



Barton Court Grammar School Teaching and Learning Responsibilities

Job Description

This school is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment

Level: TLR2b **Spot salary**

Name of teacher:

Post title: Head of Year

Reports to: Deputy Headteacher: Pastoral Care

1. Core purpose of the Pastoral Leader

To provide professional leadership and management for the school to secure effective use of resources and contribute to improved standards of learning and achievement for all students in their designated year. They are accountable for a significant, specified responsibility focused on learning and development that is not required of all classroom teachers. The school is committed to safeguarding and promoting the welfare and safety of children and young people and expects all staff to share this commitment. Head of year play a lead role in promoting the Safeguarding policies and practices of the school to ensure that a culture of safeguarding is prevalent across all work of the school.

- (a) All staff are ultimately responsible to the Executive Headteacher (EHT) and Headteacher
- (b) Report to the DHT: Pastoral Care and the Headteacher

2. Generic Accountabilities (teachers)

See classroom teacher Job Description. All teachers accessing a TLR must meet the National Standards for teachers.

3. To promote safeguarding at all levels of the School as a key pastoral leader. A key focus of this role is to Safeguard all students at within your year group and at all levels across the school community. **It is expected that**

HOY will support the DSL/ Lead Deputy DSL/ Deputy DSLs in the discharge of their DSL responsibilities:

Policy and Procedure

- Act as a champion of the school's safeguarding policy and procedures by supporting all staff to have access to and understand them
- Contribute to the school safeguarding policy and review process
- Ensure that all staff are aware of their responsibility to challenge behaviour which breaches any of the school policies

Managing referrals

- Support the DSL / Lead Deputy DSL in any referrals made to Social services regarding students in your group.
- Keep detailed, accurate and secure written records of concerns and referrals within the year group. These are reviewed regularly (at least once every 3 weeks) to ensure concerns are escalated as appropriate and any multi-agency involvement are held to account for escalating concerns.
- Meet the Lead Deputy DSL and DSL regularly to review cases and share best practice and expertise. Cases are reviewed regularly (at least once every 3 weeks) to ensure concerns are escalated as appropriate and any multi-agency involvement are held to account for escalating concerns. Regular analysis of all cases to identify any possible trends.

Working with staff and other agencies

- Ensure staff can access and understand the school's child protection and safeguarding policy and procedures (especially new and part time staff)
- Inform immediately the DSL/ Lead Deputy DSL of safeguarding issues.
- Act as a source of support, advice and expertise for staff
- Understand the assessment process for providing early help and intervention
- Develop a working knowledge of how local authorities conduct a child protection case conference and a child protection review conference
- When the HT, DSL or Deputy Lead DSL are unavailable attend and contribute effectively to Child In Need meetings, Child Protection conferences, Early Help, and planning and review meetings; including those taking place out of normal working hours.
- Liaise with the LA and follow up any referrals made.
- Monitor and review medical needs of students in your year group and implement and monitor the effectiveness of care plans

Training

- Undergo training to develop and maintain the knowledge and skills required to carry out the role
- Undergo Prevent training and be able to:
 - Support the school or college in meeting the requirements of the Prevent duty
 - Provide advice and support to staff on protecting children from the risk of radicalisation
- Undergo training on female genital mutilation (FGM) and be able to:
 - Provide advice and support to staff on protecting and identifying children at risk of FGM
 - Report known cases of FGM to the police, and help others to do so
- Undergo training on Online Safety and be able to:
 - Support the school in meeting the requirements of On-Line Safety as outlined in the KCSIE Policy (Updated annually)
 - Provide advice and support to staff on protecting children from the unique risks associated with on-line safety.
 - Ensure all staff are provided with on-line safety training at Induction and updated annually as required
- Refresh knowledge and skills at least annually so remain up to date with any developments relevant to the role
- Obtain access to relevant resources

Raise awareness

- Ensure the school's child protection policies are known, understood and used appropriately
- Ensure the safeguarding policy is available and easily accessible to everyone in the school community
- Be alert to the specific needs of children in need within your year group, those with special educational needs and young carers
- Encourage a culture of listening to children among all staff, ensuring that children's feelings are heard where the school puts measures in place to protect them

All members of staff have a responsibility to:

- To provide a safe environment in which children can learn.
- Be prepared to identify children who may benefit from early help.
- To understand the early help process and their role in it.
- To understand the schools safeguarding policies and systems.
- To undertake regular and appropriate training which is regularly updated.

- Be aware of the process of making referrals to children's social care and statutory assessment under the Children Act 1989.
- Know what to do if a child tells them that he or she is being abused or neglected.
- Know how to maintain an appropriate level of confidentiality.
- Be aware of the indicators of abuse and neglect so that they are able to identify cases of children who may be in need of help or protection.

4. **All teachers accessing a TLR must meet the criteria for subject leadership as set out in the National Standards for Subject Leaders.**

5. **Impact on educational progress beyond your assigned pupils/students:**

- Pastoral leaders will be accountable for the educational development and progress of students within the Year, in so far as they can contribute to supporting individuals and groups through:
 - i. **Attendance behaviour and punctuality:** ensuring that students' academic progress is not clearly compromised by poor attendance, inappropriate behaviour or poor punctuality (meeting school targets) All HOY will liaise with the pastoral support teams and direct Form Tutors to have high expectations and promote "good practice"

Key Competency: *Managing pupils*

- ii. **Behaviour for learning:**
 - (a) Supporting both students and staff to effect students' behaviour in such a manner as to maximise each child's potential. This will involve implementing the School Behaviour for Learning Policy (and all other appropriate policies and practices as directed to by the DHT: Pastoral Care) effectively, intervening appropriately when this is not the case balancing support and challenge.
 - (b) Taking part as directed by the DHT: Pastoral Care on staff training in Behaviour Management/safety and safeguarding - supporting where and when appropriate.
 - (c) Provide guidance and advice on the choice of appropriate teaching and learning methods to meet the needs of students with behavioural needs or additional educational needs (later in conjunction with the SENCO). Reporting to the DHT: Pastoral Care causes of concern.

Key Accountability: *Effective guidance for each student so they following appropriate learning pathways.*

- iii. **Monitoring student performance**
 - (a) Implement clear policies and practices for assessing,

recording and reporting on student progress, behaviour, attendance, punctuality, safety and exclusions and using this information;

iv. Recognise and celebrate achievement.

v. OR Intervening effectively when there is academic under-achievement and/or concern regarding behaviour, attitudes to learning, attendance and/or safeguarding issues and assist staff and students in setting targets and identifying appropriate support interventions such as IEPs, IBPs, PSPs across the curriculum rather than subject specific guidance.

(b) Ensure that teachers are aware of any problems or barriers to learning individual students have and give advice as appropriate to facilitate their progression.

(c) Implement and monitor the effectiveness of the Pastoral Programme, ensuring its effectiveness in developing students' learning and thinking skills, global citizenship, healthy lifestyles, promoting British values and countering possible radical views and discrimination.

vi. **Effective liaison with parents, carers and external agencies**

(a) Establish a partnership with parents or carers to involve them in their child's learning and development, as well as providing information about curriculum, attainment, progress and targets.

(b) develop effective links with outside agencies involved in care and guidance of children and young people, e.g. Education Welfare, Social Services and integrated teams, Educational Psychology, Counselling and Police, Community and Drug/substance abuse Liaison teams, anti-radicalism initiatives such as PREVENT as directed AHT: Pastoral Care.

Key Accountability: *Effective and efficient use of external agencies.*

6. Leading, developing and enhancing the professional practice of others:

- Provide guidance on effective teaching and learning strategies that promote appropriate behaviour and create a positive learning environment.
- Lead on Academy strategies to enhance positive parental involvement in learning.
- Help staff to achieve constructive working relationships with students.
- Establish clear expectations and constructive working relationships among staff, including team working and mutual support; devolving responsibilities and delegating tasks, as appropriate, evaluating practice; and developing an acceptance of accountability.
- Sustain your own motivation and, where possible, that of other staff. Take responsibility for your own professional development.

Key Competency: *Challenge and support, team working, creating trust*

- Ensure the effective and efficient management of information on student progress and appropriate communication to students, parents and carers, staff and outside agencies.

7. Efficient and effective deployment of staff and resources.

- Manage resources effectively and efficiently to achieve value for money.
- Direct and monitor the work of Form Tutors.
- Direct and monitor the work of the Year Support Officers
- Use accommodation to create effective and stimulating displays of your year group.
- Ensure that there is a safe working and learning environment in which risks are properly assessed.

8. Specific duties for Heads of Year:

- Each year group has specific issues relating to their progress through the school. Expectations will be clearly communicated by the Headteacher and Deputy Headteacher: Pastoral Care. This will include any safeguarding responsibilities.

To carry out as requested from time to time any other relevant duties as may be reasonably required by the Executive Headteacher or Headteacher.

The job description will be reviewed at the end of the academic year or earlier if necessary. In addition, it may be amended at any time after consultation with you.

Two copies of this job description should be signed, the post holder retaining one and the Executive Headteacher/ Headteacher the other.

Signed:

Date: