



UP HOLLAND  
HIGH SCHOOL  
*Dedicated to Excellence*

# Head of Year (Non-teaching)



PROUD TO BE A MEMBER OF  
**EVERYONE MATTERS**  
SCHOOLS TRUST

## Headteacher's welcome

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Up Holland High School Is Dedicated To Excellence and prides itself on the excellent opportunities it offers to all students in order for them to develop and succeed.

This is achieved by offering a broad and balanced curriculum that is delivered by high quality practitioners. The school has an outstanding reputation for academic achievement and educational standards, which has been achieved by placing the individual child's needs at the core of our ethos and our decision making.

We recognise that the development of the 'whole child' is an integral part of our work. We want the students to achieve both fantastic outcomes and to develop their interpersonal skills so that they are confidently prepared for life beyond school. At the heart of this ethos we promote our core values of leadership, organisation, resilience, initiative and communication. At Up Holland High School, we expect students to be self-motivated, ambitious, determined and hard working. We encourage them to make the most of their abilities and talents. Alongside this, we expect students to be kind, thoughtful and respectful to one another. We want them to participate in all aspects of school life, developing into responsible citizens who make a positive contribution to the wider community.

We strongly believe in the power of the 'student voice' and as such, afford the children the opportunity to positively impact change and improve our school by representing our student councils and junior leadership team. We expect our students to be responsible role models to each other and to the students in our partner primary schools, promoting a sense of community responsibility.

The pastoral care is a real strength of our school. We pride ourselves on knowing the students as individuals, which enables us to successfully work in partnership with parents and carers. This partnership is absolutely critical in ensuring students are happy, healthy and successful. Our extensive system of rewards encourages the pursuit of excellence and core values by celebrating progress, attainment and the overall contribution made to school life. High expectations of attendance, punctuality, uniform and behaviour underpin success in our school and lay the fundamental foundations for life beyond Up Holland.

You can view our welcome and information video using the following link:

[https://www.youtube.com/watch?v=KL5yjTJwG\\_8](https://www.youtube.com/watch?v=KL5yjTJwG_8)

## School Priorities 2023-2025

- Developing a **culture of excellence** through high expectations of all staff and students
- Consistently delivering **high quality teaching** within a challenging curriculum
- Improving the **attitude to learning** and promoting the **resilience** of students
- Improving the **attendance** of students, particularly those that are persistently absent



**Headteacher**  
**Paul Scarborough**

**Role overview:**  
**Head of Year (Non-teaching)**

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Full Time Equivalent Salary: Grade 7 (points 19-25)  
£31,607-£35,235

**Pro Rata Salary** (ie. the salary you will actually receive, Grade 7 points 19-25) = **£28,131 - £31,361**

**Hours:** 37 per week, Term Time only + 2 weeks

**Days:** Monday to Friday in school from 8.15 am – 4.15 pm with 30-minute lunch break

**Responsible to** Leader of Behaviour and Attitudes and Deputy Lead of Behaviour and Attitudes

**Closing Date:** Monday 24<sup>th</sup> February 2025, 8.00 am

**Interview Date:** To take place as soon as possible following closing date.

**Start Date:** 1<sup>st</sup> September 2025

## Our school

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Up Holland High School is a happy and harmonious place to be where students are highly-motivated and have the opportunity to be inspired and succeed. We were recognised in May 2023 by Ofsted as 'Good' in all areas of school, with the capacity to improve still further. We believe that our strong collaboration with students, staff, parent/carers and governors continues to contribute towards the success of the school. This is the third successive 'Good' judgment the school has secured. The school aspires to move from 'Good' to 'Great' and we are seeking a professional that shares that level of ambition, a professional that can model our Dedication to Excellence in all that they do.

We consider the education of our students to be about developing the whole child, preparing them for life beyond school. Not only providing them with a good level of attainment in examination subjects but also helping them to develop the skills, values and attributes which will enable them to be strong, successful citizens when they move on from Up Holland, ready to contribute to their local community and the wider world. This philosophy is captured in our vision statement.

### Personal Development

The five key skills and values that we promote through LORIC are those that employers' colleges and universities consider to be most desirable:

- **Leadership**
- **Organisation**
- **Resilience**
- **Initiative**
- **Communication**

Students develop their LORIC skills through our 'Character and Culture and Personal Development' programme. This begins in Y7 and continues through to Y11, with students participating in a range of activities and experiences. These activities are promoted and undertaken in personal development time, curriculum lessons, character and culture days and enrichment opportunities. We believe that the programme enhances the development of the whole child, preparing them for life beyond Up Holland High School. Our drive to offer an holistic educational experience is at the core of the schools philosophy, recognising the importance of both academic rigour and challenge, alongside opportunities for personal development and cultural capital.

If appointed you can expect full-support and continuing professional development, as we promote a model of leadership at all levels and a bespoke and tailored CPD programme. We offer a professionally stimulating working environment where teachers have the opportunity to progress and most critically to positively impact on the lives of our students.



The school is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment. Successful applicants will need to undertake a DBS enhanced clearance, including checks with past employers. *Please note that in line with Keeping Children Safe in Education an online search will be carried out as part of our due diligence on shortlisted candidates.*



## The Trust

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# EVERYONE MATTERS SCHOOLS TRUST

We are a trust that is passionate about making a difference to every child and person in the community we serve. We work tirelessly to ensure we have great schools made up of great people supported by the trust to provide a great educational offer for every child who attends one of schools.

Our vision is to improve every person's life and their opportunities. As a member of staff you will be key to our success so we work hard to be a great place to work. Our trust culture is based on our humanity and the principles of compassion, generosity and kindness. We are proud of the trust's ethos:

**Everyone Matters:** we strive for all our partners to be happy and successful schools within our trust community based on our culture of compassion, generosity and kindness.

**Everyone Helps:** we work together to make great choices for our schools and our children to create an interconnected community of team members who do the best for children, staff and our community.

**Everyone Succeeds:** we work tirelessly together to overcome the challenges we face to invest in our schools, so all our schools, children and team members are successful.

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## Job description

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### Scope of Work – appropriate for this post:

- To ensure the whole school community has high expectations for students' behaviour and conduct.
- Monitor and show demonstrable improvement in the behaviour and attendance of students who have particular needs.
- To eradicate or minimise incidents of concern, bullying, aggression, discrimination and derogatory language, if they occur they are dealt with quickly and effectively and are not allowed to spread.
- To support students in pastoral care and encourage a commitment to their learning, support them in studying effectively and therefore to do so, are resilient to setbacks and take pride in their achievements.
- Ensuring student have high attendance, come to school on time and are punctual to lessons. When this is not the case, the Pastoral team alongside other school systems in place takes appropriate, swift and effective action.
- To encourage positive relationships among students and staff and respectful culture; students are safe and they feel safe.
- identify students who may need early help or who are at risk of neglect, abuse, grooming or exploitation; help students reduce their risk of harm by securing the support they need, or referring them in a timely way to those who have the expertise to help.

### Accountabilities/Responsibilities – appropriate for this post:

1. Responsible for the day-to-day oversight of an identified year group supported by the Leader and Deputy of Behaviour & Attitudes.
2. Lead on year team meetings on a weekly basis as Head of Year for that year group, deputising for absent colleagues if necessary.
3. Lead on organisation of the identified year group Partnership Evening – in conjunction with Leader and Deputy of Behaviour & Attitudes.
4. To use Synergy to identify and target specific students of concern in respect of standards i.e. behaviour, attitudes, attendance information to be discussed at year team weekly meetings identifying causes for concern and agree appropriate intervention plans.
5. Work with Personal Development Tutors, Leader & Deputy Leader of Behaviour & Attitudes, and Attendance Teams to improve behaviour, attendance and engagement within a given year group. This should focus on key groups that include PP, Boys, SEN and vulnerable students.
6. To ensure that Personal Development is used effectively in your allocated year group following school policy, daily routines, expectations and standards.
7. To create in partnership with the Senior Lead attached to your year group a raising standards plan that fits the specific needs of the cohort.
8. In conjunction with the Leader of Behaviour & Attitudes be responsible for implementation and monitoring of Behaviour & Attitudes Support Plans (previously PSP's).
9. Ensure EH (Early Help) documentation is done in a timely manner with the focus being on 'early intervention', undertaking referrals to CAMHS/Early Intervention Workers where appropriate with support from SENDCO.
10. Ensure referrals that are necessary to Children's Social Care are done in a timely manner, attendance at all ICPC/RCPC/CIN/TAF Meetings as Backup DSL for particular year group, deputising if needed for other year groups.



11. To co-ordinate and lead on the provision and the delivery of assembly themes throughout the year for your assigned year group, supported by Lead and Deputy for Behaviour and Attitudes.
12. Lead on the organisation of external agencies coming into school i.e. health & education providers, school nursing service, photographers that relate to your year group.
13. Support the Careers Lead with events hosted at the school or at other local colleges and Universities.
14. Undertake and lead on specific areas of importance for key year groups for example Y11 revision planning and exam support, Y7 transition, Y9 options.
15. Lead and support on a whole school area – for example Anti Bullying/Mental Health/LGBTQ+ whilst also be part of a whole school improvement group (SIG).
16. Work with parents / carers to help address poor performance/attendance/behaviour.
17. Undertake home visits to keep parents/carers informed and secure positive family support.
18. To be visible around school within lesson and free association time, available for removals as part of the 'on call' system and support in the reflection room when 'on call'.
19. To undertake duties throughout the day as a presence as year group leader.
20. Maintain accurate student records and prepare written reports and evaluations.
21. Play a full part in the life of the school community, supporting its distinctive mission and ethos of being Dedicated to Excellence and encouraging staff and students to follow this example.
22. Promote actively the school's corporate policies and LORIC Values (Leadership, Organisation, Resilience, Initiative and Communication).
23. Share and celebrate successes and whole school events via the website and social media platforms.
24. Undertake any additional duties which may be deemed appropriate for the role under direction of the Lead/Deputy for Behaviour and Attitudes.

**Individuals in this role may also:**

1. Participate in home visit to support students and discuss issues and progress.
2. Develop a range of study support activities, such as homework clubs.
3. Support the transition of students between phases.
4. Supervise students excluded from class or those following alternative timetables.
5. Contribute to the development of activities to encourage family involvement in the school.
6. Provide support by attendance at Partnership Evenings and other key calendar school dates.
7. To work within school policies and procedures.
8. To support the promotion of positive relationships with parents and outside agencies.
9. To take care of their own and other people's health and safety.
10. To be aware of the confidential nature of issues.
11. Be in possession of a First Aid qualification or be willing to be First Aid trained.
12. Be of smart appearance, efficient, energetic and proactive.
13. The duties may be varied by the Headteacher and/or Governing Body to meet changed circumstances in a manner compatible with the post held.
14. This job description may be amended to meet the future needs of the school.

## Person specification

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Qualifications & Experience	Essential/Desirable
<ul style="list-style-type: none"> <li>• Must be numerate &amp; literate (minimum GCSE Maths and English Grades A*-C)</li> <li>• Good standard of education to A Level (or equivalent)</li> <li>• Educated to degree level</li> <li>• Experience of successful working with young people aged 11 to 16 years and their parents/carers in a similar pastoral capacity</li> <li>• Experience of working in a school</li> <li>• Experience of working with young people with complex behavioural needs to produce positive outcomes</li> <li>• Experience of multi-agency working</li> </ul>	<p>E</p> <p>E</p> <p>D</p> <p>E</p> <p>D</p> <p>D</p> <p>D</p>
Skills and Abilities	
<ul style="list-style-type: none"> <li>• Good written and oral communication skills</li> <li>• Ability to work in a fast-paced environment, responding effectively to changing demands and circumstances</li> <li>• Effective time-management skills</li> <li>• Ability to relate well to a range of staff, students and parents/carers</li> <li>• Ability to manage challenging behaviour using a range of strategies</li> <li>• Ability to communicate with and motivate young people</li> <li>• Ability to plan and review strategies used to support students</li> <li>• Ability to carry out verbal and written instructions</li> <li>• Ability to prioritise effectively, use initiative and common sense</li> <li>• Ability to use IT for communication, record keeping and data analysis – advanced IT/admin skills for analysing data, producing reports and letters</li> </ul>	<p>E</p> <p>E</p> <p>E</p> <p>E</p> <p>E</p> <p>E</p> <p>E</p> <p>E</p> <p>E</p> <p>E</p>
Other Attributes	
<ul style="list-style-type: none"> <li>• Evidence of successful team working</li> <li>• Commitment to comprehensive education and to equal opportunities</li> <li>• Suitability to work with children</li> <li>• Appropriate attitude to authority</li> <li>• Emotional resilience</li> <li>• Commitment to the school ethos and aims</li> <li>• Deep understanding and commitment to the safeguarding of children</li> <li>• Flexible approach to working hours</li> <li>• Support the team's ambition of continued improvement</li> <li>• Prioritise, plan, organise and evaluate the work of the school</li> <li>• Take initiative and work independently</li> <li>• Deal sensitively with people and resolve conflicts</li> </ul>	<p>E</p> <p>E</p> <p>E</p> <p>E</p> <p>E</p> <p>E</p> <p>E</p> <p>E</p> <p>E</p> <p>E</p> <p>E</p> <p>E</p>

## How to apply

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Support staff application forms and further details of the post are available to download from the school website: <https://www.uhhs.uk/about-our-school/vacancies>

Completed application forms together with a letter of application no more than 2 sides of A4 in 12 pitch should be emailed to [a.mckernan@uphollandhigh.org.uk](mailto:a.mckernan@uphollandhigh.org.uk) marked for the attention of Mr P Scarborough, Headteacher.

Closing Date: Monday 24<sup>th</sup> February 2025, 8.00 am

Interview Date: To take place as soon as possible following closing date.

Start Date: 1<sup>st</sup> September 2025

## Guidance

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**Applicant Privacy Notices can be found on our website using the following link.**

<https://www.uhhs.uk/ckfinder/userfiles/files/Policies/Privacy%20Notice%20for%20Job%20Applicants.pdf>