



JOB DESCRIPTION

Job Description: Assistant Head of Year

Reporting To: Assistant Headteacher

Job Purpose: Working alongside the Heads of Year, provide support and intervention strategies in order to meet the pastoral needs of students at South Hunsley School. To act as a point of contact for families, colleagues and students for enquiries and issues regarding students within their year group.

Key Responsibilities: Specific

- To establish and maintain good working relationships with parents and carers. Acting as a point of contact regarding concerns and queries on student welfare issues which are often sensitive or contentious with respect to safeguarding and mental health which require excellent listening skills, diplomacy, tact and an ability to resolve conflict.
- Ensure effective, timely communication with parents and members of school staff by the use of letters, telephone calls, and emails etc. Arrange and attend meetings with parents/carers and visiting homes, if appropriate.
- Interview students and investigate following referrals related to school work, behaviour, bullying, student concerns, crisis or other incidents. Using knowledge and experience to recommend appropriate actions to colleagues. Resolve conflict situations between students, including travelling to and from school and on the school buses. Diffuse incidents of verbal and appropriately manage physical aggression from students.
- Organise and collate work for excluded/sick/absent students where appropriate. Provide work for external agencies e.g. home tutoring and hospitals of absent children until the reintegration of students back into school.
- Support the students returning from exclusions, off site directions and absence for long term health conditions to reintegrate into education.
- Ensure that School Safeguarding Policies are followed. Act as a point of contact for receiving reports or identifying concerns, for more serious or complex cases to seek advice from or escalate to the Safeguarding team.
- Work closely with police, social services, families and other external agencies in a professional manner making referrals to external services where necessary e.g. EHA's, YFS counselling PET team, inclusion team within school and liaising with EHASH. Action, distribute, maintain and monitor student referral forms.
- Maintaining accurate and timely data on CPOMS the school's safeguarding electronic records to ensure that issues are escalated appropriately and within timescales in accordance with the safeguarding procedures.
- Liaise with a variety of staff including the Heads of Year and Inclusion Team regarding students with behaviour issues or who are underachieving and to contribute to the preparation of Individual Behaviour Plans, Pastoral Support Plans and Individual Education plans.
- Respond to calls from classrooms to intervene behaviour issues and help with displacements and re-integration into the classroom and respond quickly to ensure students are safe within the school when they leave lessons or go missing to manage the safeguarding risks.
- To prioritise workload and be responsive to demands from staff, parents, students and other agencies.
- Supervise student social areas at break times and lunchtimes and being available to students at these times.
- Provide cover in the "Unit" where applicable and detention duty on a rota basis.
- Monitor attendance and punctuality and taking positive steps to improve attendance and punctuality working closely with the Educational Welfare Officer. This may include "duty supervision" at the gates before and after school and ensure students are safe within in school when they leave lessons / go missing
- Provide first day calling for key students identified in each of their year and liaise with the Educational Welfare Officer
- Maintain student folders and organise administration related to pastoral procedures. Ensure student records are up-to-date and that they contain relevant documentation wherever possible to ensure the SIMS student information module is regularly updated for student amendments.
- Organise and implement the personalisation of specific student timetables. This will range from short term mobility issues to longer term arrangements where students are unable to follow a full timetable.
- Cover the absence of other pastoral staff and form tutors where appropriate.
- Support the organisation of student data reports and advise on the attainment data to create targets/target groups with tutors/students/parents.
- Organising fund raising ideas and leading fundraising trips and activities for their house charity

General Responsibilities

The job description is not intended to be a complete list of duties and responsibilities, but details the major requirements of the post. It may be amended at a future time, to take account of the developing needs of the school and/or trust. The post holder will undertake any other duties appropriate to the remit.

The post holder will be required to act on their own initiative or on the authority delegated from their line manager or a member of the School/Trust SLT.

The post holder will be expected to work within the trust and schools' policies and procedures and uphold the organisation's vision.

The trust is committed to safeguarding and promoting the welfare of children, young people and vulnerable adults and expects all employees and volunteers to share this commitment.

The Health and Safety at Work etc. Act, 1974 and other associated legislation places responsibility for Health and Safety on all employees, therefore it is expected that everyone takes reasonable care for their own health and safety and the health and safety of others.

The above duties may involve having access to information of a confidential nature, which may be covered by General Data Protection Regulations (GDPR) 2018, and by Part 1 of Schedule 12A to the Local Government Act, 1972. Confidentiality must always be maintained and employees must work with and process personal and sensitive information in accordance with Data Protection Act 2018 including the GDPR. Employees must protect the safety and security of information (e.g. using strong passwords, reporting breaches, and ensuring information is stored and disposed of securely).

The key competencies and behaviours commensurate with this post are identified overleaf.



Ethical Leadership Qualities Competencies and Behaviours



Competency	We do this by
Trust	<ul style="list-style-type: none"> • Being reliable, consistent, credible, honest, humble, courageous and kind. • Managing emotions and helping others to manage their emotions. • Keeping promises and doing what you say you will do • Having a genuine interest in others
Wisdom	<ul style="list-style-type: none"> • Developing knowledge and real expertise, then sharing knowledge • Learning from mistakes and failures and admitting when we are wrong • Recruiting knowledgeable, skilled experts, learning from them, embracing their expertise and helping them to flourish. • Viewing systems, methods, models and techniques as a means to an end, removing or changing them if they prove to be ineffective.
Kindness	<ul style="list-style-type: none"> • Being kind, humble and authentic • Leading with compassion and care, listening and seeing beyond the job role to the person • Using high levels of emotional intelligence. Building trust and rapport with others, by acknowledging, empowering and elevating others.
Justice	<ul style="list-style-type: none"> • Doing what is right, rather than what is popular or easy. • Ensuring we live and breathe our sense of purpose and values in the way we behave, interact with others, make decisions and communicate. • Ensuring rules are necessary and applying them in a consistent, transparent and fair way, whilst allowing for discretion and common sense. • Valuing difference, building diverse teams and encouraging others to behave responsibly towards the community and the environment.
Service	<ul style="list-style-type: none"> • Reducing stress and anxiety in the organisation by modelling calm and considerate behaviour • Behaving in a dutiful, conscientious way, demonstrating humility and self-control to build great schools. • Removing barriers and blockers to enable others to do their jobs well • Leaving our egos at the door and putting ourselves in the service of others. • Channel ambition into our schools, not ourselves, and developing our successors
Courage	<ul style="list-style-type: none"> • Looking in the mirror when something goes wrong. • Remaining calm, optimistic and positive in the face of adversity, adapting to changing circumstances and helping others to move forward. • Give the whole truth, the back-story and the why.
Optimism	<ul style="list-style-type: none"> • Believing in our own ability, and the ability of others, to do what is right to change the world for the better. • Calling out negativity and cynicism • Remaining positive and encouraging, despite sometimes experiencing setbacks, challenges and pressures. Helping others to maximise opportunities, overcome challenges and celebrate success.
Vision	<ul style="list-style-type: none"> • Anticipating the future and helping people ready themselves for change. Thinking strategically, researching, gathering, analysing and assessing information, seeking opportunities for organisational development.

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| | <ul style="list-style-type: none">• Scan the horizon, read and research, share learning with others and collaborate to consider options, obstacles and risks.• Believing in the potential of others; helping them be the best they can be.• Quickly taking in new information and translating that into recommendations, decisions, plans and projects. |
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