



PERSON SPECIFICATION

POST: Head of Year (Year Manager)

GRADE: NJC Points 23 – 30

NOTE TO CANDIDATE:

- The **Essential Criteria** are the qualifications, experience, skills or knowledge you **MUST SHOW YOU HAVE** to be considered for the job.
- The **Desirable Criteria** are used to help decide between candidates who meet **ALL** the Essential Criteria.
- The **How Identified** column shows how the Academy will obtain the necessary information about you.
- If the **How Identified** column says the Application Form next to an Essential Criteria or a Desirable Criteria, you **MUST** include in your application enough information to show how you meet this criteria. You should include examples from your paid or voluntary work.

	ESSENTIAL CRITERIA	HOW IDENTIFIED	DESIRABLE CRITERIA	HOW IDENTIFIED
Qualifications and Training	<ul style="list-style-type: none"> ▪ Grade C or above GCSE Maths and English (or equivalent) ▪ Willingness to participate in relevant training and development opportunities ▪ Experience of working in an educational setting ▪ 2 years as a Head of Year, or 3 years pastoral experience within an educational setting 	Application form and Interview	<ul style="list-style-type: none"> ▪ Educated to degree level ▪ Training/experience in counselling strategies ▪ Relevant pastoral and counselling, child protection courses ▪ Level 2 safeguarding qualification 	Application form and Interview

Knowledge and Experience	<ul style="list-style-type: none"> • Experience of working with children and young adults • Experience of working as part of a team and using own initiative • Confidential approach at all times. • Awareness and basic understanding of school curriculum • Basic awareness of inclusion, especially within a school setting. • Computer skills • To have experience of working with pupils, parents/carers and outside agencies • To have experience of preparing reports for a variety of audiences • Willingness to undertake further training, including first aid training • Experience of working with relevant age children with behaviour and social/emotional needs • A working knowledge of Child Protection legislation and fixed term/permanent exclusions 	Application form and Interview	<ul style="list-style-type: none"> • Experience of working with families from diverse communities and / or situations • Experience of support agencies • Awareness and basic understanding of working in a school • Leadership and Management experience • Strategic use of data to track, monitor and impact. • Experience of leading a successful improvement initiative and its positive impact on standards. • Knowledge of Early Help Assessments • Knowledge of Equal Opportunities • How to work closely with stakeholders and providers on personalised learning programmes • Use of SIMS/CPOMS or similar • Experience of work with a DSL, safeguarding team or external agencies relating to child protection 	Application form, references and Interview
Personal Qualities	<p>A 'no excuse' mind set</p> <p>Emotional intelligence and self-reflection</p> <p>An unshakeable belief that students can improve</p>	Application form and interview		

	ESSENTIAL CRITERIA	HOW IDENTIFIED	DESIRABLE CRITERIA	HOW IDENTIFIED
Skills and Abilities	<ul style="list-style-type: none"> • Proven interpersonal, verbal and written communication skills with the ability to effectively communicate with a wide range of people, particularly with parents / carers and external agencies • Ability to manage own workload with limited supervision • Excellent time management and organisation skills • Ability to multitask, use initiative and work well under pressure • Good numeracy and literacy skills • Ability to liaise sensitively and effectively with parents and carers, recognising their role in pupils learning • Ability to offer a firm but friendly approach and be self-confident in dealing with people • Ability to relate to children and adults • Ability to build effective working relationships with all pupils, parents, agencies and colleagues • Inspirational Leadership skills • Willingness to champion the needs of individual pupils including the disadvantaged • Support the school's stance on high expectations and standards • Track record of being a team-player • Positive personality • Commitment to equality principles and practice • Ability to role model a smart professional appearance • Ability to promote a resilient and positive ethos 	Application form, references and interview		
Special Working Conditions	<ul style="list-style-type: none"> • Ability to attend occasional events out of school hours / evenings • Ability to work flexibly, e.g. undertaking home visits in/after school hours on occasions • Ability to support other school functions 	Application form and interview		