



The Fernwood School

High Achievement with Care & Discipline for All

Head of Year

Job Description

March 2019



Dear Applicant,

On behalf of The Fernwood School Academy Trust Governing Body, thank you for your interest in the post of Head of Year at our academy. We are very proud of Fernwood for many reasons and hope that this pack gives you a flavour of our school. There is a vacancy for Year 7 and Year 10 due to the successful promotion of the current post holders.

We are an inclusive, diverse, harmonious community. Our students are extremely polite, courteous and very well behaved. Our highly skilled staff, enjoy positive, respectful relationships with our students and with one another. We are a very caring, nurturing school and see ourselves as a family. We provide an outstanding education for all our students within a safe, well-disciplined, caring environment. Students' personal development is at the heart of our pastoral care system.

Our vision for the future of The Fernwood School centres on maintaining our current strong position, as a single, outward looking, Outstanding Academy, providing excellent education for our students. We are ambitious to continue to grow our collaborative partnerships with local universities and teaching schools in providing high quality support, training and development opportunities. We are part of the Specialist Schools Leading Edge Partnership, a PiXL affiliate and work with George Spencer TSA.

A successful CIF bid has meant that the school will expand incrementally starting in September 2020 from a year group of 200 to 300 on roll. Building work has already commenced. It is most important that through this expansion that our ethos of care, discipline and high achievement for all is both nurtured and protected.

The person appointed as Head of Year at The Fernwood School will have a genuine enthusiasm for working with young people of all abilities and backgrounds and will command the respect of the school community. We are looking for someone who is enthusiastic, adaptable, committed and an inspiring professional with the potential for further promotion. The successful applicant will join a committed and cohesive leadership team. Details about arranging a visit are included in the pack.

Paul Burke
Head Teacher

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The Post: Head of Year

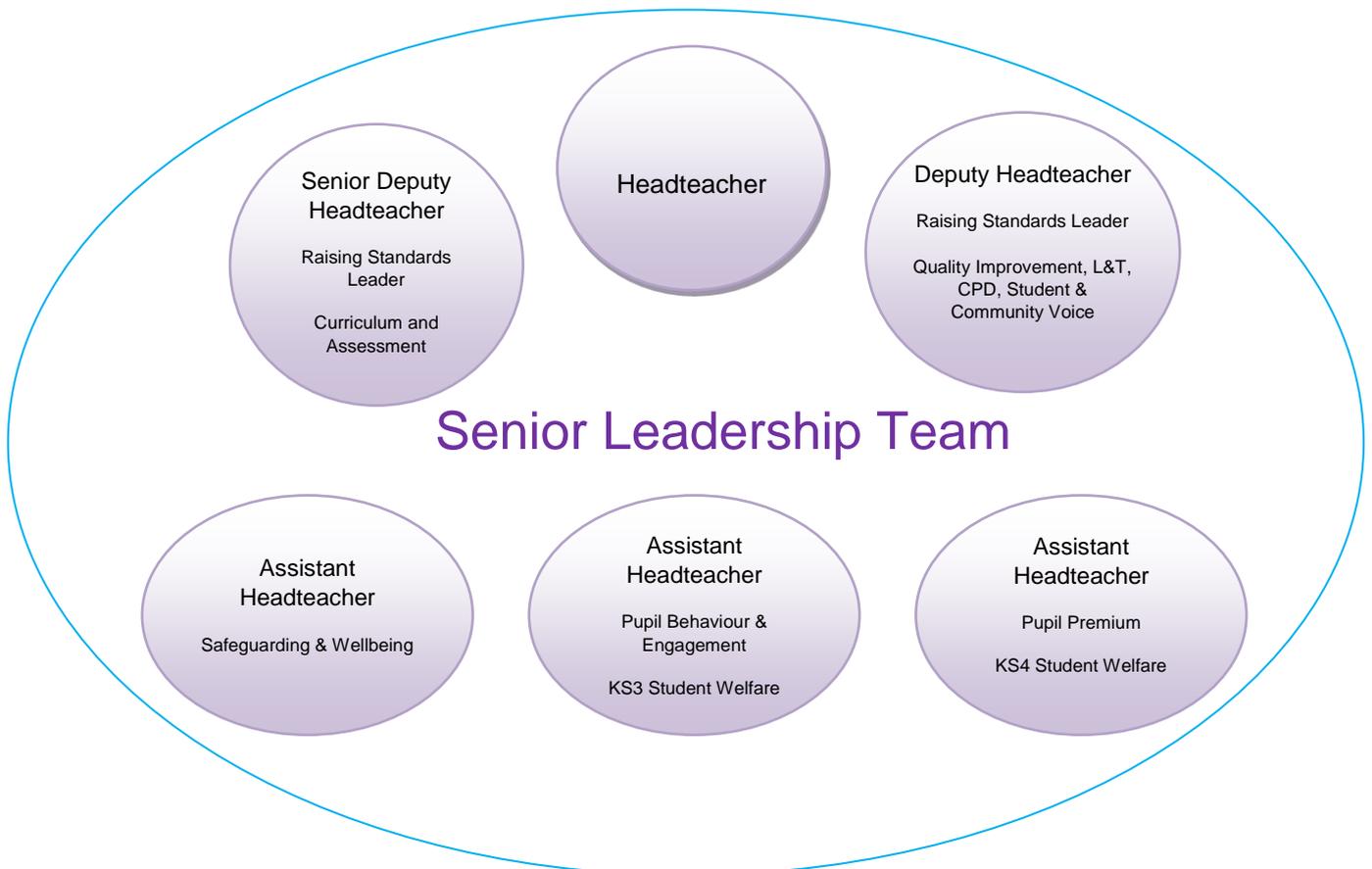
We are looking for a person with an engaging personality who can build and maintain trusting relationships with adults and children. Someone who has an infectious love of children, teaching and learning. The person we seek will have proven skills and experience and is an excellent classroom teacher who has developed teaching and learning leadership and management skills through their work already. The applicant may already be an existing Head of Year and will definitely have drive, determination, resilience and resourcefulness. They will have vision, a repertoire of tools and strategies used to implement this vision as well as the self-belief to carry others forward.

We are fully committed to Equal Opportunities and would like to work with people who are 'child-centred' in outlook and able to value and shape the contributions young people can make to their own learning.



The Senior Leadership Team

The diagram shown below illustrates the make up of the Senior Leadership Team commencing April 2019.



The Senior Leadership Team has a wealth of skills and experiences. It works collaboratively and supportively. All staff are valued and professional development is an important part of our ethos of care and achievement



Post Title: **Head of Year**

Reporting to: **Relevant Key Stage Assistant Head**

Main purpose

The Head of Year will take lead responsibility for providing leadership and management for a Year Team to secure:

- High achievement, care and discipline for all students.
- High expectations of tutors to effectively create a Year group that takes a great pride in and shows commitment to The Fernwood School and its community.

Duties and responsibilities

Strategic and operational leadership and management of the Year Group, its staff and students

- Be responsible for the strategic and operational leadership and management of the Year Group, its staff and students, in line with school policies & procedures.
- Create a climate which enables staff to develop and maintain positive attitudes towards behaviour management and the school ethos.
- Inspire and motivate students and staff through assemblies and tutor meetings.
- Ensure that the Year Group receive a positive and encouraging climate as embodied by the Fernwood Award and celebrate successes in assemblies and evening award ceremonies.
- Use data effectively to identify students who are underachieving in the Year group and create and implement effective plans to support those students where necessary.
- With the involvement of relevant staff, establish short, medium and long term plans for the development and resourcing of the Year Group in line with Quality Improvement procedures.
- Establish clear expectations and constructive working relationships among staff involved with the Year Group through team work and mutual support; devolving responsibilities and delegating tasks, as appropriate.
- Sustain your own motivation and that of other staff involved with the Year Group.
- Ensure that the progress of disadvantaged students is scrutinised in detail and appropriate actions and interventions are taken.

Student academic progress, spiritual, moral, social and cultural development and welfare. Development of student participation, leadership skills and responsibility for self

- Ensure high levels of student attendance and punctuality and an impeccable standard of uniform.
- Ensure and monitor continuously the impact of intervention plans with individual students.
- Ensure all students have high standards of behaviour for learning, that they are rewarded, that they feel safe and that their talents are spotted and developed.
- Ensure excellent behaviour for learning and behaviour and safety around the school site of all students by being a visible presence during and beyond the School day, visiting lessons and organising and assisting with discipline procedures.



- Support every student in your Year in their spiritual, moral, social and cultural development and welfare.
- Ensure that all students know that anything they report to you e.g. occurrences of bullying, will be followed up.
- Support KS2-3, 3-4 or 4-5 transition as appropriate.
- Lead new student induction to ensure a smooth transition.
- Support students on Work Experience placements where appropriate.
- Develop student leadership skills e.g. through responsibilities within the Year Group for competitions, charity work, community service as exemplified in the Fernwood Award.

Development of the Home School partnership

- Be the single point of contact for students and their families, and any external agencies supporting them, ensuring that queries/concerns from home are dealt with on the same day.
- Help staff to achieve constructive working relationships with students and parents and outside agencies.
- Establish and maintain positive working partnerships with families, ensuring that all parents/carers sign the Home-School Agreement.
- Attend and organise appropriate Consultation Evenings, Awards Evenings, Open Evenings, and other parent/carer partnership events.

Liaison with staff and external agencies

- Liaise effectively with the Engage Team as appropriate.
- Work with the SENCO and any other staff with special educational needs expertise, to make sure that education, health and care plans are used to set subject-specific targets and match work well to students' needs.
- Ensure that your SLT link is well informed about policies, plans and priorities, the success in meeting objectives and targets, and year group related professional development plans.
- Liaise with outside agencies e.g. undertake an assessment, school nurse, counselling, CAMHS, community paediatrician, young carers, social services, Educational Psychologist service, safeguarding, drug, alcohol support, PCSO and youth service to ensure that all students are fully supported.
- Provide information for student interviews and reviews with external agencies, to include child protection reports, confidential court/social service/medical reports, assessment, Educational Psychologist referrals, CAMHS referrals, Community paediatrician referrals etc.
- Write and implement IEPS, parenting /behaviour contracts, risk assessments, reports and hold re-admission interviews following exclusion, and oversee managed moves to other schools.
- Collect case studies of students, including EAL, for Ofsted.

Safeguarding

- Check daily attendance and start of the day and punctuality of students in your Year Group.
- Closely monitor and reduce to zero internal truancy.
- Maintain accurate and up to date records for students and ensure efficient record keeping in line with statutory requirements.
- Undertake regular safeguarding training as required.
- Ensure that statutory and Ofsted requirements for safeguarding are met.

Teaching and learning

- Ensure you act as a role model in securing outstanding teaching and learning.



- Ensure that tutors are clear about the teaching objectives in tutor time, understand the rationale behind the tutor programme, and communicate such information to pupils consistently and in a timely manner.
- Ensure that Restorative Justice, Circle Time, Careers Information, Advice and Guidance is delivered in a timely and age appropriate manner.
- Ensure effective development of students' individual and collaborative study skills.
- Work with staff to establish a partnership with parents to involve them in their child's learning of the subject, as well as providing information about curriculum, attainment, progress and targets.

Please note: This job description may be amended by the Head Teacher at any time in consultation with the postholder.

Conditions of Service:

Governed by the National Agreement on Pay and Conditions of Service, supplemented by local conditions as agreed by the Trust.



Job Specification

	Essential	Desirable
Qualifications		
Educated to Degree level or equivalent	✓	
Qualified Teacher status	✓	
Experience		
An ability to instil high expectations in terms of Behaviours for Learning to have a positive impact on the climate for learning	✓	
5 years teaching experience as a minimum	✓	
Middle leadership		✓
A proven track record in resolving behaviour issues positively, and supporting colleagues in managing behaviour effectively	✓	
Ability to use IT effectively	✓	
Demonstrate experience of effective performance management and quality improvement within a school environment	✓	
Collaborative teaching methods and working with colleagues in the preparation, assessment and monitoring work	✓	
Demonstrable experience of improving student outcomes	✓	
A record of continuous professional and career development	✓	
Experience as a form tutor and or/ pastoral work	✓	
Skills		
A proven record of outstanding teaching	✓	
Ability to resolve exclusion, attendance and truancy issues promptly	✓	
Ability to resolve teaching issues and lack of student progress promptly	✓	
Ability to analyse data effectively to assess performance	✓	
Ability to work hard under pressure while maintaining a positive, professional attitude	✓	
Ability to organise and prioritise workload and work on own initiative	✓	
Excellent interpersonal skills and the ability to work collaboratively	✓	
Commitment to personal career development	✓	
Ability to think and plan strategically and manage change		✓
Commitment to engage with parents in order to encourage their close involvement in the education of their children	✓	
Knowledge and Understanding		
A clear understanding of effective line management	✓	
Commitment to and an understanding of Restorative Justice approaches to enhance and support positive Behaviour Management	✓	
Leading Pastoral Teams to enhance their CPD and their ability to support and inspire students		✓
Have a robust understanding of relevant outside agencies and be able to liaise with them appropriately and effectively including safeguarding	✓	
Understanding of the dimensions of developing quality SOL and planning	✓	
Effective strategies for supporting staff to improve teaching and learning	✓	
Have a rigorous understanding of positive effective strategies for whole school intervention and behaviour management	✓	
A thorough understanding of the intervention packages available to support student welfare and positive attainment outcomes for all students	✓	
A rigorous understanding of the OFSTED Framework	✓	
Knowledge and understanding of statutory responsibilities for schools	✓	
Understanding of assessment systems	✓	
Equal Opportunities		
Understanding of different social and ethnic backgrounds of students including Pupil Premium and other priority groups	✓	
Understanding of the needs of students and the appropriate policies and strategies to support them	✓	