

HEAD OF YEAR



JOB DESCRIPTION

The Head of Year is a key middle leader role within the core of the school, integral to upholding the school's virtues and ensuring students acquire these and develop as global citizens and well-rounded individuals. The role exists to support students at a variety of levels including behaviour, attendance, welfare, student wellbeing and progress, providing the students with the confidence to be ambitious and to succeed.

Responsible to: Lead Practitioner of Inclusion

JOB PURPOSE

- To ensure the wellbeing of students and staff
- To support, hold accountable, develop and to lead a team of tutors.
- To ensure that the focus of the pastoral system is effectively supporting students to fulfil their potential through providing the necessary guidance on behaviour and welfare
- To proactively track the year groups behaviour and analyse areas where interventions are needed
- To support in raising the profile of attendance and its importance whilst, supporting the tracking of the year groups attendance by working alongside the attendance manager
- Identify, monitor and seek appropriate interventions to support student welfare, well-being and mental health through close liaison with the Student First Team.
- To be ambitious for every student and to raise individual aspirations.

KEY RESPONSIBILITIES

- To maintain high standards of behaviour and pastoral standards across the school
- To nurture a team spirit and year group ethos, setting and maintaining high expectations and standards. Promoting and maintaining a positive climate for learning.
- To forge strong links between home and school to create a dynamic and supportive relationship
- To support the development of a meaningful and dynamic pastoral curriculum which supports learning and empower students for life beyond school
- To have a commitment to high standards and expectations which run through the ethos of the school and supports both the academic and cultural life of the school
- In collaboration with the Lead Practitioner for Inclusion, to build a strong and supportive team of tutors based on excellent communication and shared good practice that places the emphasis on the school's virtues
- To make a major contribution to the main aim and purpose of the school that places learning at the centre.

DUTIES

Student Personal Development

- To actively promote the ethos that all students are different and that all their needs are met
- To establish and promote good relationships with every student within the year
- To promote and develop a close partnership with parents/carers and external agencies whilst keeping detailed and thorough records
- To encourage participation in the student voice and leadership, and ensure tutor group representatives to contribute to the development and the direction of Buckingham School
- To work effectively with all stakeholders of the Student First Team to ensure the best possible support for students
- To engage with and support the development of an effective programme of assemblies and enrichment activities within tutorial times
- Map and plan accurately various provisions and support strategies that students receive over their time at Buckingham School using Edukey and other systems
- Liaising with the Special Educational Needs department to coordinate and organise the individual learning, counselling, welfare and discipline of identified individual students
- Support in the organisation of the induction programme for students new to the school, including placing students into forms and monitoring individual student progress during the induction period into the school

Student Progress

- To respond creatively to identified student needs
- To support the monitoring of up to date overviews of all students and key groups in the year group using Go4Schools/CPOMS and other systems allowing them to have up to date records on the students.
- To support tutors in the use of school's behaviour data to evaluate student progress and respond accordingly
- Identifying with Curriculum Leaders and supporting students who are underachieving across the curriculum
- Identifying with subject teachers and supporting students who are underachieving in particular subject areas.

Student Behaviour and Attendance

- To ensure the school's Behaviour Policy is fully supported and implemented across the school consistently whilst addressing inconsistencies with staff.
- To monitor and analyse student behaviour data, identifying areas of concern and taking appropriate courses of action to support students
- Implementing the school's behavioural systems
- To ensure the school's Anti Bullying Policy is fully supported and implemented across the year group
- To actively monitor the system of rewards and sanctions and drive rewards across the school
- To actively promote and participate in the development of positive relationships between staff and students to support positive learning climates
- Implementing individual support systems including Behaviour Passports, Personal Support Plans (PSPs) and Individual Behaviour Plans (IBPs) for students in the year group.
- To demonstrate that students have received a range of supportive strategies for those displaying high levels of challenging behaviour.
- Implementing the school's policy and procedures with regard to Internal and External suspensions, including the reintegration of students back into school following suspension.

Staff Management

- To develop systems of communication which enhance the effectiveness of staff and students
- To ensure that Form Tutor teams fulfil their administrative duties, e.g. registration, equipment, and uniform checks etc. in line with school policy
- To organise calendared events throughout the year that relate to the Year Groups
- To chair fortnightly pastoral meetings with clear agendas with their team of tutors.
- To support tutors in their tasks when necessary and encourage regular parental contact.

Additional Responsibilities

- To be a member of the Head of Year Group meeting chaired by the Lead Practitioner for Inclusion
- Monitoring of and contributing to the evaluation and evidence for school self evaluation
- Attending professional development training as necessary and sharing knowledge and good practice within the year team
- At the headteacher's discretion, to be tasked with time-limited projects as part of the whole school contribution.

Signed: _____
Head of Year

Date: _____

Signed; _____
(Headteacher)

Date: _____