



February 2025

## Head of Year

**37 hours per week, working 39 weeks per annum**  
**Grade 8 starting at £31,002 actual salary (£18.72ph)**

Dear Applicant

We are a welcoming and inclusive 11-16 school that has, due to its popularity, grown rapidly in size to be oversubscribed from September 2024 with c.750 students on roll. Our mission is 'Creating and Achieving a Brighter Future' and we live by our mantra 'Be Kind, Aspire, Persevere, Achieve' by providing the very best education for our young people.

We want our students to be equally supported and challenged during the five years they spend with us and for them to enjoy their time with us as we nurture them to become confident, happy and successful young adults. We are deeply ambitious for every individual and upon leaving us, we are determined they will be able to access the very best opportunities in further and higher education.

As a school we want to become ever more outward-looking, broadening our links and partnerships to further develop Maidenhill School as a learning hub for the wider community. The governors and I are clear that we want Maidenhill School to be the 'school of choice' for parents and young people.

We are seeking to appoint a talented, committed and inspirational pastoral leader to lead a year group here at Maidenhill. The role is split into two equal parts which are that of championing each and every student's academic progress and attainment, whilst simultaneously supporting their pastoral welfare, care and guidance. We are a school where we pride ourselves in knowing our students really well and you will be working closely together as a team to support students across a year group. This is an opportunity for outstanding candidates from a range of backgrounds to have the opportunity to have a highly influential and impactful position within our pastoral care team. Previous and current holders of this role include former teachers, a former Learning Support Assistant, even a former policeman.

If, having read the job description and person specification, you are interested in applying for this position, please complete the application form and submit to [vacancies@maidenhill.gloucs.sch.uk](mailto:vacancies@maidenhill.gloucs.sch.uk) by 9am on Monday 24<sup>th</sup> February. If you would like to know more or come for tour of our wonderful school, please make contact on the address above.

We look forward to receiving your application and meeting you at the interview.

Yours sincerely,

Head Teacher: Mr A Hunter

Telephone: 01453 822469 Fax: 01453 825615 Email: [office@maidenhill.gloucs.sch.uk](mailto:office@maidenhill.gloucs.sch.uk)

Kings Road, Stonehouse, Gloucestershire GL10 2HA

[www.maidenhill.gloucs.sch.uk](http://www.maidenhill.gloucs.sch.uk)



## MAIDENHILL SCHOOL - JOB DESCRIPTION

### Head of Year

<b>Job Title:</b>	Head of Year
<b>Salary Level:</b>	Support Staff, Grade 8
<b>Responsible to:</b>	Head Teacher, Assistant Head (Student Welfare and Guidance)

#### **JOB PURPOSE: To contribute to the raising of standards and achievement overall:**

- To provide clear and cohesive leadership of a year group.
- To build and develop a team of tutors.
- To contribute to the strategic development of the school by implementing new whole school initiatives, monitoring and reporting on key outcomes, to ensure the year group meets academic targets as well as meeting the needs of all students.
- To take responsibility and be accountable for student attainment and achievement of students within the year group, by tracking student progress and supporting individual students' learning needs
- To model the highest possible professional practice

#### **MAIN DUTIES AND RESPONSIBILITIES**

##### **Leadership: To support the SLT and Governing Body in achieving the overall aims of the school and specific targets identified in the School Development Plan:**

1. To contribute to the overall strategic direction and delivery of the school's aims and objectives by providing advice, challenge, insights and experience that will be beneficial to staff and students.
2. To play a major role in the School's middle leadership and management structure, assisting the Head Teacher in creating a vision, sense of purpose and pride about the year group and school
3. To create a culture and environment that is conducive to success through innovation, engagement and enthusiastic delivery of vision and through guiding and supporting members of staff and students by offering leadership, guidance and support.
4. To be an excellent role model to all, maintaining and modelling professional standards in relation to dress, conduct with colleagues, students and parents, attendance, punctuality and meeting deadlines
5. To champion best practice in this area, demonstrating skills and leadership qualities necessary to command respect, and encourage commitment to raising standards.
6. To monitor the performance and effectiveness of the team in delivering the School's aims and objectives and ensure school policy is implemented
7. To contribute to the School's Self-Evaluation Form and ensure the team contributes towards the setting of targets and works towards achieving them.
8. To implement a positive ethos within the year group to promote high expectations regarding attitude and approach to learning, behaviour and high ambition.
9. To proactively devise and implement year group rules, routines and procedures within relevant school policies.
10. To lead, direct and develop tutors for the continuous improvements in the quality of tutoring and use of tutor time by motivating and enabling colleagues to share best practice across the team.
11. To maintain discipline in the head of year and in the school as a whole, ensuring behaviour management strategies are in place, including supporting staff during lessons when appropriate.
12. To keep a high profile around school, taking command of areas at change of lessons and being visible and active during non-structured time.
13. To support the Designated or Deputy Safeguarding Leads (DSL or DDSL) with safeguarding issues specific to the students within the head of year.

14. To develop and maintain effective methods of communication with the Head Teacher, SLT, other staff, students, parents, governors, external agencies and the wider community (including business and industry), etc.
15. To identify and applaud areas of success for individual students and tutors.
16. To help create an effective team by promoting collective approaches to problem-solving.
17. To chair and produce the agenda for effective team meetings and to ensure minutes are taken, kept secure and circulated as appropriate.
18. To make effective use of attendance, punctuality, behaviour and progress data to monitor and evaluate the achievement and attainment of all students in the head of year taking into account vulnerable groups, and to plan and implement appropriate actions to lead further improvements in outcomes.
19. To develop strategies to remove barriers to learning working with students, parents, staff and external agencies.
20. To implement interventions to improve student progress and evaluate effectiveness of interventions.
21. To work to raise self-esteem of all students and in particular the most vulnerable.
22. To initiate/maintain and encourage the provision of extra-curricular activities.

**Management:**

1. To play an active part in leading the school forward by consistently supporting the standards of the school and challenging students who are not meeting expectations, taking action or making referrals as appropriate.
2. To contribute to the Year Group Development Plan, its implementation and the part it plays in the whole school development.
3. To develop systems and processes to allow tutors to access student data to inform their support and intervention.
4. To monitor and evaluate the work of the tutor team; take the initiative in identifying strategies to support consistency of practice, collaboration and reflection.
5. To develop strategies for the students' spiritual, moral, social and cultural development, including citizenship, through a well-structured tutor programme, weekly assemblies, and extra-curricular activities that reflect the aims and vision of the school.
6. To develop strategies and procedures (using national and school guidelines) to support the learning for students with special educational needs.
7. To work with the SENDCO and SEN Leaders to ensure IEPs are used to set specific targets and match curricular materials and approaches to student needs.
8. To identify and support the cohort of be more able (HAP) students in the year group by developing strategies to meet their needs, sharing good practice, tracking student progress and setting specific targets for the group.
9. To ensure that the team supports the School's implementation of all current statutory requirements, e.g. Disability Discrimination Act, Access to Work, SEND, Equal Opportunities, Child Protection, Every Child Matters.
10. To maintain accurate and up-to-date student records on school's management systems and own student files
11. To maximise attendance at parents' evenings and to analyse student and parent questionnaires.
12. To monitor planners regularly to ensure the appropriate use of the planner, and the regularity of homework being completed using ClassCharts.

### **Liaison/Communication**

1. To communicate regularly with year group team members, making positive and constructive comments about work and student progress and keeping up to date with personal information, wider aspects of the school agenda, recreation opportunities and enjoyment and professional development.
2. To keep parents / carers informed of issues relating to attendance, behaviour, personal development and well-being and work.
3. To initiate contact where appropriate with external agencies on behalf of the school and to represent the school, when requested, at external professional meetings.
4. To work closely with the SLT to promote the successful image of the school in the community.
5. To act as the initial person for others to contact regarding all issues relating to the students in the year group.
6. To liaise with colleagues to support transition from primary school and to post-16 providers, trainers or employers.
7. To liaise with subject leaders in relation to intervention and necessary actions
8. To liaise with other Heads of Year in order to develop integrated approaches to whole school initiatives e.g. Numeracy, Literacy, SEN and Citizenship through an effective and well-structured tutor programme.
9. To inform and liaise with staff about mobile students and manage the provision of information to parent/carers and other staff about curricular choices, and choice of teaching groups for individual students and groups of students.
10. To develop constructive relationships with key members of the school and community and provide helpful and accurate responses to parent/carers enquiries.
11. To develop constructive and effective partnerships with other schools, colleges and agencies
12. To articulate and support the school policy in matters such as dress code and behaviour with all students and parents/ carers.
13. To organise and oversee parents' evenings and support parents' information evenings.
14. To take the lead on the completion of Personal Education Plans (PEP) for students within the year group and attend any associated meetings.

### **Health and Safety**

1. To undergo First Aid training and update courses.
2. To be aware of the responsibility for personal Health, Safety and Welfare and that of others who may be affected by your actions or inactions.
3. Cooperate with the employer on all issues to do with health, safety and welfare including the reporting to the line manager or SLT of any dangerous situations in the workplace, or any perceived shortcomings in health and safety arrangements.
4. To work with the Safeguarding Officer in all matters relating to child protection and safeguarding

### **Continuing Professional Development - Personal**

1. In conjunction with the line manager, to take responsibility for personal professional development, keeping up to date with research and developments in understanding and working with young people
2. To undertake any necessary professional development as identified in the School Improvement Plan taking full advantage of any relevant training and development available.
3. To maintain a professional learning log and portfolio of evidence to support the Performance Management process - evaluating and improving own practice.

### **Continuing Professional Development - Staff**

1. To contribute to, and take a leading role in, the provision of high-quality professional development making use of, where appropriate, other sources of expertise, e.g. LA, outside training agencies, etc.
2. To consider the expectations and needs of other members of staff, and in particular ensure that trainees and ECTs are appropriately monitored and supported.
3. To assist the Head Teacher, by providing relevant evidence as requested, in assessing staff for Threshold and beyond.
4. To meet regularly with colleagues to discuss, review and monitor student progress.
5. To work with other staff to develop practice by:
  - undertaking professional development activities.
  - establishing a professional dialogue with colleagues to ensure staff feel confident to improve their skills.
  - acting as consultant to staff to develop strategies to support students experiencing difficulties.
  - networking with professionals at other / similar / feeder schools to enhance learning opportunities for staff.
  - supporting school initiatives.

### **GENERAL RESPONSIBILITIES**

1. To be aware of and work in accordance with the school's safeguarding policies and procedures and to raise any concerns relating to such procedures.
2. To be aware of and adhere to applicable rules, guidelines, regulations, legislation, policies, procedures and working practices of Maidenhill School
3. To contribute to school improvement work ensuring that student learning is central to all activities.
4. To attend staff /department meetings, training and school events as required.
5. To maintain confidentiality of information acquired in the course of undertaking duties.
6. Communicate regularly staff and students, making positive and constructive comments about work and student progress and keeping up to date with personal information, wider aspects of the school agenda, recreation opportunities, enjoyment and professional development.
7. To be responsible for your own continuing self-development and engage constructively with the performance management process, including any relevant training to further develop knowledge and skills to enhance own performance and support the school improvement agenda.
8. To contribute to the training and development of the workforce
9. To keep up to date with Child Protection / Safeguarding Procedures and notify the DSL or deputies of any concerns about a child.
10. To obtain a nationally recognised First Aid certificate and attend suitable refresher courses in order to keep qualifications up to date.
11. To undertake any duties appropriate to the grading of this post as required, under the direction of the Head Teacher

This job description will be reviewed annually and may be subject to amendment or modification at any time after consultation with the post holder. It is not a comprehensive statement of procedures and tasks but sets out the main expectations of the School in relation to the post holder's professional responsibilities and duties.

Elements of this job description and changes to it may be negotiated at the request of either the Headteacher or the incumbent of the post.

Staff Signature: \_\_\_\_\_

Headteacher: \_\_\_\_\_

Date: \_\_\_\_\_



Head of Year			
Person Specification			
	Essential	Desirable	Evidence?
<b>Qualifications and training</b>	<ul style="list-style-type: none"> <li>• A' level or equivalent Level 3 in a relevant area</li> <li>• Sound knowledge of educational policy and practice</li> <li>• Record of effective training in related areas</li> </ul>	<ul style="list-style-type: none"> <li>• Qualification in youth work, mentoring or other similar qualification</li> <li>• First Aid qualification (or willingness to be trained)</li> <li>• Minibus driving qualification</li> </ul>	Application Form
<b>Experience</b>	<ul style="list-style-type: none"> <li>• Experience of at least two years' working with young people in a professional, educational or voluntary capacity</li> <li>• Experience of working in a busy and demanding environment</li> <li>• Experience of working independently and as part of a team</li> <li>• Experience of liaising with other professionals, parents and agencies</li> </ul>	<ul style="list-style-type: none"> <li>• Experience of working in a school environment</li> <li>• Experience in behaviour management strategies</li> <li>• Experience of working with safeguarding cases</li> </ul>	Application Form  Interview  Letter of Application
<b>Skills and understanding</b>	<ul style="list-style-type: none"> <li>• Excellent communication / interpersonal skills with students, staff, parents, Senior Leaders and other agencies</li> <li>• Understanding of child protection legislation and responsibilities</li> <li>• Understanding the complexities of young people's emotional and educational needs</li> <li>• Ability to communicate, motivate, support and inspire young people to aim high</li> <li>• Willingness to take on responsibilities and seek out solutions</li> <li>• Ability to assess students' needs and work to remove barriers to learning</li> <li>• Ability to plan and deliver programmes of support to enable students to achieve well at school</li> </ul>	<ul style="list-style-type: none"> <li>• Experience of using SIMs or other data software</li> </ul>	Observation  Reference  Letter of application  Interview

- Ability to manage challenging situations, multi task and communicate effectively with a range of adults and agencies
- Ability to understand SEN and school policy and practices
- Ability to work effectively as part of a team and develop good working practices collaboratively
- Ability to build constructive relationships with parents/ carers/ outside agencies
- Excellent organisation / resource management
- Excellent ICT skills for communication, data analysis and presentation
- Ability to keep appropriate records and effectively share required information
- Ability to gather information and produce reports re impact
- Ability to inspire and motivate others

#### **Attitudes**

- Excellent record of attendance and punctuality
- Understanding the need for a reflective approach
- Understanding the importance of monitoring and evaluation
- Understanding the need to be an excellent role model to staff and students
- Positive and energetic with an enthusiasm for learning
- Sense of humour and fun
- Flexible and adaptable, able to work occasional evenings / weekends
- Team player

Application Form

Letter of  
Application

Reference

Interview

Observation