- Through On Tour observations and learning walks, ensure our non-negotiable routines and processes are being consistently followed by all staff and students.
- To observe that students and staff are adhering to our whole school pedagogies of meet and greet, one voice, track the speaker, flying start to lessons. To swiftly intervene to support and remedy any shortfalls.
- To set a positive 'can do' culture amongst the year group, by celebrating success at roll call, in assemblies etc and over-communicating messages about the link between hard work and achievement.
- To be responsible for the construction, implementation, development and evaluation of the cohort Raising Attainment Plan.
- To build positive relationships with parents through positive face to face, telephone and email contact. To act as a bridge where required between parents and subject teachers, defusing any

problems and ensuring school, student and parent work positively in a 3-way partnership.

- To closely monitor the quality of education that their year group receives, working with teachers and other Curriculum Leaders to ensure provision is equitable and of a high quality for all learners.
- To monitor actively and follow up student progress.
- To be responsible for the day-to-day management, control and operation of student support provision for the cohort, including effective deployment of staff and physical resources.
- To lead the daily PREP- wider curriculum development time and tutor time curriculum, including monitoring the quality of delivery.
- To be responsible for leading and developing a team of tutors.
- To set the tone for the day by leading a daily roll call.
- To ensure that the school's monitoring procedures are fully implemented across the cohort.
- To establish and maintain the standards of behaviour, uniform and discipline of the students within the cohort, in line with the aims, policies and ethos of the school.
- To ensure that the school's rewards and sanctions systems operate effectively.
- To work closely with the safeguarding team to ensure that more vulnerable students are appropriately supported.
- To implement an induction plan for new students to the cohort.
- To monitor student attendance together with students' progress and performance in relation to targets set for each individual; ensuring that follow-up procedures are adhered to and that appropriate action is taken where necessary.
- To have an incisive knowledge of the pupil premium students in their year group, and actively work with parents and other members of staff to remove any barriers to learning so all pupil premium students make excellent progress - no excuses.
- To collaborate with the AHT and Curriculum Leader for PSHE to ensure that the tutorial, assembly and PSHE programmes are collectively coherent, cohesive and progressive.
- To lead assemblies and other appropriate activities to develop students both morally and spiritually and so support the school in meeting its legal requirements for worship.

Budgetary – Management of Resources

- To manage the available resources of space, staff, finance and equipment efficiently within the limits, guidelines and procedures laid down. This includes deploying the cohort's budget, acting as a cost centre holder, requisitioning, organising and maintaining equipment and stock, and keeping appropriate records.
- To make appropriate arrangements for tutor groups when staff are absent, ensuring appropriate cover, liaising with the Cover Manager / relevant staff to secure appropriate cover.
- To ensure effective induction of new tutors in line with school procedures.
- To be responsible for the day-to-day management of tutors within the cohort and act as a positive role model.
- To work with the Deputy Headteacher and Line Manager in order to ensure that the cohort's tutorial commitments are effectively and efficiently time-tabled and roomed.
- To ensure that the tutor bases present a stimulating environment.

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Person Specification – Head of Year

Specification	Essential	Desirable
Education and Qualification	<ul style="list-style-type: none"> • Degree or equivalent • Qualified Teacher Status • Permitted to work in the UK 	<ul style="list-style-type: none"> • Evidence of further study/vocational training, such as NPQML/NPQSL courses, SSAT courses, PIXL courses, LA roles.
Experience	<ul style="list-style-type: none"> • Successful experience of teaching across at least two Key stages from KS3 - 5 • Experience of leading whole School initiatives which have positively impacted on student outcomes. • Experience of pastoral care in the capacity of a tutor of a range of year groups. • Experience of forming positive, motivating relationships with parents. 	<ul style="list-style-type: none"> • Successful Leadership in a Student Support role • Prior experience of leading assemblies. • Prior experience of supporting and developing other staff. • Experience working with a range of agencies to remove barriers to learning for students.
Skills	<ul style="list-style-type: none"> • Team Leadership • Developing and leading others • Good interpersonal skills • Good understanding of external and internal data • Good relationships with students • Good classroom discipline • Good organisational skills • Interest and willingness to contribute to extra-curricular activities • Enthusiasm for teaching. 	<ul style="list-style-type: none"> • A keen reader, engaged with reading, discussion and debate about pedagogy. • Proficient user of data analysis tools such as SISRA/4Matrix/ALPS
Personal Qualities	<ul style="list-style-type: none"> • Good sense of humour • Creativity • Motivation • Resilience • Ability to build rapport with students and colleagues • Flexibility and adaptability • Willingness to learn (professional development) • Genuine passion and belief in the potential of every student • Professional standard of personal presentation and dress 	<ul style="list-style-type: none"> • Desire and ability to keep up to date with current educational issues.

<p>Personal Professional Requirements</p>	<ul style="list-style-type: none"> • A meticulous eye for detail. • Able to quickly “read the room” and form positive relationships with a variety of stakeholders from different backgrounds. • Able to communicate well, both orally and in writing, with others, including young people and other adults. • Able to remain calm in challenging and pressurised situations. • Able to work well independently and as part of a team. • Ability to plan time effectively and meet deadlines. • Strong commitment to equality of opportunity. • Strong commitment to own continuing professional development and learning. • Conveys and/or able to develop high professional standards and a strong sense of personal fulfilment and achievement. • Positive outlook and approach. • A willingness to adopt or try new approaches and ideas. • Good time management. • Excellent record of attendance and punctuality. • A satisfactory enhanced Disclosure and Barring Service Clearance which we will undertake upon appointment. 	<ul style="list-style-type: none"> • Evidence of continuous INSET and commitment to further professional development.
<p>Impact on the Community</p>	<p>Safeguarding requirements</p> <p>All employees working with children, young people and vulnerable adults have a responsibility for safeguarding and promoting their welfare.</p> <p>To satisfy and comply with Safeguarding and Child Protection requirements you will be required to complete the following (resources will be provided upon appointment):</p> <ul style="list-style-type: none"> • Child Protection in Education 11-18 years • The Prevent Duty • Equality and Diversity • Raising Awareness of Peer-on-Peer Abuse • Female Genital Mutilation Awareness • Sexual Violence and Harassment between Children and Young People • A Practical Guide to the GDPR for Education • CP Induction • You are expected to read and understand at least Part One and Appendix A of the DfE Statutory Guidance "Keeping Children Safe in Education" - this is available on the school website under information/policies. <p>The KAEP Safeguarding and Child Protection policy is sent to all new employees with their appointment pack. Both of these items will be covered in the CP induction.</p>	