

JOB DESCRIPTION

Job Title:	Assistant Head of Year (Non-teaching post)
Responsible to:	Head of Year and Senior Mental Health Lead
Location:	St Michael's Church of England High School
Salary/ Grade:	D9 to D17 (£25,119- £28,770 pro rata)

1. Purpose of the Post:

The role of Assistant Head of Year is to guide and support pupils' wellbeing and academic achievement at St Michael's Church of England High School, ensuring students achieve to the best of their ability and are able to flourish and live life to the fullest. The range of responsibilities delegated to the Assistant Head of Year is outlined below:

- 1.1 To take responsibility for promoting and safeguarding the welfare of students the postholder comes into contact with.
- 1.2 To comply with policies and procedures relating to child protection, equal opportunities, health and safety, confidentiality and data protection and report all concerns to the appropriate person.
- 1.3 To ensure a clear shared vision for a culture of high expectations for all pupils in the year group through assemblies, parents' evenings and interventions.
- 1.4 To ensure clear and effective communication when liaising with parents, tutor teams, SEND and external agencies.
- 1.5 To provide management to pupils, working under the direction of the Head of year, Senior Mental Health Lead, Teachers and the Senior Leadership Team to implement and ensure school policies, behaviour and procedures are understood and followed by pupils.
- 1.6 To implement actions which are aimed at supporting and encouraging pupils to maximise their potential and meet their end of year targets and attendance levels.
- 1.7 To work closely with the Head of Year and Senior Mental Health Lead to identify students requiring bespoke intervention and support, deliver and monitor the impact of interventions.
- 1.8 To work as part of a team that promotes progress for all pupils with additional needs.
- 1.9 To support wellbeing and mental health strategies, in keeping with the ethos and whole school approach.

2. Key Responsibilities:

- 2.1 Oversee the induction of new students, ensuring that they become familiar with the school routine.
- 2.2 Monitor attendance and punctuality and, where necessary, communicate with carers implementing strategies set out in school policies on attendance and behaviour.
- 2.3 Support whole school strategies to drive attendance, inclusive of home visits, first day calls, attendance referrals and parental meetings.
- 2.4 Support whole school strategies and systems to improve behaviour, inclusive of morning routines, refocus duties, planning and delivering interventions.
- 2.5 Monitor school standards, supporting the Form Tutor, and, where necessary, make contact with home and apply appropriate sanctions.
- 2.6 When referrals are received on a student, put into operation the monitoring report system as set out in the Behaviour Policy.
- 2.7 Maintain regular contact with parents/carers of students who may need additional support of an academic, personal or social nature.
- 2.8 Promote the extra-curricular timetable for the year group so students know what is available to them.
- 2.9 Support the implementation of the pastoral achievement and reward system.
- 2.10 Ensure that the year group is represented on Student Voice.
- 2.11 To support in the development and delivery of Student Voice initiatives to ensure that a proactive approach is adopted to behaviour and safeguarding.
- 2.12 Make appropriate arrangements and support for progress evenings/settling-in evenings.

- 2.13 Supporting in the delivery and development of proactive safeguarding initiatives delivered in school and across the wider community.

3. Raising Standards

- 3.1 Foster positive relationships across all levels of the year group to create a culture based on mutual support and respect.
- 3.2 Involve all staff, at an appropriate level, in year group activities, initiatives or competitions.
- 3.3 Encourage professional dialogue within the team; whilst this should be robust, all perspectives should be valued and any differences resolved on the basis of sound evidence about learning and impact upon students' progress.
- 3.4 Evaluate the impact of pastoral intervention in terms of its success by a review of student outcomes.
- 3.5 Use tracking systems dynamically to provoke action, as well as to record data: providing feedback information (and where necessary timely alerts) on how students are progressing in the year group in terms of behaviour, achievement and attendance.
- 3.6 Ensure that programmes of intervention are based upon an analysis of students' difficulties and needs in their subjects and that the programme content reflects the key focus area that will support their learning.
- 3.7 Clear intervention outcomes are defined and student attendance and progress are closely monitored and reviewed: progress towards achieving targets is evaluated and contingent actions are taken as necessary.
- 3.8 Liaison with subject leaders regarding the delivery of intervention, so that students receiving support in a number of subject areas have their provision effectively co-ordinated.
- 3.9 Provision and use of extra-curricular opportunities are encouraged, e.g. additional holiday revision and/or during lunchtime or after school, for the target group(s), including provision of supporting information for parents about web-based resources available to students.

4. External Agencies:

- 4.1 Liaise with all necessary external agencies to ensure the school's behaviour and safeguarding policies are implemented effectively i.e. Early Help.
- 4.2 Attend case conferences convened for students in the year group, taking relevant information from the school and communicating resultant agreed actions to appropriate staff.
- 4.3 To work collaboratively with Sandwell Children's Trust and Strengthening Families Service to support learners and families, ensuring the best outcomes for learners.
- 4.4 To attend early prevent meetings to ensure that a graduated approach is applied to support all learners.
- 4.5 To work collaboratively with the School Link Officer to implement relevant support strategies with learners and their families.
- 4.6 Liaise with other education providers to support learners to achieve the best outcomes.
- 4.7 Liaise, where appropriate, and in consultation with the SEN Co-ordination Team, the Inclusion Manager and inclusion support to ensure that early intervention supports all learners.
- 4.8 To work with the School Attendance Support service to ensure the best outcomes for all learners and their families.
- 4.9 Complete referrals and monitor their progress to ensure that students and families receive timely support at the appropriate level.

5. Administration

- 5.1 Provide reports on individual students, requested by parents, senior staff or outside agencies, collecting information from staff using progress report sheets.
- 5.2 Complete referrals to relevant agencies to support learners and their families.
- 5.3 Collate student information to support with off-site directions of learners.
- 5.4 Contribute to strategic overview documents evaluating emerging needs of the cohorts, identifying relevant interventions to address such identified needs.

6. Reference to Others

- 6.1 Refer any matters related to child protection to the designated safeguarding lead or deputy designated safeguarding lead.
- 6.2 Refer more serious disciplinary matters to the Assistant Headteacher (Behaviour and Standards) in first instance. Very serious matters (which may lead to exclusion) should be referred to the Deputy Headteacher (Behaviour, Attitudes and Personal Development).
- 6.3 Refer to the SEND team in respect of matters concerning students who are in receipt of an EHCP or identified as K support.

7. CPDL

- 7.1 Undertake training and development in line with the whole school CPDL calendar.
- 7.2 Undertake any further professional development required to carry out the duties of this post effectively i.e. Level 3 Safeguarding training.
- 7.3 Contribute to the professional development needs of other teachers in the school; equipping staff with the knowledge and tools to effectively support learners and overcome barriers to learning and behaviour.
- 7.4 Contribute to whole school WOW (watching others work) sessions to ensure all staff are informed about key strategies or initiatives to support achievement and behaviour of the year group.

8. Other

- 8.1 The school is committed to safeguarding and promoting the welfare of children and young people and expects all staff to share this commitment. The postholder's responsibility for promoting and safeguarding the welfare of children and young people, for whom s/he is responsible or with whom s/he comes into contact, will be to adhere to and ensure compliance with the school's Child Protection Policy at all times. If, in the course of carrying out the duties of the post, the postholder becomes aware of any actual or potential risk to the safety or welfare of children in the school, s/he must report any concerns to the school's Designated Safeguarding Lead.
- 8.2 The school will endeavour to make any necessary reasonable adjustments to the job and the working environment to enable access to employment opportunities for disabled job applicants or continued employment for any employee who develops a disabling condition.
- 8.3 The school will endeavour to raise awareness and support wellbeing and mental health strategies. If the postholder becomes aware of any actual or potential risks to the wellbeing or safety of a colleague in the school, s/he must report any concerns to the Headteacher, Deputy Headteacher(s) or Mental Health Lead.
- 8.4 To undertake any other duty, not mentioned above, as specified by the Headteacher during line management meetings. Whilst every effort has been made to explain the main duties and responsibilities of the role of Assistant Head of Year, each individual task may not have been identified.
- 8.5 Carry out duties as directed by the Headteacher/core SLT.