



JOB DESCRIPTION

Job Title	HEAD OF YEAR
Grade	Grade G SCP 23 to 27
Primary Purpose of the Job	To lead a team and to contribute to the pastoral care of learners in school and within a year group
Responsible to	Head of Pastoral Care
Principal Responsibilities	To manage and coordinate a team of pastoral staff. Provide support for individuals and groups of learners in the year group, in specific areas of personal development, during transitions or development activities.

MAIN DUTIES

1. Support for the Learner

- Support learners by tackling problems and taking action to develop appropriate intervention strategies to ensure that young people across the year group make expected progress
- Contribute to improving attendance
- Liaise with parents, carers, and families
- Facilitate and support young people's learning and development by mentoring
- Supervise learners working independently in Managed Remove.
- Contribute to effective personalised provision by taking practical account of diversity
- Support young people and their families through home visiting
- Help to keep young people safe
- Support young people during transitions in their lives
- Enable young people to be active citizens
- Promote learners' well-being and resilience
- Escort and supervise learners on educational visits and out of school activities
- Undertake home visits as and when required

2. Support for the Teacher

- Contribute to the prevention and management of challenging behaviour by developing effective strategies to promote positive behaviour
- Assist in the identification of early signs of disengagement and contribute to specific interventions to encourage re-engagement including the co-ordination of a comprehensive alternative curriculum provision package for learners at risk of exclusion
- Contribute to planning, delivery and evaluation of teaching and learning activities under the direction of the teacher
- Observe, promote and track pupil performance and development in terms of attendance, behaviour and safety
- Monitor learners' progress in order to provide focused support and feedback

- Maintain and monitor learner records including SIMS behaviour management

3 Support for the school

- Establish fair, respectful, trusting, supportive and constructive relationships with young people, parents, carers and families
- Demonstrate the positive values, attitudes and behaviour expected from learners
- Be aware of and comply with policies and procedures relating to child protection, health and safety, security and confidentiality, reporting all concerns to an appropriate person
- Ensure that all learners have equal access to opportunities to learn and develop
- Recognise and respond appropriately to situations that challenge equality of opportunity
- Contribute to the overall ethos/work/aims of the school
- Recognise and respect the contribution that parents and carers can make to the development and well-being of children and young people
- Demonstrate a commitment to collaborative and cooperative working with colleagues and outside agencies
- Lead extra-curricular activities

4 Management Responsibilities

- Provide learning opportunities for colleagues
- Provide leadership for the student support team
- Allocate and check the work in your team
- Lead and motivate volunteers

The post-holder will also be expected:

- To set a high standard of personal conduct and commitment to Customer Service.
- To dress and act at all times as an example to the learners within the school and to create a professional image.
- To comply with all school policies and procedures.

The above requirements are intended as a basic outline. The post holder may reasonably be expected to undertake other duties commensurate with the level of responsibility that may be allocated from time to time.

Job Description updated by

Gaynor Chesterfield

Date Job Description updated

June 2021

PERSON SPECIFICATION



School LADYBRIDGE HIGH SCHOOL

Job Title HEAD OF YEAR

STAGE ONE Disabled Candidates are guaranteed an interview if they meet the essential criteria

MINIMUM ESSENTIAL REQUIREMENTS		METHOD OF ASSESSMENT
	Skills and Knowledge	
1	Ability to provide effective support during development activities through use of appropriate strategies to motivate and challenge learners.	Interview/Application form
2	Ability to deal with and respond calmly and promptly to incidents, safeguarding issues and challenging behaviour, in accordance with role and responsibilities.	Interview/Application form
3	Ability to supervise young people safely, adapting the learning environment where required according to needs, abilities, and agreed procedures.	Interview/Application form
4	Ability to work effectively as part of a team through information-sharing, feedback, problem-resolution and support.	Interview/Application form
5	Ability to help young people relate to others, provide a supportive and challenging environment, enable them to take risks safely and encourage self-reliance, self-esteem and resilience.	Interview/Application form
6	Ability to assist young people to understand their communities and their own role within them, to communicate their views and interests to others, and to negotiate and influence people and situations.	Interview/Application form
7	Ability to enable young people to tackle problems and plan and take action to achieve their goals and aspirations, reflecting and learning from their actions.	Interview/Application form
8	Ability to prepare for and lead an extra-curricular activity, such as a club, sports team, recreational or performing arts activity, under the direction of the school but with limited supervision.	Interview/Application form
9	Ability to set and promote high standards of behaviour and handle potentially difficult situations.	Interview/Application form
10	Ability to engage young people and increase participation in activities through appropriate differentiation, taking into account the diverse and individual needs of learners.	Interview/Application form

MINIMUM ESSENTIAL REQUIREMENTS		METHOD OF ASSESSMENT
11	Ability to model and demonstrate positive attitudes and behaviours and to utilise a range of activities to practise and reinforce social and emotional skills.	Interview/Application form
12	Ability to adapt communication styles to needs and situations, and to establish effective communication processes with colleagues, parents and carers, and other practitioners.	Interview/Application form
13	Ability to engage parents and carers and maximise their involvement in meeting their children's needs in relation to attainment, well-being or personal development.	Interview/Application form
14	Ability to reflect on own performance, agree development needs and evaluate learning achieved, as well as plan and evaluate improvement of knowledge in area of expertise.	Interview/Application form
15	Ability to reflect learners' age and developmental needs in selecting and supporting planning and the design of intervention strategies and materials and review materials according to progress.	Interview/Application form
16	Ability to provide clear and constructive feedback.	Interview/Application form
17	Ability to take action to ensure safe and proper use of resources.	Interview/Application form
CORE ORGANISATIONAL COMPETENCIES		
Please note the school's competencies, which are considered to be essential for all roles, are in the attached Core Competencies document		Interview
MINIMUM ESSENTIAL REQUIREMENTS		METHOD OF ASSESSMENT
	Personal Qualities and Beliefs	
1.	The ability to prioritise and schedule workloads	Application Form/Interview
2.	Excellent organisation and prioritisation skills	Application Form/Interview
3.	Values diversity	Application Form/Interview
4.	Alignment with Ladybridge beliefs and mission	Application Form/Interview
5.	Optimistic outlook – a belief that the work we do makes a difference to others	Application Form/Interview
6.	Honest, reliable, open minded, modest and full of integrity	Application Form/Interview
7.	Models Ladybridge WISDOM qualities of Respect, Commitment, Curiosity, Kindness, Teamwork and Resilience	Application Form/Interview
8.	Excellent time management skills	Application Form/Interview
9.	Able to listen and respond in an emotional intelligent manner	Application Form/Interview
10.	Good attendance and punctuality	Application Form/Interview

MINIMUM ESSENTIAL REQUIREMENTS		METHOD OF ASSESSMENT
	Knowledge/Experience/Qualifications/Training etc	
1.	Knowledge and understanding of young people in relevant age groups' expected patterns of development including physical and intellectual development, communication, learning, social, emotional and behavioural development.	Interview/Application form
2.	Knowledge and understanding of relevant personalised intervention strategies and techniques to develop learners' self-esteem, confidence and influencing skills	Interview/Application form
3.	Awareness of inclusion principles, impact of cultural, social and gender-based influences on pupils, and their implications for supporting learning activities	Interview/Application form
4.	Knowledge and understanding of effective communication strategies and approaches to fostering positive relationships in a variety of settings.	Interview/Application form
5.	Understanding and experience of safeguarding principles and safe working practices	Interview/Application form
6.	Experience and understanding of how to set in motion accident/emergency, safety, safeguarding and welfare procedures, according to school policies and procedures	Interview/Application form
7.	Knowledge and understanding of a range of professional and educational software packages	Interview/Application form
8.	Knowledge of how statutory and non-statutory frameworks and the school curriculum relates to the age and ability ranges of the learners being supported	Interview/Application form
9.	Understanding of the main features of the SEND Code of Practice and current disabilities legislation to support pupils	Interview/Application form
10.	Knowledge and understanding of how frameworks that support the development and well-being of young people impact on practice, including safeguarding, Child Protection and Health & Safety	Interview/Application form
11.	Knowledge and understanding of how engagement and interest can be maximised.	Interview/Application form
12.	Relevant experience of working with young people in an educational setting within specified age range.	Interview/Application form
13.	Holder of a relevant Level 3 or above qualification	Application form
14.	Holder of a nationally recognised qualification at Level 2 or above in English/literacy and mathematics/numeracy	Application form
15.	Willingness to engage in relevant development opportunities	Interview/Application form
16.	Experience of leading a professional team.	Interview/Application form
17.	Possession of a driving licence, relevant insurance and access to transport in order to undertake home visits	Application form
MINIMUM ESSENTIAL REQUIREMENTS		METHOD OF ASSESSMENT
	Work Related Circumstances	
	Bolton Council is a Smoke-free Employer	Interview

MINIMUM ESSENTIAL REQUIREMENTS		METHOD OF ASSESSMENT
	The nature and demands of the post-holder's time are not always predictable and there will be an expectation that work will be required outside normal hours from time to time	

STAGE TWO Will only be used in the event of a large number of applicants meeting the minimum essential requirements

ADDITIONAL REQUIREMENTS		METHOD OF ASSESSMENT
Knowledge/Experience/Qualifications/Training, etc		
1.	Experience of engaging with parents, carers and families on a range of issues.	Interview/Application form
2.	Knowledge and understanding of managing change and transitions with pupils.	Interview/Application form
3.	Experience of leading an extra-curricular activity in school.	Interview/Application form
4.	Experience of managing a multi-disciplinary or cross-boundary team.	Interview/Application form
Note to Applicants: Please try to show in your application form, how best you meet these requirements		

Person Specification update by

Gaynor Chesterfield

Date Person Specification updated

June 2021

Core Competencies

These core competencies are considered essential for all roles within this school. Please be prepared to be assessed on any of these during the interview process and, for the successful applicant, throughout the probationary period.

Developing Self and Others

Promote a learning environment to embed a learning culture. Support others to develop their skills and knowledge to fulfil their potential. Actively pursue your own development.

Civil Contingencies

Bolton Council has a statutory duty under the Civil Contingencies Act 2004 to respond in the event of an emergency. If the Emergency Management Plan is activated, you may be required to assist in maintaining key council services and supporting the community. This could require working outside of routine working hours and working from places other than your normal place of work.

Equality and Diversity

Uphold the principles of fairness and the Equality Act 2010 in all undertakings as an employee of the school, including providing a fair, accessible service irrespective of customer's race, religion, gender, sexuality, disability or age.

Customer Care

The ability to fully understand, assess and resolve the needs of all customers including those who present with complex situations, in a manner that respects dignity and expresses a caring and professional image.

Health and Safety

Take responsibility for the health and safety of yourself and others who may be affected by your acts or omissions, and comply with all health and safety legislation, policy and safe working practice, including participating in training activities necessary to your post.

Data Protection and Confidentiality

Ensure that any personal data or confidential data you hold is kept securely and is not disclosed, whether electronically, verbally or in writing, to any unauthorised third party. Follow school policies and procedures on dealing with personal information and information assets, including the Code of Conduct, Information Management, and ICT Acceptable Use. Personal or confidential data should only be accessed or used for school purposes.

Fluency Duty

Should you be required, as a regular and intrinsic part of your role, to speak to members of the public in English, you must be able to converse at ease with customers and provide advice in accurate spoken English, as required by the Immigration Act 2016.

Working Hours

The nature and demands of the role are not always predictable and there will be an expectation that work will be required outside of normal hours from time to time.

Safeguarding

This School is committed to safeguarding and promoting the welfare of children, young people and vulnerable adults and expects all staff and volunteers to share this commitment. Should the role involve working with the above groups, you will be subject to an Enhanced Disclosure and Barred List check by the Disclosure and Barring Service.