

Head of Year (Non-Teaching)

Job Description

Post	Head of Year (Non-Teaching)
Responsible to	Behaviour Lead
Grade & Range	NJC APT&C Grade 7 (Points 19-25) £31,067 - £35,235
Actual Salary Range	£26,960 - £30,577
Paid Weeks per Year	45.25 - Term time plus 1 week
Hours & Days	Monday to Friday 8:30pm - 4:30pm
Start Date	September / October 2025

Job Purpose

To work closely with our dedicated pupil support team to successfully identify and help overcome any barriers faced by some of our young people, to ensure **all** pupils within your year group display positive behaviour and attitudes, have excellent attendance and make outstanding academic progress.

Key accountabilities, specific duties & responsibilities

- To model and teach our values of **Commitment, Creativity and Community**
- To lead a team and develop constructive working relationships which contribute to pupil's moral, social, mental and physical development
- To record, monitor and improve the quality of pastoral care in the year group by reviewing the impact of provision in place
- To organise, review and develop the year group's pastoral curriculum, including assemblies, form time and intervention
- To plan, monitor and evaluate the development of tutor's support of pupils—including monitoring reports and year team meetings.
- To manage and organise the effective day to day pastoral care of pupils including liaison with colleagues within the academy and with outside agencies
- To develop professional relationships which motivate, challenge and empower pupils to further learning
- To create a positive culture in the year group and keep the profile of resilience, praise and rewards at the forefront of all we do
- To foster strong relationships with parents and carers
- To be an active member of our safeguarding team
- To be an exemplary leader, operating within agreed legal, ethical and professional boundaries in dealings with staff, parent/ carers, pupils and outside agencies adhering to our school values.
- To support and embed school routines and expectations

- To contribute to whole-school pastoral development and planning through membership of the pastoral support team and year team/pastoral meetings
- To lead, manage, monitor and evaluate the work of form tutors in the year team and chair team meetings and produce minutes
- To co-ordinate the pastoral curriculum for the year group, in consultation with the Behaviour Lead
- To be the first point of contact for parents/carers with general concerns about school issues, fostering positive relationships
- To deal with safeguarding/child protection issues, act as lead professional and work with the lead DSL in line with school policy and procedure
- To support in the analysis of behaviour and attendance data and respond to identified barriers to learning and develop effective interventions, using the data to measure impact
- To contribute to the planning, development and delivery of programmes which reduce the number of days lost to learning through low attendance or suspension (internal and external), by working with the attendance manager to monitor attendance, promote good attendance and punctuality of pupils within the year group and arrange suitable interventions for “poor” attenders
- To manage matters of pupil discipline within the processes outlined in the school Behaviour for Learning Policy. Ensure the monitoring, evaluation and management of pupil records within the year group. Prepare, monitor and evaluate Individual Support Plans where appropriate
- Co-ordinate and facilitate detentions and isolation provision
- Undertake on-call, exit and impact room duties
- To promote and celebrate success within the year group, via the rewards system and other methods of recognition and praise
- To promote pupil responsibility and encourage pupils to become actively involved in school life, including charity and community work promoting a sense of belonging
- Undertake administrative and clerical tasks relating to the year group, including the co-ordination of parent progress evenings
- To support form tutors in providing pupil information for reports and references
- To liaise with the Senior Leadership Team, SENDCo, pastoral support colleagues and tutors about appropriate support for pupils with special educational needs
- To support with key transitions where applicable with a focus on preparing Year 6 pupils to transition to CLHS led by our Transition Lead
- To attend training that is identified as essential professional development
- To support the strong culture of safeguarding in school.

Note: In addition, other duties at no higher a responsibility level may be interchanged with/added to this list at any time.

Professional Development

You must be prepared to undertake any training as identified in the professional development interview.

Safeguarding

The Bay Learning Trust is committed to safeguarding and promoting the welfare of children and young people and expects its entire staff to share this commitment. All post-holders will be subject to safeguarding checks and required to have an Enhanced Disclosure from the Disclosure & Barring Service (DBS)."

Equal Opportunities

We are committed to achieving equal opportunities in the way we deliver services to the community and in our employment arrangements. We expect all employees to understand and promote this policy in their work.

Health and Safety

All employees have a responsibility for their own health and safety and that of others when carrying out their duties and must help us to apply our general statement of health and safety policy.

Your duties should be discharged in such a manner as to maintain and develop the vision, principles and values of the Trust.

Person Specification

Personal attributes required (based on job description)

Key Criteria	Essential	Desirable
Education and Qualifications	<p>NVQ Level 3/ A Level or equivalent qualification in an appropriate subject area</p> <p>GCSE Grade C or above in English and mathematics or equivalent</p> <p>Experience working with Children or Young people</p>	<p>Relevant degree of equivalent level of comparable experience</p> <p>Training to support emotional, social or development needs</p> <p>Safeguarding trained</p> <p>Experience working in a school environment</p>
Experience	<p>Proven experience of working with young people age 11 – 16 in a voluntary or other professional capacity</p> <p>Proven recent experience of the implementation of Child Protection & Safeguarding policies and procedures</p>	<p>Experience of working in a school or local government environment</p> <p>DSL/ Deputy DSL experience</p>
Knowledge and Understanding	<p>Sound knowledge and experience of Child Protection & Safeguarding legislation and pastoral care systems</p> <p>Understanding of the main challenges for pupils in the secondary sector</p> <p>Knowledge and ability to deal with a range of different pupil behaviours</p>	<p>Experience of mentoring/coaching young people</p> <p>Understanding of multi-agency work</p> <p>Knowledge of the National Curriculum requirements for the relevant Key Stage in order to give appropriate support and preparation to children</p> <p>Understanding of teaching and learning strategies and how these impact on pastoral issues</p>
Skills	<p>Ability to work with initiative and independence</p> <p>Ability to build effective relationships and work sensitively and effectively with colleagues, parents/ carers, pupils, staff and outside agencies</p> <p>Excellent literacy and numeracy</p> <p>General administrative/ICT skills especially in the use of a range of IT Software (Word, Excel, Outlook)</p> <p>Proven organisational and time management skills</p>	

	Ability to promote a positive ethos and have a 'can do' attitude	
Personal	Professional appearance and conduct A committed life-long learner, willing to undertake further training Good communication skills, flexible approach with tact and diplomacy Self-motivating and ability to work as part of a team Ability to ensure confidentiality	
Special Working Conditions	Working outside of normal school hours will be required	Hold a current driving license and have access to a car for work.