

JOB DESCRIPTION AND PERSON SPECIFICATION

Job Title	Head of Year (Non-teaching)	Location	Ellis Guilford School
Salary	Scale point NJC 30-34 (Actual salary £40,287 to £44,549)	Hours	42.5 hours per week, term time plus inset days
Department	Teaching Staff	Reports To	Senior Leadership Team

JOB PURPOSE:

To provide high quality pastoral support that allows our children to reach their potential.

To make a significant contribution to the values and the ethos of the school and actively promote and uphold all school policies.

KEY RESPONSIBILITIES AND DUTIES:

Key Responsibilities

- To provide intervention at the earliest opportunity to ensure children are adequately supported in being successful
- To lead on reintegration of children post-suspension, to support a positive return to school and subsequently reducing the number of repeat suspensions
- Lead on the identification and provision of appropriate academic interventions to tackle underperformance.
- Lead on the tracking and completion of homework.
- To provide high quality CIAG to children in order to ensure effective careers guidance is provided to all children
- To oversee the rewards and consequences system and lead the integration of SEND, Safeguarding and Pastoral Support Plans
- To lead on the safeguarding for a year group
- Identify and intervene in behavioural issues including the creation, implementation and tracking of PSP
- To take on whole school responsibility for an area of pastoral support
- Oversee the pastoral welfare of children and be available to children (and parents) in a designated key stage throughout the day
- Establish positive relationships with children, parents, staff and external agencies in line with the school's vision and values
- To lead a team of tutors so that an effective tutor programme is delivered and that every child receives excellent pastoral care
- Improving academic performance of a year group
- Ensuring that 100% of children complete homework daily
- Improving the culture of the year group and the wider school
- Improving attendance of the year group and the wider school
- Reducing suspensions
- Improving general school behaviour
- Manage home-school liaison and links with external agencies
- Ensure that children identified learning gaps are filled through effective interventions.
- To work with the VP and AP curriculum and ensure that tuition and interventions are appropriate.
- Use data to ensure that PSP and passports are being used effectively.

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- To track and monitor interventions to evidence impact.
- To lead Culture Walks and use data to feedback to Department and Curriculum leads.
- To work collaboratively with children to understand target setting
- Deliver study skill sessions to prepare children for the CET MCQ tests/PPE/GCSE examinations.
- Co-ordinate, promote and celebrate activities and events within your allocated group that encourage and recognises achievement.
- Ensure that parents are informed of issues affecting the progress of their child.
- Take a lead responsibility in devising and coordinating appropriate intervention for children within the year group whose progress is of a concern.
- Lead the daily operational routines for a specific year group
- To lead on the investigation process for incidents involving children and recommend potential outcomes
- Monitor data to ensure that patterns are identified the earliest opportunity and that appropriate intervention is put in place
- Lead in managing behaviour and upholding school standards for the year group
- Lead meetings with parents/carers supporting return from suspension and agreeing appropriate interventions
- Monitoring interventions are in place for identified children and evaluating their effectiveness
- Prepare reports on children in relation to behaviour, attitude to learning, attendance and punctuality
- Take part in 'culture walks' and being available on corridors in non-supervised time including lesson change over.
- Support the management of the school's internal suspension hubs: Reflection, Reintegration and INTEX.
- Oversee the suspension process for children within a dedicated year group to include; Suspension paperwork, reintegration meetings and post-suspension intervention
- Organise work for children who are suspended from school
- Support the school values and ethos in relation to behaviour at all times
- Work with the SEND team and SENDCO to implement effective SEMH strategies
- Monitor attendance data and ensure regular attendance meetings for identified children are conducted, recorded by tutors.
- Liaise with tutors, the attendance team and to ensure good attendance and reduce persistent absence within the key stage, including home visits and support for attendance weeks
- Ensure tutors are taking and recording scheduled attendance meetings with key children
- Supporting the monitoring of children attending Alternative Provisions
- Facilitate the transfer or placement of children to and from other schools
- Lead with transition and the preparation of folders/files for new children into the year group
- Support safeguarding team in understanding wider context of children identified to them
- Support with the completion of MARFs (Multi Agency Referral Forms), referrals to alternative provision and Early Help Assessments and provide ongoing information/reports for outside agencies on children (e.g. CAMHS / PEPS)
- Know the vulnerable children within the year group and act as a champion for them
- Keep up to date with community events and information that may impact on the wider child body.
- Ensure that timely actions are carried out in relation to safeguarding and recorded appropriately and in line with the School policy

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- Ensure that telephone calls and messages are responded to in a timely manner and recorded in line with policy
- Attend and support year team events in liaison with the SLT Link for the year group e.g. Parents' Evenings, trips and Options Evenings
- Ensure that your involvement with children as well as other staff reflects the school's inclusive ethos and its commitment to being a professional learning community
- Contribute to supervision duties to ensure the maintenance of a safe and secure school environment
- Keep accurate records relating to pastoral interventions

OTHER PROFESSIONAL REQUIREMENTS

- Have a working and up to date knowledge of professional duties and legal liabilities.
- Always operate within the stated policies and practices of the school, including but not limited to, Health and Safety; Child protection; Assessment and marking policies; and Behaviour policies.
- Establish effective working relationships and be an effective role model to children through own personal presentation as well as personal and professional conduct.
- Have high expectations for every child and endeavour the opportunity to reach their potential and meet high expectations.
- Co-operate with other staff to ensure a sharing and effective usage of resources to the benefit of the school, department, and children.
- Contribute to wider school life through effective participation in meetings and management systems necessary to coordinate the management of the school.
- Work as a team member and identify opportunities for working with colleagues and sharing the development of effective practice with them.
- The role is based on 42.5 core hours per week. However, there may be a requirement for some flexibility during busy periods to meet the needs of the school.
- Undertake other various responsibilities as directed by the Principal.

The duties may be varied to meet the changing demands of the school at the reasonable discretion of the Principal. (The job description will be reviewed at least once a year and it may be subject to modification or amendment at any time).

JOB REQUIREMENTS:		
	Essential	Desirable
QUALIFICATIONS	<ul style="list-style-type: none"> • Good general level of education • Sustained record of professional development. 	<ul style="list-style-type: none"> • Degree • Safeguarding or Child Protection Qualification • Formal DSL training
EXPERIENCE	<ul style="list-style-type: none"> • Experienced at 'walking the talk' with a track record of being able to provide a strong, visible leadership of children • Proven track record of substantially raising standards of behaviour, attendance, and achievement 	<ul style="list-style-type: none"> • DSL/DDSL experience • Acted as Designated LAC Support

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	<ul style="list-style-type: none"> • Excellent track record as an effective practitioner, able to create specific strategies that meet the needs of children, particularly those with SEND and those who are disadvantaged. • Successful experience in leading effective change • Extensive experience of developing child involvement in school.. 	
<p>KNOWLEDGE AND UNDERSTANDING</p>	<ul style="list-style-type: none"> • Skills and experience of school processes and how these drive outcomes. • In-depth knowledge of the 11-19 curriculum. • Must be an outstanding practitioner with the ability to provide leadership to staff and children. 	<ul style="list-style-type: none"> • Local authority process for LAC/Safeguarding/PP • Behaviour management training.
<p>SKILLS AND PERSONAL ATTRIBUTES</p>	<ul style="list-style-type: none"> • Proven track record of significantly improving child outcomes. • Must be able to work constructively under pressure • Ability to persuade and influence others towards the schools' vision. • Ability to deliver key messages effectively • Resilience and a “can do”, “will do” work ethic • Strong analytical skills and the ability to make complex information clear to all staff. • Skills in developing and implementing behaviour management and praise strategies to substantially impact both the attitudes to learning and the outcomes for vulnerable children. • The ability to develop a philosophy of high aspirations and expectations for every child giving cognisance to SEND, equal opportunities, 	

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	diversity, ethos and child management.	
CREATIVE EDUCATION TRUST VALUES	<p>All colleagues are expected to demonstrate the Creative Education Trust values in their work by:</p> <ul style="list-style-type: none"> • Empowering Ambition: Supporting personal growth, innovation and high performance • Championing Equity: Promoting fairness, inclusion and high expectations for every child. • Unlocking Opportunity: Helping create access to knowledge, experiences and networks that broaden horizons. <p>These values should be evident in how the post-holder works, collaborates and contributes to the wider Trust community.</p>	
EQUAL OPPORTUNITIES	A demonstrable commitment to supporting and promoting safeguarding, child welfare, equality and diversity	
SAFEGUARDING	A thorough understanding of up-to-date safeguarding requirements and best practice.	
OTHER REQUIREMENTS	<p>High expectations for every child and a proven track record of making a difference to the learning and experiences of children inside and outside the classroom.</p> <p>Commitment to and vision for developing links with the local community.</p>	

Creative Education Trust is committed to safeguarding and promoting the welfare of our children and young people and expects all staff and volunteers to share this commitment. The successful applicant will be required to undertake relevant safeguarding checks in line with Government safer recruitment guidelines.