

ROLES AND RESPONSIBILITIES

MEMBER OF STAFF:

POSITION:	Year Leader (Year 7)
RESPONSIBLE TO:	Assistant Headteacher
RESPONSIBLE FOR:	Form Tutors
GRADE:	9

OVERALL RESPONSIBILITIES:

To lead the pastoral support for a year group to promote and sustain student progress, well-being, behaviour and attendance in order to ensure all students feel safe, supported and able to learn.

SPECIFIC DUTIES AND RESPONSIBILITIES:

Leading Pastoral Care

- 1 Work closely with the Assistant Headteacher to provide comprehensive pastoral care and to tackle any areas of concern, specifically well-being, behaviour and attendance.
- 2 Provide leadership to the year group:
 - a. Promote and expect the highest standards in all aspects of school life.
 - b. Promote equality for all and celebrate diversity and inclusivity
 - c. Promote respect, leadership and responsibility.
 - d. Promote the British Values
 - e. Take an active interest in the year group, building and maintaining effective relationships with students and their parents and carers.
- 3 Provide the main point of contact for pastoral support and guidance for students, parents, carers and staff of the allocated year group.
- 4 Be a visible, recognisable presence at social times to fully support the school's culture of high expectations and be available for students as a point of contact.
- 5 Ensure accurate and detailed record keeping and use reports and analysing tools on ClassCharts and CPOMs.
- 6 Proactively monitor student data to ensure effective early implementation of interventions to enhance the well-being, attendance, progress and behaviour of students and contact home when appropriate.
- 7 Support and assist with the arrangements for internal and external examinations.
- 8 Lead the team of Form Tutors to ensure they monitor their tutees' behaviour, rewards, progress, wellbeing and attendance and contact home if appropriate.
- 9 Support Form Tutors to enable them to positively engage tutees in meaningful tutor time activities, to monitor and track their tutees' progress and raise concerns where and when appropriate.
- 10 Encourage full participation in extra-curricular activities including House activities, charity fund raising, community liaison, social events and clubs especially for disadvantaged students.
- 11 Lead Year group assemblies, encouraging student and Form Tutor engagement.

- 12 Attend and support open evenings, information evenings and transition activities in order to meet with parents and celebrate the school's successes (e.g. Commemoration, new intake evening, parents' evenings, open evenings).
- 13 Ensure a thorough transition process to and beyond each key stage taking an active role in advising students and supporting transition events and systems.
- 14 As Head of Year 7, ensure a thorough transition process from Year 6 to Year 7:
 - a. Liaise with primary schools
 - b. Plan transition events such as seasonal events, transition days and visits, intake evening and summer school
 - c. Meet with parents of more vulnerable students to aid the transition
 - d. Pay particular attention to students with SEND and who are classed as disadvantaged to ensure all information is passed on through the transition and the process is smooth for these students
- 15 Co-ordinate all aspects of the transfer of a student to or from another educational establishment.
- 16 Co-ordinate the work of Student Year Councils and ensure your allocated year contribute to the whole School Council.
- 17 Promote effective parental engagement with the school. In particular build strong partnerships with families of Disadvantaged students.
- 18 Work as part of the wider pastoral team, assist with other year groups when appropriate/necessary and attend Year, Team and Pastoral team and inclusion faculty meetings and other school meetings.

Safeguarding

- 19 Ensure the safety and well-being of students in consultation with staff, parents and refer to external agencies when appropriate.
- 20 Support the mental health of all students through appropriate checks, promotion of wellbeing and appropriate referrals.
- 21 Work collaboratively with the Designated Safeguarding Leads and Early Help team to ensure that sensitive information is shared effectively and that students and their families feel safe and supported.
- 22 Make referrals and co-ordinate the support of services and external agencies to ensure that students are supported and their needs are met and maintained.
- 23 Complete associated documentation for CP Conferences, CIN meetings, TAFs etc.
- 24 Hold meetings with parents and carers and external agencies as required.
- 25 Ensure accurate record keeping with respect to safeguarding concerns, showing clear action and escalation.
- 26 Keep up to date with safeguarding knowledge to ensure you are alert to current safeguarding issues
- 27 Ensure the students' knowledge of and safety with respect to protected characteristics is paramount.
- 28 Ensure the students' knowledge of sexual harassment and violence allows for the safeguarding of themselves and each other, that all students are confident to approach a trusted adult to help

Attendance

- 29 Develop and maintain a whole school culture that promotes the benefits of good attendance.
- 30 Reward good levels of attendance
- 31 Coordinate the attendance data of the students in your year group, reporting absences through planned absences (appointments, trips, musical lessons) and illness, editing marks, checking registers and creating reports.
- 32 Ensure there are robust daily processes to follow up absence. With a particular focus on missing students

- 33 Analyse attendance data and work pro-actively with students whose attendance levels become a concern to ensure this is addressed and not allowed to escalate.
- 34 Support students who are absent long-term (e.g. suspensions, students undertaking out of school tuition, long term illness) through regular contact with the student and parents and coordinating with the relevant teachers and form tutor.
- 35 Proactively use data to identify students at risk of poor attendance and in doing so improve overall attendance and reduce persistent absenteeism by liaison with relevant staff ,support staff and external agencies
- 36 Work with identified students and their parents to understand and identify the reasons for absence, including any in and out of school barriers to attendance. Intervene appropriately and address identified barriers by signposting and supporting access to any relevant services. Where in school barriers exist liaise with directors of learning/curriculum leaders and the SENCO as appropriate
- 37 Work with the early help team to help with persistent issue sand and the local authority on legal intervention
- 38 Proactively use attendance data to identify cohorts with, or at risk of, low attendance and develop strategies to support them.
- 39 Pay particular attention and support the high attendance levels of the vulnerable groups including SEND and Disadvantaged students.

Behaviour

- 40 Ensure strategies and systems are implemented effectively to impact positively on the behaviour of students in your year group, implementing appropriate sanctions when necessary including mentoring, liaising with parents and carers and relevant services, using report cards and detentions.
- 41 Regularly check ClassCharts and CPOMs for behavioural issues and apply appropriate interventions and refer issues to the Assistant Head, where appropriate and timely.
- 42 Support the school's behaviour sanctions through coordinating and overseeing detentions, the on-call system and the isolation/internal suspension of students.
- 43 Use sanctions such as isolation and recommend suspension rarely, appropriately and timely
- 44 Reintegrate students back into school after suspension ensuring all information is available and support given to the student on the return.
- 45 Ensure high expectations with respect to uniform are upheld applying support and intervention as needed.
- 46 Recognise good behaviour with appropriate praise and rewards.
- 47 Ensure the school's rewards procedure is used effectively with your year group. Organise rewards assemblies and reward good engagement in learning.

Support for specific cohorts

- 48 Work closely with staff, students and parents and carers to monitor and support Disadvantaged students in order to improve their attainment using relevant data and information to identify barriers to learning. Investigate and implement appropriate intervention strategies and closely monitor the effectiveness of these interventions.
- 49 Share information about the Disadvantaged students with all staff to ensure their barriers are more easily overcome through effective communication and effective support.
- 50 Take responsibility for the attendance of the Disadvantaged students at school events, such as parents' evenings.
- 51 Monitor, support and intervene effectively, seeking help from specialist staff, services and external agencies for all vulnerable groups including SEND and disadvantaged students.
- 52 Act as an advocate for vulnerable learners, communicating their needs to classroom staff and monitoring that these needs are being met.
- 53 Develop and monitor health plans for students with medical needs, accessing specialist help when necessary.

- 54 Work co-operatively with parents and carers and the SENDCo when addressing serious or complex problems and to attend case conferences in relation to such circumstances.
- 55 Liaise with outside support agencies as appropriate to ensure effective support for individual students in need and to maintain awareness of social trends and problems relevant to students/school.

General

- 56 Work closely with all areas of the inclusion faculty and ensure communication links are effective with SEND and Early help.
- 57 Deputise for the Assistant Head during absence or in response to delegation.
- 58 Carry out additional duties which may reasonably be required by the Headteacher. The duties of this post may vary from time to time, as required by the Headteacher, without changing the general character of the role or the level of responsibility.

PERSON SPECIFICATION

	Essential or Desirable
Experience:	
Working with young people	Essential
Leading or managing initiatives based on good relationships with students and staff	Essential
Working in an educational environment	Desirable
Use of CPOMS, Classcharts (or similar) including attendance software	Desirable
Working with the parents and carers of young people	Desirable
Qualifications:	
Good standard of education at GCSE or equivalent grade including English and Mathematics at grade C/4+ or able to demonstrate this level of numeracy and literacy	Essential
Evidence of continuing professional development	Essential
Youth work or similar qualification	Desirable
Knowledge:	
Safeguarding children issues	Essential
Word, Excel, Outlook, PowerPoint and data processing	Essential
The Pupil Premium Grant and the School's Pupil Premium Plan	Essential
Barriers to school attendance and how these can be overcome	Essential
Understanding of the link between pastoral and academic issues	Essential
Sources of external support for students	Desirable
Mail merge	Desirable
Skills:	
Confidence and authority in relationships with students	Essential
High standard of written and spoken English	Essential
Ability to recognise the need for and maintain a high degree of confidentiality	Essential
Ability to relate to teachers, other professionals, parents and carers and students	Essential
Ability to work as part of a team and on own initiative	Essential
Ability to work calmly and professionally under pressure	Essential

Attention to detail	Essential
Ability to organise and prioritise work effectively and to deadlines	Essential
Good communication skills	Essential
Attitudes and Values:	
Commitment to school improvement and raising achievement for all students	Essential
Ability to form and maintain appropriate relationships and personal boundaries with young people	Essential
Takes responsibility and understands accountability	Essential
Committed to the needs of the students, parents and other stakeholders	Essential
Demonstrates a “can do” attitude including suggesting solutions, participating, trusting and encouraging others and achieving expectations	Essential
Emotional resilience in working with challenging behaviours	Essential
Adaptable to change	Essential
Ability to relate to and promote the school ethos	Essential
Other:	
Willing to self-improve/attend training	Essential