



THE MARVELL COLLEGE

JOB DESCRIPTION & PERSON SPECIFICATION

TLR: 1A

JOB TITLE: Head of Year

DATE PREPARED: April 2018

JOB HOLDER:

REPORTING TO:
Assistant Headteacher

DIGNITY AT WORK: To show, at all times, a personal commitment to treating all students and colleagues in a fair and respectful way, which gives positive regard to people's differences and individuality (for example, gender, gender identity, nationality or ethnic origin, disability, religion or belief, sexual orientation, age). Assists in ensuring equal access to services and employment opportunities for everyone and promotes the School's Equal Opportunities in Employment Policy.

PURPOSE: To support and contribute to the vision, values and ethos of The Marvell College. To provide professional leadership and management of the year group, to secure success and continuous improvement in teaching and learning, ensuring a high quality education and school experience for all learners.

ADDITIONAL RESPONSIBILITY POST: The following job description is a statement of responsibilities relevant to the post named above; these are taken on in addition to those duties already agreed as a classroom teacher. These are not a replacement for the classroom teacher job description but serves as additional information to the post holder.

Statement of Intent

The Marvell College is committed to safeguarding and promoting the welfare of children and young people in its care. As an employer, the school expects all staff and volunteers to share and act accordingly upon this commitment.

PRINCIPAL ACCOUNTABILITIES:

Please note decision making must be included within the Principal Accountabilities

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|----|--|
| 1. | To promote and safeguard the welfare of children and young people, particularly those that are disadvantaged or statistically more likely to not achieve as well as their peers |
| 2. | To develop and maintain an ethos within the year group that sets high expectations for pupils in all aspects of their work in school, both through assemblies and other means. |
| 3. | To be responsible, with the line manager, for the leadership of the spiritual, moral, academic, physical and personal progress of all pupils in the year group, encouraging high aspirations and achievement. This will include the implementation and monitoring of the PSHE and CIAG curriculum. |

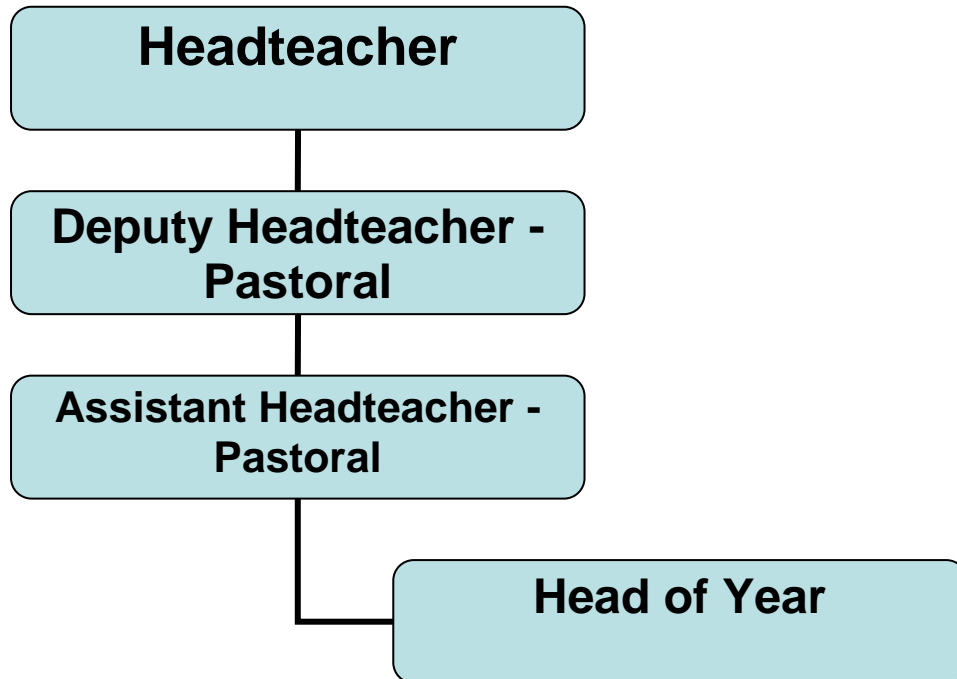
4.	To conduct regular and robust quality assurance that informs accurate self-evaluation which in turn 'diagnoses' the causes of under achievement and plans specific actions that are measurable.
5.	To agree, monitor and evaluate key team improvement plan objectives that make a measurable contribution to whole school improvement and actively involve all relevant staff and governors in their design and implementation.
6.	To lead on the continual improvement in attendance and punctuality, working within whole school systems.
7.	To lead and model the very best standards of behaviour, being a role model for both staff and pupils to promote positive relationships. Provide high quality coaching and CPD to improve the classroom management practice of identified colleagues.
8.	To promote and adhere to whole school policies regarding tutor meetings, rewards, assessment, homework, sanctions, equipment and uniform.
9.	To lead a team of tutors to ensure consistency across the year group so that all pupils feel they are fully supported in developing their academic, personal and social skills.
10	To ensure that suitable and appropriate professional development of the tutor team is planned and delivered in light of identified needs and leads to clear impact.
11	To ensure that Year Team Meetings facilitate discussion and consultation, including active participation wherever possible. Minutes should be circulated to all relevant staff.
12	To contribute to the annual review process of pupils with an EHCP.
13	To carry out other duties which may reasonably be assigned by the Headteacher.

The Health and Safety at Work etc. Act 1974 and associated legislation places responsibilities for health and safety on The Marvell College, as your employer and you as an employee of the school. In addition to the School's overall duties, the post holder has personal responsibility for their own health & safety and that of other employees; additional and more specific responsibilities are identified in the School's H&S policy.

GENERAL:

The above principal accountabilities are not exhaustive and may vary without changing the character of the job or level of responsibility. The postholder must be flexible to ensure the operational needs of the School are met. This includes the undertaking of duties of a similar nature and responsibility as and when required, throughout the various work places in the School.

ORGANISATION CHART:



	<i>Tick relevant level for each category</i>						Supporting Information (if applicable)
	Not applicable	Low	Moderate	High	Very High	Intense	
PHYSICAL DEMANDS: Physical Effort and/or Strain – (tiredness, aches and pains over and above that normally incurred in a day to day office environment).	√					N/A	
WORKING CONDITIONS: Working Conditions – (exposure to objectionable, uncomfortable or noxious conditions over and above that normally incurred in a day to day office environment).		√				N/A	
EMOTIONAL DEMANDS: Exposure to objectionable situations over and above that normally incurred in a day to day office environment.					√		

PERSON SPECIFICATION		List code/s*
<p>The information listed below (the column that is shaded) is used as part of the job evaluation process. The requirements identified as desirable are used for recruitment purposes only.</p> <p><i>*Codes: AF = Application Form, I = Interview, CQ = Certificate of Qualification, R = References (should only be used for posts requiring CRB's), T = Test/Assessment, P = Presentation</i></p>		How identified
1.	Qualified Teacher Status.	AF, CQ
	Education to good honours degree or equivalent.	AF, CQ
	Evidence of continuing professional development relevant to the post.	AF, CQ, R
2.	Experience working with families and young people.	AF, R, I
	Successful experience of middle management or TLR leadership in a comprehensive school.	AF, R, I
	Successful involvement in planning, implementing and evaluating initiatives to raise achievement.	AF, R, I
	Sustained successful experience as a classroom practitioner across the age and ability range 5 to 19.	AF, R, I
	Experience of working with data to promote learning and achievement.	AF, R, I
	Experience of raising the achievement of diverse groups of students across the ability range.	AF, R, I
	Evidence of leading and managing effective and significant change.	AF, R, I
	Experience of building productive relationships with staff, students and parents and governors.	AF, R, I
3.	Motivation to work with children and young people.	I, R
	Ability to form and maintain appropriate relationships and personal boundaries with children.	I, R
	Able to work well under pressure and deal with difficult / challenging situations.	AF, R, I
	Able to work as part of a team with energy, enthusiasm and perseverance.	R, I
	The ability to promote and maintain the highest standards in all aspects of the work in the school.	R, I
	Able to work under pressure and managing competing demands and deadlines.	R, I
	Capacity to support, influence and advise other professionals.	R, I
	Ability to consult and negotiate effectively with a range of stakeholders.	R, I
	Ability to work under own initiative, to identify work priorities and manage own work to meet targets and deadlines with the minimum of supervision.	R, I
	Excellent organisational skills.	R, I
	Commitment to supporting whole school events and extra-curricular activities.	R, I
	Understand the importance of confidentiality.	R, I

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	Ability to develop constructive working relationships with a wide range of people.	R, I
	Committed to providing a high quality cost efficient service for the school.	R, I
4.		
	A knowledge and commitment to safeguarding and promoting the welfare of children and young people.	AF, R, I
	Knowledge and understanding of recent curriculum developments and wider educational issues.	AF, R, I
	How to use comparative data, together with information about pupils' prior attainment to establish benchmarks and set targets for improvement.	AF, R, I
	Knowledge, understanding and the ability to use ICT to promote learning and for management tasks.	AF, I
	An understanding of and commitment to equal opportunities in its widest sense and a commitment to an inclusive education.	AF, I
	An understanding of the characteristics of effective schools, and strategies for raising pupils' achievement and promoting their spiritual, moral, social and cultural development and their good behaviour.	I
	Strategies for teaching pupils about the duties, opportunities, responsibilities and rights of citizens.	I
5.		
	Ability to establish professional, effective working relationships with a range of partners/colleagues and children & young people.	AF, R, I
	Excellent interpersonal skills demonstrating a willingness to listen, empathise and to be self critical and reflective.	AF, R, I
	The ability to communicate effectively both orally and in writing, with a variety of audiences across the whole school.	AF, R, I

6.	The competencies listed below are all essential requirements for working at school in any post; however, those that have been ticked as essential have been identified as key competencies for this role and will be measured as part of the selection process. They are not required to be addressed in the candidate's application form.	
	Creates, communicates and contributes to the delivery of the vision for the future of The Marvell College.	
	Strives for excellence; continually looking for ways to improve your own performance and that of the school.	
	Gathering and analysing information to ensure that decisions are robust and based on thorough analysis.	
	Planning and managing workloads; prioritising activities and ensuring the resources are in place to achieve a successful outcome.	
	Communicating openly and honestly; taking time to listen to the needs of others and shaping your message to best convey your position.	
	Building and maintaining strong working relationships to help the school deliver a better service to its students.	
	Are committed to developing your own skills, knowledge and competencies and supporting others in doing the same.	
7.	To take a long term view of the future of the Year team.	
	To work with and encourage weaker members of the Year group.	
	Lead Year group by example.	
8.	The successful candidate's appointment will be subject to the school obtaining a satisfactory Enhanced Disclosure from the Disclosure Services (if ticked as an essential requirement).	DBS Disclosure
	If the postholder requires a DBS disclosure the candidate is required to declare full details of everything on their criminal record.	AF (after short listing)
	If the postholder does not require a DBS disclosure the candidate is required to declare unspent convictions only.	AF (after short listing)