

JOB DESCRIPTION	
Job Title	Assistant Head of Year
Salary Scale	Salary Scale E-F
Responsible to	The Head of Year
Liaising with	Senior team, teaching and support staff, external agencies and parents/carers
Working time	37 hours per week / Term Time plus one week

MAIN PURPOSE OF ROLE: To provide pastoral and behavioural support and interventions for all pupils within the specified year group to maximise their achievements and attainment across the school.

Although duties involve the interpretation of recognised procedures or guidelines, post holders will be expected to use considerable initiative and contribute to planning over the short and medium term. The work will involve responding independently to unexpected problems and situations. The post holder has access to a line manager for advice and guidance on unusual or difficult problems.

The post holder will report to the Head of Year, as part of the overall pastoral team managed by the link member of the Senior Leadership Team.

The post holder will also be expected to undertake DSL training and be involved in leading the safeguarding of children within school.

PRINCIPAL ACCOUNTABILITIES OR ACTIVITIES

- Have a visible presence around school and in tutor groups during tutor time to reinforce school expectations and standards.
- To actively enforce the uniform policy with HoY and take daily firm and consistent action to ensure that pupils wear appropriate uniform at all times.
- To work with tutor and HoY to ensure that pupils are ready to learn and equipped appropriately for their learning, including correct use of school planners.
- To support the work of the HoY and Attendance Team to ensure that pupils attendance is improving and meeting expectation.
- To work with HoY to ensure that the tutor time programme is being delivered to a high standard in a consistent way by the tutor team.
- To support year assemblies as relevant and develop a year group ethos with the HoY.

- To take part in the Year Team monitoring cycle as directed by HoY e.g. carrying out pupil perception, learning walks, etc
- To liaise with parents/carers, staff, students and other stakeholders as needed in a timely and professional manner in relation to all aspects of pupils' pastoral care.
- To ensure students feel safe in school and follow school safeguarding policies and processes required.

Behaviour of Pupils

- Be responsible for the consistent application of the behaviour for learning/rewards policy and any relevant policies related to pupil behaviour.
- To support the behaviour of pupils within the house through interventions and mentoring, and student coaching within the classroom as necessary.
- To ensure effective communication with parents/carers by making phone calls home to engage parents with the behaviour of their children and to inform them of poor behaviour
- To support in the documentation and procedures for exclusions including referrals for managed moves where appropriate
- Advise staff on behaviour issues and behavioural traits of individual pupils
- To promote excellent standards of pupil behaviour and inform staff of strategies to manage pupil behaviours.
- To support pupils in developing individual behaviour plans and disseminate these amongst staff
- To follow the school's anti-bullying policy and procedure for dealing with bullying and conflict
- To store and record incidences of bullying and conflict.
- To support the school's on-call duty and detention system.
- To monitor patterns of behaviour and lead on pupils' behaviour reports within the specified year group.
- To support the school's rewards system and attend rewards assemblies where necessary
- To promote equality amongst pupils and staff and record incidents of racism and homophobia in the correct manner

Attendance and Punctuality

- Be responsible for the consistent application of the Attendance Policy and promote good pupil attendance across the specified year group through the rewards policy and attendance displays
- To communicate with parents regarding low attendance (under 90%) and work with the Attendance Officer to support the statutory processes when pupils are persistently absent
- Produce a weekly attendance report for the specified year group, to be disseminated to tutor
- Track attendance for pupils in the specified year group and monitor progress of attendance interventions
- Liaise with the Attendance Officer regarding communication over attendance with pupils
- Support interventions to tackle pupils with attendance below the school target, and in particular those at 90%/PA.
- Advise tutors within the specified year group on attendance figures and individual pupil issues with attendance and punctuality
- Liaise with parents and any appropriate agencies on attendance issues.

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- To take an active role in the application of firm procedures for managing the punctuality of pupils to school in the mornings and to lessons throughout the day
- Liaise with parents and initiate and monitor appropriate interventions to manage punctuality.

Pastoral Care

To support the pastoral care and needs of pupils within the specified year group, including:

- Following up appropriately safeguarding issues
- Supporting the Safeguarding Leads in responding to safeguarding and welfare concerns
- To attend meetings for reintegration, family support, and with other agencies as appropriate
- To guide pupils and parents through the safeguarding and family support processes, including organising and hosting meetings where appropriate
- To ensure secure and organised paperwork and storage of files/records regarding pastoral care
- To work closely with external agencies to provide the best care and support for pupils
- To make referrals for pupils regarding mental health concerns or concerns which may require counselling or meetings with health professionals
- To provide emotional support and understanding for pupils who have suffered a bereavement or traumatic event, making referrals where necessary
- To advise pupils on various issues; including substance abuse, sexual health and e-safety where appropriate, and make referrals to professional bodies
- To undertake mentoring of specific pupils who require additional support
- To support the Designated Teacher in attending Looked After Children review
- To provide support for vulnerable groups, including Looked After Children and Young Carers
- To work with the SEND department to produce suitable interventions to support pupils with both SEND and additional needs
- To follow up parental concerns, ensuring effective communication with other staff, pupils and parents
- To advise form tutors on dealing with pastoral concerns
- To support with the induction of new pupils, particularly mid-term arrivals.

PERSON SPECIFICATION

KNOWLEDGE

- Knowledge of school curriculum, the age-related expectations of pupils, the main teaching methods and the testing/examination frameworks in the subjects and age ranges in which they are involved.
- Understanding of the aims, content, teaching strategies and intended outcomes for the lessons in which they are involved, and understanding of the place of these in the related teaching programme.
- Knowledge of how to use ICT to advance pupils' learning, and ability to use common ICT tools for own and pupils' benefits
- Knowledge of the key factors that can affect the way pupils behave
- Awareness of the statutory frameworks relevant to their role.
- Knowledge of the legal definition of Special Education Needs and familiarity with the guidance about meeting SEN given in the SEN Code of Practice.

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- Knowledge of a range of strategies to establish a purposeful learning environment and to promote good behaviour.
- Experience of working with/supervising pupils including knowledge of behavioural and learning difficulties
- Practical knowledge of equipment, including IT equipment where appropriate, to support learning, under the direction of the teacher
- Ability to recognise changes in pupils' behaviour and report to relevant staff

MENTAL SKILLS

- Works within a framework set by the Head of Faculty
- Contribute to the planning of opportunities for pupils to learn in out-of-school contexts, in accordance with school policies and procedures.
- Support the teacher in creating a positive learning environment
- Ability to follow written instructions
- Ability to complete a range of paperwork e.g. incident report form, pupil progress records
- The post holder will be expected to resolve more complex queries and problems

INTERPERSONAL AND COMMUNICATION SKILLS

- Ability to promote and support the inclusion of all pupils in the learning activities in which they are involved.
- Ability to recognise and respond effectively to equal opportunities issues as they arise, including by challenging stereotyped views, and by challenging bullying or harassment, following relevant policies and procedures.
- Monitor pupils' participation and progress, providing feedback to teachers, and giving constructive support to pupils as they learn.
- Ability to advance pupils' learning in a range of classroom settings, including working with individuals, small groups and whole classes where the assigned teacher is not present.
- Ability to contribute to review meetings, if required
- Ability to disseminate key information to other Teaching Assistants
- Direct responsibility for pupil safety and progress
- Responsibility for pupil when attending to personal needs

INITIATIVE AND INDEPENDENCE

- Ability to exercise considerable initiative as undertaking 'specified work' that contributes to pupils' learning and progress
- Ability to work with groups of pupils carrying out specific tasks or on field trips etc
- Ability to resolve more complex problems and/or queries, referring most complex issues to the teacher, or other member of staff

OTHER DUTIES

- To play a full part in the life of the Academy community and support the ethos, aims and mission statement of the Academy and encourage others to follow this example
- To support the Academy in its legal duties for worship
- To promote actively the Academy corporate policies

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- To promote personal development as agreed
- To comply with the Academy health and safety policy and practice

PERFORMANCE MANAGEMENT

Participating in the Trust's arrangements for performance management, professional development and the Trust's arrangements for quality assurance and internal verification.

CONTEXT

All staff are part of the whole Trust team. Each individual is required to support the values and ethos of the Trust and Trust priorities as defined in the Trust Improvement Plan. This will mean focusing on the needs of colleagues, parents and students and being flexible in a demanding environment.

MISCELLANEOUS

To undertake any further tasks which could be reasonably expected by the Executive Principal
The Data Protection Act 1998 renders an individual liable for prosecution in the event of an unauthorised disclosure of information

The post is one that carries responsibility for the wellbeing and welfare of children and the post holder should be aware of this and the need to act accordingly

The Academy will endeavour to make any necessary reasonable adjustments to the job and the work environment to enable access to employment opportunities for disabled job applicants or continued employment for any employee who develops a disabling condition

It is a requirement of the post holder to make positive efforts to maintain his/her personal safety and that of others by taking reasonable care, carrying out requirements of the law and following recognised codes of practice. The post holder is also required to be aware of and comply with policies on health and safety

This is an Equal Opportunities post and is in accordance with the Academy's Equal Opportunities Policy
This job description can be altered, with the agreement of the post holder and will be reviewed on an annual basis. It is not a comprehensive statement of procedures and task, but sets out the main expectations of the Academy in relation to the post holder's professional responsibilities and duties.