

We Are Recruiting

Non Teaching Head of Year

Aspire • Respect • Endeavour



Thurstable School

Building Knowledge, Growing Character

Job Description: Head of Year

Thurstable School is committed to the protection and safety of children and young people. All staff are expected to share this commitment.

Job Purpose: To support the Headteacher by taking primary responsibility for the attendance, progress, behaviour, safety, and well-being of students within their dedicated year group. This includes being the designated child protection officer for students within their year group and being the primary point of contact for parents/carers.

Hours of work: 37 hours per week, 39.6 weeks per year (paid weeks 45.4)

Salary: Scale 7-8 £29,777-£36,648, Actual £25,927 - £31,910

DUTIES

Culture and Ethos

- Uphold the vision and values of the school and promote them via assemblies, year events, social functions, and external visits.
- Consistently implement the school's policies and procedures.
- Contribute to the pastoral care of all students in their year group.
- Organise, promote, and take part in year group celebration events and enrichment activities throughout the academic year.
- Promote the work of the Student Council through assemblies and Form Time.
- Be responsible for the training, guidance, support, resourcing, and line management of a team of Form Tutors; ensuring the consistent implementation of the school's policies, procedures, dialogue, and feedback.
- Secure INSET for colleagues within the tutor team and across the whole school as required.
- Work with other members of the pastoral team to develop a consistent approach to school policy.
- Create and lead the weekly assembly programme in line with all Key Stages.
- Support the Morning Meeting and the Thurstable Loves to Read programmes to be delivered by all Tutors during form time and ensure its consistent implementation.
- Monitor the activities undertaken during tutor time.

- Support the development of any PSHE courses for the year group.
- Aid transmission and transfer of data between Key Stages and plan for transition in each Key Stage.
- When necessary, to support out-of-hours extracurricular activities.
- Carry out regular break and lunchtime supervision.
- Promote the school's recognition scheme and lead on honours assemblies, etc.

Parental Communication

- Be the first line of communication between parents/carers, staff, and students concerning pastoral issues, where appropriate inviting parents/carers in for meetings to discuss issues around under-performance/target setting/behaviour/well-being.
- Keep parents informed, either by email or phone, of both sanctions and rewards and maintain a positive and professional communication link.
- Respond to parental enquiries about academic matters or personal matters and keep records of meetings or conversations within 24 hours preferably and always within 48 hours.
- Interview new parents and students including managed moves and mid-year admissions to the school year to gather information and secure appropriate courses.
- Liaise with parents about set changes following assessments prior to them taking place.
- Write to parents half termly with a newsletter for the year group.

Internal Communication

- Attend LABS (Learning, Attendance, Behaviour & Safeguarding) meetings having prepared for them in advance.
- Liaise with the Heads of Department where necessary.
- Complete the Pastoral Newsletter each week.
- Inform staff of new starters/leavers.

Behaviour

- Investigate allegations by students/parents, of breaches of expected behaviour standards. This includes interviewing students and taking detailed statements if necessary.

- Liaise with members of the SLT to determine and implement suitable behaviour sanctions and contact parents where necessary.
- Arrange and attend re-admission meetings following exclusion, setting appropriate targets and agreeing regular communication with parents/carers.
- Create support plans (behaviour, pastoral, emotional) to meet the needs of individual students in their year group.
- Liaise with the School's Police Liaison Officer, this includes arranging and holding meetings with students and parents/carers when evidence of minor criminal offences is obtained, or where there are concerns that a student's behaviour may lead to criminal offences being committed if they do not receive appropriate guidance/advice.
- Monitor sanctions and rewards via Go4Schools; tracking patterns of student behaviour. In partnership with the pastoral administrator produce reports as requested by the Headteacher which provide an overview of the key data, analysis, and next steps.
- Ensure that all key behaviour trackers are up to date: bullying logs, prejudicial incidents, sexual harassment log, etc.
- Ensure that all bullying victims and their parents are checked on at regular intervals.
- Support staff and students when behaviour issues arise around the school and provide appropriate interventions and follow up where necessary.
- Do behaviour walks around the school focusing on your year group in lessons, to catch students doing well and celebrate this as well as supporting any staff members that need support.
- Present to governors where lengthy or permanent exclusions may follow behaviour breaches.

Attendance

- Aim to meet the target of 97% attendance
- Meet with the Attendance Officers and the Attendance, Welfare and Safeguarding Lead on a regular basis to monitor attendance and initiate appropriate intervention practice where necessary.
- Promote high expectations for attendance, punctuality and conduct by actively using appropriate support and sanctions where necessary.
- Have overall supervision of the students' attendance, lateness and uniform for the year group

- Produce reports as requested by the SLT.

Safeguarding and Mental Well-being

- Be the designated Child Protection Officer for the attached year group.
- Be alert to the signs and symptoms of abuse/neglect.
- Always have a sense of professional curiosity around safeguarding and promote this in tutor teams.
- Receive disclosures from students, or information regarding suspicions/concerns from other members of staff.
- Manage information confidentially and sensitively, in line with the school's policies. Make appropriate referrals about actual or suspected safeguarding issues.
- Inform parents/carers of the above, where appropriate.
- Maintain an up-to-date knowledge of safeguarding procedures in line with 'Keeping Children Safe in Education'.
- Have a clear understanding of the procedures for dealing with cases of sexual harassment.
- Be responsible for maintaining detailed safeguarding and well-being logs on CPOMS by ensuring that all incidents are logged, assigned and any assignments actions are followed up.
- Make referrals as necessary to external agencies, tracking the progress of support programmes and regularly reviewing the effectiveness of the support in place for students in their year group.
- Liaise with Social Care and other external agencies after the initial referral is made.
- Attend and contribute to child protection case conferences.
- Offer support to students with welfare problems through discussion, practical resolutions, and where necessary, arrange counselling either inside and outside of school. Liaise with parents/carers where appropriate.

Student Progress

- Monitor the academic progress of all students and regularly report to parents/carers.
- Report on the development, progress and attainment of students in their year group to the Senior Leadership Team.

- Liaise with Curriculum Leaders or subject teachers where concerns arise with individual student progress across a number of subjects.
- Use assessment data provided to identify under-achievement and consider appropriate interventions where necessary.
- Contribute to the mentoring of under-performing students.
- Measure and monitor the impact of the interventions on the outcomes of students
- Know all students especially those who have specific needs/are statemented/on the register/at risk and monitor progress. Disseminate relevant information and keep teaching staff informed on student well-being.
- Collate student information prior to meetings i.e. generating 'round robins'.
- Promote and facilitate the general progress and well-being of individual students in assigned groups providing appropriate educational guidance on matters relating to their subjects and progression.
- Analyse absence, attendance, exclusion and behaviour data alongside student progress data to improve and secure student outcomes.
- Undertake spot checks of student planners to ensure that form tutors fully participate in the monitoring of student progress.

General

- The duties may be varied by the Headteacher and/or Governing Body to meet changed circumstances in a manner compatible with the post held.
- The Governing Body is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share in this commitment.
- Participate in the performance and development review process, taking personal responsibility for identification of learning, development and training opportunities in discussion with line manager.
- Comply with individual responsibilities, in accordance with the role, for health & safety in the workplace.
- Work with Line Managers to set and achieve professional objectives in line with the school's performance management policy.
- Ensure that all duties and services provided are in accordance with the School's Equal Opportunities Policy.

Person Specification:

	Essential	Desirable
Qualifications	GCSE Grade 4 or above in Maths and English. Have a good relevant higher education to A level (or equivalent) or beyond.	Show evidence of further professional development Show excellent pastoral knowledge.
Experience	Have experience of dealing with young people. Experience working with colleagues and external agencies. Demonstrate clear leadership potential. .	Experience of working in an Educational Setting in a pastoral capacity. Or Experience of working in youth services or social care setting.
Skills & Knowledge	Be able to motivate young people. Be able to work with and inspire others. Effective written and verbal communication skills. Ability to create good relationships with children, staff, parents and external agencies. Good ICT skills and able to produce and analysis report's. Knowledge of successful of behaviour management strategies. A good understanding of the secondary education system. A good understanding of student progress data.	Knowledge of available support services in the local area.
Equal Opportunities and Safeguarding	An understanding of and commitment to Equal opportunities and safeguarding for all. A commitment to upholding the values and policies of the school particularly with regard to promoting the welfare of and safeguarding of children.	
Personal Skills	Be optimistic and resilient. Be a team leader. Be organised, energetic and self-directed. Have a calm and supportive manner. Show excellent attendance and punctuality. Be committed to the achievement of all students.	Have a sense of humour

	Be willing to be involved in extra-curricular activities.	
Professional Development	Be willing to take part in all relevant training. Be able to lead professional development training sessions.	
Other	Right to work in the UK	