


JOB DESCRIPTION

Job title:	ASSISTANT HEAD OF YEAR		
Reports to:	Head of Year / Deputy Headteacher (Pastoral)	Grade:	6
1.	MAIN PURPOSE OF JOB <p>To work alongside the Head of Year, and other members of the pastoral team on day to day issues within the school. To work with a range of teaching and support staff in school, and external partners as appropriate, to promote positive learning behaviour with students and support students' personal and academic development by removing barriers to learning.</p>		
2.	KEY TASKS:		
	<ul style="list-style-type: none"> • To work within the school's pastoral support team under the guidance of the Heads of Year, Assistant Headteacher (Inclusion), Deputy Headteacher (Pastoral), and other SLT (Senior Leadership Team) staff. • To work with the SLT, Heads of Year, other Assistant Heads of Year, and teaching staff to identify and monitor student concerns and to assist in the identification and support for students with organisational or behavioural difficulties. • To respond to immediate student concerns clarifying the situation for the Senior Leader/Heads of Year and to make decisions on the use of lower level sanctions where appropriate. • Within the core team and with liaison with the appropriate staff, draw up and implement a range of preventative strategies for students with organisational and behavioural difficulties e.g., anger management, mentoring, attendance workshops or other related sessions to promote positive learning behaviour within the scope of the post. • To support in the effective running and function of the Pupil Support Unit, including staffing the school pupil reception on a rota basis with other Assistant Heads of Year. • Publicise the achievements of your year group. Collation of articles for the monthly newsletter and update Year Group notice boards and website pages. • Support with the preparation of school events. • Act as a first aider to support pupils when needed. • Prepare data and reports for HoYs as required. • To support students working in the reflection room, through the use of restorative behaviour techniques where appropriate. • To liaise with external agencies where directed and to attend relevant meetings with them and/or parents as appropriate. • To act as a point of contact with parents and to maintain regular contact with them to encourage parental involvement in their child's education. 		

	<ul style="list-style-type: none"> • To contribute to various other strategies as required, e.g. IEPs, PSP, MSPs etc. in liaison with the relevant staff and/or relevant member of SLT. • To refer upwards those issues that may need the guidance/involvement of outside agencies to the Head of Year, Assistant Headteacher, Deputy Head or Headteacher. • To intervene at an early stage, in liaison with appropriate staff, to support students showing signs of disengagement, absenteeism, underachievement and social exclusion. • To liaise with designated teaching staff to deliver effective interventions and to monitor and review the effectiveness of their impact. • To assist with data collection, the completion of statistical information and the evaluation of data on a regular basis to monitor and improve behaviour management, attendance, punctuality, behaviour and educational achievement. • Provide initial point of contact for SLT duty staff for recording behaviour and achievement points during lunch and break times. • Acting as a point of contact in the administration of the 'On Call' system. • Liaise with attendance lead for pupils in your year group. • To take a proactive approach towards managing your own work and caseload. • To maintain up to date records in accordance with agreed procedures and to provide written and verbal reports for monitoring and evaluation purposes. • To attend training and participate in supervision sessions and Performance Development Reviews / Appraisal procedures in line with school policy. • To follow all school policies and procedures, in particular those relating to safeguarding, inclusion and health and safety. • The post holder will be expected to maintain appropriate levels of confidentiality, including handling sensitive information, in line with data protection policies. • Act as a first aider to support pupils when needed.
3.	SUPERVISION / MANAGEMENT OF PEOPLE Supervision of students.
4.	CREATIVITY & INNOVATION The candidate would be expected to creatively solve problems and to initiate new ideas to meet students and staff needs e.g. devising and implementing sanctions/ behaviour management strategies in relation to particular students/situations, investigating behavioural incidents. The ability to demonstrate initiative and reflective practice is crucial in the planning, facilitation, reviewing and evaluation of student interventions The Job Holder needs to be able to respond sensitively to the individuals they work with and unforeseen/unexpected situations and complexities that might occur.
5.	CONTACTS & RELATIONSHIPS Mostly internal through working with teaching and support staff on a daily basis; reporting to the Heads of Year on a daily basis regarding student behaviour and progress. Some contact with external agencies as required. Ongoing parental contact

	<p>with often hard to reach parents concerning sensitive student issues such as attendance, misbehaviour, use of inclusion/exclusion, reporting and intervention. These can often involve parents who are angry and upset and who may not be supportive of decisions and actions taken where verbal abuse may be present. Able to build relationships of trust and respect with both students and parents in order to provide support in difficult and demanding situations e.g. rehabilitation post exclusion.</p>
6.	<p>DECISIONS – discretion & consequences Decisions taken as to the contribution to meet a student's needs are discussed with the Heads of Year, Deputy Headteacher (Pastoral), Assistant Headteacher (Inclusion) and other SLT staff. There will be times when the post holder makes a range of decisions independently regarding the use of low level sanctions. Independent decision making regarding the appropriateness of school strategies and actions regarding student behaviour issues that arise</p>
7.	<p>RESOURCES – financial & equipment <i>(Not budget, and not including desktop equipment.)</i> Based within the Pupil Support Unit with access to various meeting rooms, offices and other members of the pastoral team.</p>
8.	<p>WORK ENVIRONMENT - work demands: The work is unpredictable and subject to interruption. physical demands: School based. working conditions: No unpleasant working conditions. work context: Risk of abuse from some students and parents</p>
9.	<p>KNOWLEDGE & SKILLS Educated to Level 3/A level or equivalent qualifications or above, including GCSE Mathematics and English. Able to develop information systems to monitor the daily use of school student support facilities and to comply with all data protection requirements relating to the recording, storage and sharing of sensitive student data. The ability to feedback to Curriculum Leaders, teachers and parents on patterns of behaviour/trends and the outcomes of any concerns/incidents that have arisen Able to handle often difficult conversations with parents requiring tact and diplomacy regarding student misbehaviour/personal problems and use of school sanctions/external agency support. The ability to command and respect authority from all students and parents, including those with challenging needs and behaviours. Experience of regular and successful working with students who exhibit challenging behaviour in any context. Evidence of disseminating ideas and information to colleagues, up to and including senior level. Excellent interpersonal skills. Excellent communication skills. Team player. Time management and organisational skills. Knowledge of child development and childrens' personal development needs. Strong working knowledge of strategies which promote good behaviour and discipline. Experience of working in a multi-disciplinary team.</p>

	<p>Experience of participating fully in planned intervention programmes for children with emotional and behavioural difficulties.</p> <p>Effective use of ICT to produce appropriate resources to support learning.</p>
10.	<p>Position of Job in Organisation Structure</p> <div><div>Deputy Head Teacher Pastoral / Head of Year</div><div></div><div>Assistant Head of Year</div></div>