

The Langley Academy

Job Description

Head of Year (Raising Standards Leader)

Post held

Raising Standards Leader

Salary/Grade

L2 – L7

Purpose of the job

To provide professional leadership and management for one year group team to support high quality teaching, effective use of resources, and high standards of learning and achievement for all students.

To assist the Headteacher and Leadership Team in the overall management and development of the academy. This will include the leadership of a whole school project every year.

Reporting to

Directorate

Liaising with

Headteacher, Directorate, Leadership Team, Heads of Faculty, Raising Standards Leaders, Heads of House, SENCO, Subject Leaders, Student Support Managers

KEY FUNCTIONS

- To lead all aspects of Year Group activity within the overall educational aims of the academy
- To monitor student progress, behaviour and attendance across subject areas, and to work closely with tutors to improve student achievement
- To organise and manage a Year Tutor Group system
- To lead tutors in the development and delivery of the tutor programme

- To be the focal point for parental contact for the year group with the academy, other than regarding specific subject areas
- To teach subjects and classes as required by the Principal
- To support the Leadership Team in the running of the academy
- To line manage a Head of House

SPECIFIC RESPONSIBILITIES

The main responsibilities of the post are to:

- regularly monitor student progress within the Year Group and find ways of improving their learning across subject areas
- analyse and interpret relevant national, local and academy data, plus research and inspection evidence, to inform policies, practices, expectations, targets and teaching methods
- use data effectively to identify students who are underachieving in the Year Group and create and implement effective plans of action to support those students to make rapid progress
- manage systems for target setting and the use of action plans within the Year Group
- work with the SENCO and other staff with special educational needs expertise, to ensure that individual education plans are used to set subject-specific targets and match work well to students' needs
- be responsible for the maintenance of all appropriate records including students' individual files and records
- monitor the setting and completing of homework for the Year Group
- be responsible for maintaining a very high standard of behaviour within the Year Group by enforcing the agreed academy expectations concerning dress, behaviour, attendance and discipline
- patrol corridors and visit lessons on a daily basis to ensure a high standard of behaviour around the academy site
- monitor student behaviour data on a regular and frequent basis (at least weekly) and work with the Student Support Managers to devise appropriate strategies for students who exhibit challenging behaviour

- lead the implementation of the Attendance Policy within the Year Group, supervising attendance and punctuality - checking attendance registers at least once a week, checking reasons for absence, truancy and punctuality and issuing notes to parents according to the pattern established by the Principal
- work closely with the behavioural team to monitor and improve student attendance
- work closely with students to create a distinctive Year Group ethos, in which students are active participants
- encourage participation and assist with the monitoring of student involvement in whole-academy activities
- work closely with the Academy Director to develop the academy's support structures
- lead a team of Year Tutors and develop their pastoral skills through meetings, discussions and INSET
- liaise with parents as a senior point of contact in matters relating to student support including matters of academy policy, welfare and general problems arising with any particular student
- work with the other Raising Standards Leaders to organise and assist with parents' evenings
- liaise closely with outside agencies such as social services, police liaison officers and medical staff
- circulate and collate information for students' interviews or reviews with external agencies, directing preparation of reports and references - including confidential court/social service/medical reports
- co-ordinate all information received from staff, parents and outside agencies regarding individual students and to ensure that this information is distributed correctly, and check that action is taken where and when necessary
- contribute to liaison with partner primary schools, careers staff, local industry and the community, under the guidance of the Academy Director
- under the guidance of the Academy Director, liaise with Heads of Year 6 in the partner primary schools to make arrangements for, and participate in, the transfer of students including the interview of incoming parents and students, and representing the academy at meetings of primary school parents (Year 7 only)

- liaise with the other Raising Standards Leaders and the Academy Director to organise students into tutor groups for Years 7 – 11
- ensure that the Year Notice Boards are properly used and cared for
- organise and deliver high quality year assemblies according to the pattern established by the Leadership Team
- be responsible for any Year funds
- prepare for and attend Raising Standards Leaders meetings
- attend and participate in regular meetings and participate in training and other learning activities, as required
- take part in the academy performance management policy, appraising staff as required and using the process to develop the personal and professional effectiveness of the appraisee
- actively support and participate in the museum learning programme
- actively support and participate in the link school arrangements with Eton College
- contribute to the writing of the Academy Improvement Plan, to include staff development and training implications
- undertake any other tasks as reasonably required by the Executive Principal and Head of School

Person Specification

The items indicated by SS should be covered in the candidates supporting statement with evidence of how the criteria have been demonstrated. The Langley Academy Trust is committed to safeguarding and promoting the welfare of the children and expect all staff and volunteers to share this commitment.

Qualifications and experience	Essential	Desirable	How tested
QTS, Degree or equivalent teaching qualification	✓		SS/Ref
Evidence of continuing career development	✓		SS/Ref
Safeguarding Training	✓		SS/Ref/FI
Effective teaching, learning and assessment	✓		SS/Ref
Successfully implementing strategies to improve teaching, learning and raising standards	✓		SS/ Ref/FI

Professional Experience	Essential	Desirable	How tested
A first class teacher with at least 2 years successful experience (all ability 11 – 18 age range)	✓		SS/Ref/Activity
Proven track record in raising standards of student achievement	✓		Activity/FI
Experience of managing a delegated budget		✓	Activity
Experience of understanding and managing student behaviour	✓		Activity
Experience of constructive cooperation with parents and governors	✓		Activity
Leading/managing a whole academy initiative/whole academy change	✓		SS/Ref/FI
Experience in the use of ICT as a management tool (eg SIMS)	✓		SS/Ref

Professional Knowledge & Understanding	Essential	Desirable	How tested
Strategies for raising student achievement	✓		FI/ Activity
Effective practice and approaches to teaching and learning	✓		FI/Activity
How to lead whole academy improvement, management and change	✓		FI/ Activity
Current educational trends and thinking	✓		SS/FI/Activity
Evaluating evidence to inform decisions	✓		SS/FI/ Activity
Academy performance review and self-evaluation processes	✓		SS/FI/Activity
How to use data and information to effect academy improvement	✓		SS/FI/Activity
Ofsted framework for school inspection/self-evaluation	✓		FI/Activity
Effective working relationships with outside agencies		✓	FI/Activity

Personal Qualities and Skills Ideally, we are looking for someone who:	Essential	Desirable	How tested
Can lead, motivate, enthuse and inspire staff and students, and win the confidence of parents and governors	✓		FI/ Activity
Has passion and believes that every student can succeed at The Langley Academy Trust	✓		FI/ Activity
Has a cup half full, positive, can do, solution focused attitude	✓		FI/ Activity
Has the ability to think strategically with imagination, vision, creativity and originality	✓		FI/ Activity
Is able to use ICT confidently	✓		FI/ Activity
Is reflective, self-critical, motivated and ambitious	✓		FI/ Activity
Is an effective communicator and presenter	✓		FI/ Activity
Possesses excellent inter-personal skills	✓		FI/ Activity
Can make tough decisions whilst bringing staff on board	✓		FI/ Activity
Has a life outside academy	✓		FI/ Activity
Has a fantastic sense of humour	✓		FI/ Activity
Can plan, organise and delegate effectively	✓		FI/ Activity

Safeguarding	Essential	Desirable	How tested
Staff uphold public trust in the profession and maintain high standards of ethics and behaviour, within and outside school by; treating students with dignity, building relationships rooted in mutual respect, and at all times observing proper boundaries appropriate to a teacher's professional position having regard to the need to safeguard students' well-being, in accordance with statutory provisions showing tolerance of and respect for the rights of others not undermining fundamental British Values, including democracy, the rule of law, individual liberty and mutual respect, and tolerance of those with different faiths and beliefs ensuring that personal beliefs are not expressed in ways which exploit students' vulnerability or might lead them to break the law	✓ ✓ ✓ ✓ ✓		FI/ Activity
Staff must have a proper and professional regard for the ethos, policies and practice of the academy and maintain high standards in their own attendance and punctuality	✓		FI/ Activity
Staff must have an understanding of, and always act within, the statutory frameworks which set out their professional duties and responsibilities	✓		FI/ Activity

- SS – Supporting Statement
- Ref – Written references
- FI – Formal interview
- Activity – Selection of activities