



Head of Year - JOB DESCRIPTION

Reporting To: Head of Year	Pay scale: TEAL Associate Staff Pay Scale, Point 17
Job Purpose: To actively support our core purpose, remembering that “We are here to make great schools and happier, stronger communities so that people have better lives.” Under the direction of the Pastoral Director, provide support and intervention strategies to meet the pastoral needs of students at Driffild School and Sixth Form, in collaboration with Heads of House as appropriate. To act as the ‘front line’ pastoral support for a specific year group; this will require close co-operation and consultation with all sections of the school.	
Key Responsibilities: Specific	
• Develop, establish and maintain good working relationships with parents and carers providing the first point of contact regarding concerns. These queries require excellent listening skills, diplomacy, tact and an ability to resolve conflict as they are often of a sensitive and confidential nature with respect to safeguarding and mental health concerns. • Contribute towards the delivery of the School Improvement Plan targets. • Communicate with parents and members of school staff by telephone, emails, or in writing. • Arrange and attend meetings with parents and carers, as required, completing home visits where appropriate. • Support in the delivery of year group assemblies to develop an appropriate year community • Organise the administration relating to pastoral procedures and ensure that student information on the School MIS is regularly updated. • Distribute, maintain and monitor student records as appropriate. • Record accurate and timely information on the child protection online management system to ensure that issues are escalated appropriately in line with the school’s safeguarding procedures. • Interview and investigate students following referrals related to schoolwork, behaviour, bullying, student concerns, crisis or other incidents, use knowledge and experience to recommend appropriate action to colleagues. • Resolve conflict situations between students, including travelling to and from school and on the school buses including diffusing incidents of verbal and appropriately manage physical aggression from students. • Support the school’s policy for rewards and sanctions by accurate, timely and careful reviewing of the behaviour data provided weekly and taking appropriate action. • Monitor attendance and punctuality and to take positive steps to improve attendance and punctuality in conjunction with the school attendance team. • Supervise student social areas during lesson movement time, break times and lunchtimes and being available to students at these times. This includes supervision at the school gates before and after school. • Provide cover, on call and in school remove on a rota basis. • Respond to calls from classrooms to intervene on behaviour issues in line with the school’s behaviour policy, responding quickly to ensure students are safe within school to manage safeguarding risks. • Organise and implement bespoke intervention for students unable to access a full timetable due to either short term mobility issues or longer-term arrangements. • Organise and collate work for excluded/sick/absent students where appropriate • Liaise with a variety of staff to prepare and review Individual Behaviour Plans, Pastoral Support Plans and Individual Education Plans as appropriate.	

- Undertake restorative work with teachers and students where relationships break down in the classroom, providing advice on behaviour strategies within the classroom and supporting where necessary.
- Work with the Safeguarding Officer, liaise with a range of specialist external agencies; for example, (P)LAC meetings, TAF meetings and other child protection meetings; attend, prepare reports for, chair multi agency meetings where appropriate.
- Work closely with police, children's social care, health, families and other external agencies in a professional manner making referrals (and acting on advice) to external services where necessary; for example, early health assessments, mental health support referrals, including liaising with EHASH where appropriate.
- Work alongside other staff to set up transition programmes for students at all transition points, including Year 6 into Year 7, Year 9 into Year 10 and Year 11 into Post 16.
- Publicise and promote internal and external exam procedures and to supervise the start of specific examinations if necessary.
- Contribute to the implementation of a programme of enhancement and enrichment activities.
- Support the organisation of Parents' Evening and Celebration events for one year group, including meeting parents/carers and responding to any queries.
- Cover in the absence of other pastoral staff.
- Ensure that all intervention work undertaken with students is communicated clearly as necessary.
- Work with a confident knowledge of all school safeguarding policies and procedures.

Key Responsibilities: General

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/TEAL SLT.

The post holder will be expected to work within TEAL and the school's policies and procedures and uphold the organisation's values and vision.

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 TEAL. The post holder will undertake any other duties appropriate to the remit.

TEAL 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 Behaviours Charter

Competency	We do this by
Trust	• Being reliable, consistent, credible, honest, humble, courageous and kind. • Managing emotions and helping others to do the same. • Keeping promises and doing what we say we will • Having genuine compassion for others
Wisdom	• Developing knowledge and expertise, then sharing that knowledge • Learning from mistakes and failures and admitting when we are wrong • Seeing systems and processes as ways to fulfil our purpose, removing or changing them if they fail in that.
Kindness	• Being patient, respectful, generous and forgiving. • Acting with compassion and care, listening and seeing the person behind the role • Focusing on relational practice; building trust and rapport with others by empowering and elevating them.
Justice	• Doing what is right, rather than what is popular or easy • Ensuring we live our sense of purpose and values in the way we behave, make decisions and communicate. • Applying rules 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 and with moral purpose.
Service	• Putting ourselves in the service of others. • Reducing stress and anxiety in the organisation by modelling calm and considerate behaviour • Behaving in a dutiful way, demonstrating humility and self-control. • Removing barriers to enable others to do their jobs well
Courage	• Holding ourselves to account when something goes wrong. • Remaining calm, optimistic and positive in the face of adversity and change. • Speaking honestly, openly and with empathy
Optimism	• 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, cynicism and dishonesty. • Remaining positive and encouraging, helping others to overcome challenges and celebrating their success.
Vision	• Anticipating the future and embracing it. Thinking strategically, analysing and assessing information to deliver organisational growth. • Reading, researching, networking and sharing learning with others. • Believing in the potential of others; helping them be the best they can be.