



## Hadlow Rural Community School

### Job Description

<b>Post Title:</b>	<b>Head of Year (Non-Teaching)</b>
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This job description may be amended at any time following discussion between the Headteacher and member of staff in the light of any changes in the requirements and priorities of the School, and will be reviewed annually.

#### **Job Purpose**

- To lead and manage teams of staff
- To monitor pupil progress
- To monitor and manage pupil behaviour
- To take direct responsibility for the pastoral care of two designated year groups
- To guide and support pupils
- To maintain and improve the high standards of pastoral care
- To be committed to inclusive education
- To promote and safeguard the welfare of children and young people at HRCS
- To provide support for classroom teachers in managing behaviour
- To develop and coordinate the use of sanctions within the School
- To take responsibility for Safeguarding and Child Protection of students within designated year groups

#### **Areas of Responsibility and Key Tasks**

- Lead year teams and co-ordinate the activities of form staff
- Supporting the professional development of Year teams and form staff
- Taking a lead role in decision making and the development of policy within Student Support
- Supporting the personal development of pupils
- Setting, promoting and ensuring high standards of pupil attainment and behaviour
- To provide relevant data on behaviour incidents on a daily/weekly and term basis.
- To manage the 'On Call' system and coordinate subsequent referrals/sanctions as appropriate.
- Investigation and collection of evidence related to student behavior issues (including behavior reported from outside the School)
- Coordinating the re-admission of students from Exclusion in conjunction with the Head of Student Support & Deputy Headteacher and other senior staff.
- Developing the recording of behavior incidents on the School MIS system.
- To support the supervision of students during unstructured periods of the day as part of a whole school duty rota
- Applying and monitoring rewards and sanctions as appropriate/necessary
- Managing general pupil review processes and procedures
- Monitoring the progress of individual students
- Attending and where appropriate leading the range of meetings required to support the pastoral needs of the pupils including; Head of Year Meetings, Planning and Review Meetings, Pastoral Support Meetings, Parental Interviews



- Developing appropriate relationships with the parents of pupils in their care and initiate and co-ordinating parental contact as required
- Co-ordinating pupil transition between the years and the Key Stages
- Co-ordinating school reports, internal exams, parent's evenings and review meetings
- Promoting the school ethos through attitude, activities and events including inter-form competitions and providing opportunities of responsibility.
- Monitoring attendance and punctuality in line with the school attendance policy
- Monitoring and keeping reports of student behaviour
- Liaising with outside agencies
- Liaising with other professionals to support students
- Taking steps to prevent bullying and support victims of bullying
- Working to promote and develop whole school pastoral priorities as identified by the school self-review process.
- Creating and working with teams of teaching and support staff to oversee the delivery of support and enrichment programmes
- Meeting with parents, collectively and individually, to promote inclusion
- Meeting with year teams at strategic points to ensure effective communication and monitoring
- Monitoring and intervening to ensure appropriate support and academic progress for all pupils
- Ensuring that there is continuity across the Key Stages in terms of support, expectation and parental involvement
- Helping to ensure that all pupils progress to the best of their ability and that appropriate measures are taken to support those making greater or less progress than expected
- Monitoring and intervening to ensure student academic progress
- Acquiring a good working knowledge of: DfES pastoral strategies and initiatives; Child Protection procedures and the support available from the various agencies within the local area.
- Maintain high levels of visibility around the school and dealing with incidents as they occur
- Managing withdrawal for students in isolation/11-5 days (internal exclusion), including:
  - Liaising with staff with regard to work needing completion
  - The supervising of students
  - Completing paperwork
  - Ensuring that incidents are logged on the School MIS system
  - Keeping banks of work up to date
  - Ensuring completed work is safely returned to subject teachers

This description is intended to provide guidance on the range of duties associated with the post. It is not intended to provide a full and exhaustive definition. It may be subject to modification and the post holder may be required to undertake additional duties as required by the Headteacher

**Signed and agreed:**

**Name:**

**Date:**



## Person Specification

<b>Post Title:</b>	<b>Head of Year (Non-Teaching)</b>
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	<b>Qualifications</b>	<b>Essential</b>	<b>Desirable</b>
1.	NVQ Level 3 or equivalent		√
2.	Training relevant to managing student behaviour	√	
3.	Further Accredited qualifications and CPD		√
4.	Maths and English Grade A-C at GCSE or equivalent		√
5.	First aid		√
	<b>Professional Development</b>		
1.	Evidence of relevant CPD	√	
2.	Demonstrating an active role in the school	√	
3.	Evidence of leading CPD for others		√
4.	Demonstrating an active role in the wider community		√
	<b>Experience</b>		
1.	Experience of working in secondary schools	√	
2.	Evidence of working with students demonstrating challenging behaviour	√	
3.	Experience of working with students with additional educational needs	√	
4.	Evidence of good outcomes for pupils in your care	√	
5.	Leading teams of staff to success		√
6.	Working with other professionals /external agencies		√
	<b>Knowledge &amp; Skills</b>		
1.	Ability to work successfully with pupils with challenging behaviour	√	
2.	Ability to work as part of a team	√	
3.	Ability to relate well to children and adults	√	
4.	Understanding of equal opportunities issues in an education context	√	
5.	An understanding of safeguarding and Child Protection and its importance within a School environment.	√	
	<b>Personal Attributes</b>		
1.	Organisational ability and a reflective practitioner	√	
2.	Flexibility, enthusiasm and commitment	√	
3.	High expectations of students and high standards of your own work	√	
4.	Suitable to work with children.	√	
5.	An excellent attendance record	√	