

Job Description Support Staff

Role:	Head of Year
School:	Beckfoot School
Salary/Grade:	Band SO1 SCP 23 – 25
Reporting to:	Headteacher/Senior Leadership

Core Purpose of the Post:

Head of Years are accountable for the Climate for Learning across school and the pastoral welfare of students within their year group, supporting their academic progress. This involves a strategic focus on maintaining excellent levels of attendance, attitudes to learning and behaviour for the whole year group, with a particular focus on vulnerable learners.

Main Duties and responsibilities:

Key responsibilities:

- Being highly visible around the school particularly before school and at break and lunch time
- Removing the barriers to learning (including LAC reviews).
- First point of parental contact for all elements of pastoral support
- Planning, delivering and evaluating the impact of attendance initiatives and interventions.
- Working alongside a Pastoral Manager and the Support and Challenge team to plan, deliver and evaluate the impact of behaviour initiatives and interventions.
- Oversee transition work into KS3, KS4 and KS5 especially, visiting other educational settings as necessary
- Oversee Parents Evenings, Parental Engagement Evenings and support any Enrichment Events
- Oversee rewards and celebration events
- Lead tutor meetings and initiatives, providing data and supporting the quality assurance of tutoring, PSHCE and reporting
- Drive on year group specific initiative such as Work experience and Children's University
- Work with curriculum areas to provide teaching and learning, examination and assessment support
- Report to Line Manger on the impact of their work on a weekly basis
- Report to SLT on the impact of their work on a termly basis
- Contribute to the effective running of detentions and Isolations
- Ensure students have lanyards, planners and are in correct uniform at all times.
- Keep up to date records on students, including Intervention Models

Attendance – overall 97% attendance target with significantly closed gaps for vulnerable students

- To be proactive - use attendance data to identify intervention at a group and individual level
- To make first response calls and welfare calls of 'At Risk' students/families
- To lead an 'At Risk' group for half-termly intervention to improve their level of attendance and/or punctuality data
- To attend weekly LM meetings and discuss action taken for individuals and groups of learners
- To target specific students and their parents for Educational Social Worker (ESW) panel work
- To work with the ESW on internal fast track panel work and create action plans
- To make referrals to other agencies as necessary
- To visit parents of 'must reach' students
- To organise Back to School interviews of persistent absentees
- To celebrate success with students and families

Behaviour

- To maintain high standards for their Year Group in all areas. No excuse culture.
- To be proactive - use behaviour data to identify intervention at a group and individual level
- To organise, update and carry out a personal behaviour walkthrough timetable for key groups and individuals in their year group, shared weekly with LM
- To lead an 'At Risk' group for half-termly intervention to improve their behaviour
- To contribute to the duty rota and be highly visible at unstructured times of the day
- To attend and actively contribute to weekly Support and Challenge Faculty meetings, where we share good practice and develop our strategic priorities.
- Maintain up to date Intervention models, making referrals to other agencies as necessary
- To organise short term, timetabled and agreed impact driven intervention within and beyond the school day e.g. contract, challenges, timetabled intervention etc
- To celebrate success with students and families

Supervision and range of decision making:

Responsible to the Headteacher/Senior Leadership from whom they will receive formal supervision and who will allocate work when necessary. However, much of the work is self-generating, and the post holder will be expected to work within established procedures and guidelines and to prioritise day-to-day work, referring only exceptional or complex queries to senior members of staff. In the absence of the Senior Leadership Team you would be expected to liaise with the Headteacher to ensure continuation of essential services.

Communications and working with others:

- Promote the Trusts values, core purpose, and key principles
- Employees are expected to be courteous to colleagues and provide a welcoming environment to visitors and telephone callers.
- To work closely with staff in school and families to improve levels of attendance
- To provide updates for staff on student attendance
- Will have contact with members of the public/other professionals e.g. teaching staff, directors, parents/carers, community groups, local education authority, external providers etc.
- To liaise with other professionals, such as learning mentors, careers advisers, educational psychologists, education welfare officers etc.
- Build effective relationships with parents and carers
- Support pupils and their parents and carers to make the most of the educational and other relevant opportunities available to them
- Liaise effectively with and signpost to other colleagues and other agencies when necessary, for example, SENCo, Safeguarding Officer, social care, CAMHS etc

Resources:

- Responsible for the safe keeping of office equipment and secure storage of supplies.
- Operate office equipment e.g. photocopier, computer.
- Maintaining stock and supplies and prepare information to help in the processing of orders, checking delivery notes, cataloging and distributing as required.

Professional development:

- To participate in and organise extracurricular activities, such as outings, social activities and sporting events; including a willingness to participate in occasional overnight visits;

- Commitment to own personal and professional development, being prepared to undertake training relevant to the post
- Engage and commit to the appraisal process as a key part of their professional development.
- Opportunity for Trust collaboration and Continued Professional development

Other Considerations:

- To be aware of and comply with policies and procedures relating to child protection; being vigilant for signs that children may be being abused and to report any such suspicions to the school's nominated Child Protection Co-ordinator or the Headteacher.
- To act in accordance with the Data Protection Act and maintain confidentiality at all times e.g. access to staff/student/parent and carer files.
- Accept and commit to the principles underlying the Schools Equal Rights policies and practices.
- Be able to perform all duties and tasks with reasonable adjustments, where appropriate, in accordance with the Equality Act.
- Must be legally entitled to work in the UK.

Safeguarding: No contra-indications in personal background or criminal record indicating unsuitability to work with children/young people/vulnerable clients/finance (An enhanced DBS check is required).

Advanced Threshold Level: In line with the Immigration Act 2016; the Government has created a duty to ensure that all Public Authority staff working in customer facing roles can speak fluent English to an appropriate standard. For this role, the post holder is required to meet the Advanced Threshold Level.

Express themselves fluently and spontaneously at length effortlessly.

Explain difficult concepts simply without hindering the natural smooth flow of language.

Take responsibility for promoting high standards of literacy, articulacy and the correct use of standard English in School.

Notes: This is illustrative of the general nature and level of responsibility of the work to be undertaken, commensurate with the grade and is not a comprehensive list of all the duties and responsibilities of the post. Successful postholders should not refuse to undertake work, which is not specified on this form and the job description may be amended at any time in consultation with the postholder.

Beckfoot Trust is an Equal Opportunities Employer and requires its employees to comply with all current equality policies both in terms of equal opportunity for employment.

The Trust is committed to making any necessary reasonable adjustments to the job role and the working environment that would enable access to employment opportunities for disabled job applicants or continued employment for any employee who develops a disabling condition

Date: 24.04.20

Person Specification
Teachers and Support Staff

Role:	Head of Year	
	Essential Requirements	How Identified
Qualifications	At least a grade C GCSE in Maths and English. NVQ Level 4 or equivalent qualifications or experience in relevant discipline. Social work, youth work, counselling, teaching or mentoring qualification and or experience would be advantageous but not essential.	Application
Experience	Minimum of 2 years experience of the following: Experience working with children of relevant age and assisting in their development. Experience of working as part of a team. Experience of working with students with additional needs. Recent relevant experience of working with young people whose learning may have been impeded due to a range of circumstances. Desirable but not essential: Recent and appropriate experience of working in a school or other organisations dealing with students/young people. Recent and appropriate experience of enabling families/carers to access support agencies	Application References Interview
Training	Relevant training or willingness to undertake such training Behaviour Management Knowledge of health and safety would be advantageous.	Application Interview
Knowledge, Skills and Ability	Understanding of principles of child development and learning processes and in particular, barriers to learning Full understanding of the range of support services/providers Behaviour Management Appropriate first aid training/health and safety training is desirable but not essential as full training will be provided. Use ICT effectively in relation to the post Ability to use relevant equipment / resources. Good organisational skills. Ability to identify existing and potential barriers to learning and engage in strategies to overcome these. Ability to plan effective actions for students at risk of underachieving. Ability to self-evaluate learning needs and actively seek learning opportunities.	Application Interview
Personal Circumstances	Must be legally entitled to work in the UK. No contra-indications in personal background or criminal record indicating unsuitability to work with children/young people/vulnerable clients/finance (DBS check required) If driving is a feature of this post – must be licensed and appropriately insured (e.g. business use)	Application Interview
Disposition and Attitude	Ability to relate well to students and adults. Ability to work constructively as part of a team. Ability to remain calm under pressure. Demonstrate good co-operative, interpersonal and listening skills. Demonstrate a commitment to working with children of the relevant age. Ability to use and interpret data. Good sense of humour. Flexibility and willingness to accept change.	Application Interview References

	<p>Willingness to share knowledge, expertise and experience.</p> <p>Ability to self-evaluate learning needs and actively seek learning opportunities.</p> <p>Ability to work proactively and independently.</p> <p>Approachable, courteous and able to present a positive image of the school to callers and visitors.</p> <p>Maintain confidentiality in matters relating to the school, its students and its staff.</p>	
Physical	Must be able to perform all duties and tasks with reasonable adjustment, where appropriate, in accordance with the Disability Discrimination Act 1995.	References Interview
Equality	A commitment to, and evidence of, promoting diversity and equal opportunities within the Trust, the curriculum and employment practice.	Application Interview