



CARDINAL HEENAN
CATHOLIC HIGH SCHOOL

Job Description Head of Year

Postholder	Head of Year
Line Manager	Associate Assistant Headteacher
Responsibility	Assistant Head of Year Tutor Team
Salary/Scale of Post	MPS/UPS plus TLR 2C Full Time
Purpose of Post	<ul style="list-style-type: none"> To carry out duties set out in the terms of the Catholic Education Service Contract. To carry out duties set out in the School Teachers' Pay and Conditions Order that are relevant to the post. To maximise the progress that students make across the curriculum both academic, spiritual and social, with a particular focus on ensuring that the students in your care are known, supported and challenged to help them to develop into the best person that they can be. The Head of Year will emphasise a Growth Mindset modelling the characteristics of hard work, resilience, innovation and self-improvement and will take a lead role in developing the Catholic life of the school, supporting our students on their own faith journey. The Job Description should be read alongside the range of professional duties of Teachers as set out in Part X11 of the Teachers' Pay and Conditions Document, sections 48 to 50. The postholder will be expected to undertake duties in line with the professional standards for qualified teachers and uphold the professional code of the General Teaching Council for England.
Main areas of responsibility for a Teacher	<p>A teacher must:</p> <ul style="list-style-type: none"> Set high expectations which inspire, motivate and challenge students. Establish a safe and stimulating environment for students, rooted in mutual respect. Set goals that stretch and challenge students of all backgrounds, abilities and dispositions. Demonstrate consistently the positive attitudes, values and behaviour which are expected of students. <p>Promote good progress and outcomes by students</p> <ul style="list-style-type: none"> Be accountable for students' attainment, progress and outcomes. Be aware of students' capabilities and their prior knowledge, and plan teaching to build on these. Guide students to reflect on the progress they have made and their emerging needs. Demonstrate knowledge and understanding of how students learn and how this impacts on teaching. Encourage students to take a responsible and conscientious attitude to their own work and study. <p>Demonstrate good subject and curriculum knowledge</p> <ul style="list-style-type: none"> Have a secure knowledge of the relevant subject(s) and curriculum areas, foster and maintain students' interest in the subject, and address misunderstandings. Demonstrate a critical understanding of developments in the subject and curriculum areas, and promote the value of scholarship.

	<ul style="list-style-type: none"> • Demonstrate an understanding of and take responsibility for promoting high standards of literacy, articulacy and the correct use of standard English, whatever the teacher’s specialist subject. <p>Plan and teach well-structured lessons</p> <ul style="list-style-type: none"> • Impart knowledge and develop understanding through effective use of lesson time. • Promote a love of learning and children’s intellectual curiosity. • Set homework and plan other out-of-class activities to consolidate and extend the knowledge and understanding students have acquired. • Reflect systematically on the effectiveness of lessons and approaches to teaching. • Contribute to the design and provision of an engaging curriculum within the relevant subject area(s). <p>Adapt teaching to respond to the strengths and needs of all students</p> <ul style="list-style-type: none"> • Know when and how to differentiate appropriately, using approaches which enable students to be taught effectively. • Have a secure understanding of how a range of factors can inhibit students’ ability to learn, and how best to overcome these. • Demonstrate an awareness of the physical, social and intellectual development of children, and know how to adapt teaching to support students’ education at different stages of development. • Have a clear understanding of the needs of all students, including those with special educational needs; those of high ability; those with English as an additional language; those with disabilities; and be able to use and evaluate distinctive teaching approaches to engage and support them. <p>Make accurate and productive use of assessment</p> <ul style="list-style-type: none"> • Know and understand how to assess the relevant subject and curriculum areas, including statutory assessment requirements. • Make use of formative and summative assessment to secure students’ progress. • Use relevant data to monitor progress, set targets, and plan subsequent lessons. • Give students regular feedback, both orally and through accurate marking, and encourage students to respond to the feedback. <p>Manage behaviour effectively to ensure a good and safe learning environment</p> <ul style="list-style-type: none"> • Have clear rules and routines for behaviour in classrooms, and take responsibility for promoting good and courteous behaviour both in classrooms and around the school, in accordance with the school’s behaviour policy. • Have high expectations of behaviour, and establish a framework for discipline with a range of strategies, using praise, sanctions and rewards consistently and fairly. • Manage classes effectively, using approaches which are appropriate to students’ needs in order to involve and motivate them. • Maintain good relationships with students, exercise appropriate authority, and act decisively when necessary. <p>Fulfil wider professional responsibilities</p> <ul style="list-style-type: none"> • Make a positive contribution to the wider life and ethos of the school. • Develop effective professional relationships with colleagues, knowing how and when to draw on advice and specialist support. • Deploy support staff effectively. • Take responsibility for improving teaching through appropriate professional development, responding to advice and feedback from colleagues. • Communicate effectively with parents with regard to students’ achievements and well-being. • Follow school policy in relation to all prescribed areas. • To have commitment to safeguarding and promoting the wellbeing of all children in line with school policy and national guidelines • Ensure high standards of professional appearance in line with the school’s dress code
Main areas of responsibility for a Head of Year role	<ul style="list-style-type: none"> • To ensure that all students in the year group make maximum progress across the curriculum. • To work closely with the Assistant Head of Year, Student Support Service and Attendance team and Safeguarding Lead Practitioners to help ensure students are supported and challenged as necessary and achieve optimum levels of engagement with school life. • To analyse data and produce coherent plans to support progress and achievement.

	<ul style="list-style-type: none"> • To help maximise student attendance in conjunction with the attendance officer. • To model excellent practices including going 'above and beyond' and intervening with students outside the curriculum so appropriate support is provided in a proactive and imaginative way. • To support and challenge Heads of Department so that underachieving students make the required improvements in all lessons. • To effectively lead a team of tutors so that students are supported on a daily basis, including effective monitoring systems and ensuring that standards within the school are as high as possible. • To communicate with parents on a range of pastoral and academic issues. Being a point of contact for students and families when personal matters affect learning and progress. • To communicate appropriate information to teaching and support staff. • To contribute to a confidential record of issues affecting the educational progress of students. • To be highly visible and a point of contact for students. • Safeguarding - To work as part of the safeguarding team, ensuring that school policies, in particular safeguarding procedures are adhered to.
<p>Other Responsibilities for this post (Head of Year)</p>	<ul style="list-style-type: none"> • To support the Catholic Life of the school and the chaplaincy. • Work with agencies in school and beyond to support students and their families. • Lead year group assemblies. • Ensure school uniform is worn correctly. • Produce internal and external reports as necessary. • Work within school systems on safeguarding and communication, acting as a link to inform teaching and nonteaching staff about issues impacting students' progress and wellbeing. • Work with parents, as necessary, to engage them in their child's education and supporting their child's achievement. • Promote positive attitudes to learning and behaviour for learning with vulnerable students. • Liaise with the SEND Department to ensure the best cohesive support packages are in place for the most vulnerable students. • To undertake duties as required to support the students in unstructured times of the school day. • To be fully committed to your own CPD needs, continually striving to improve your own practice in the classroom. • To teach students across the ability range at KS3 and KS4. • To prepare students for public examination e.g. GCSE. • To promote students' confidence and competence in their abilities. • To develop a sense of wonder in students' learning. • To be a committed member of the school community. • To attend departmental meetings, staff meetings, parental consultation evenings and any other events related to the subject, year group or school community as appropriate. • To contribute to the whole school pastoral leadership and welfare of students. • To line manage a team of form tutors, ensuring that the pastoral programme is delivered effectively and efficiently. • To contribute fully to the wider life of the school. • Ensure high standards of professional appearance and behaviours in line with the school's expectations. • Follow school policy in relation to all prescribed areas. • To have a commitment to safeguarding and promoting the wellbeing of all children in line with school policy and national guidelines. • To undertake any other duties as appropriate to the post or which may from time to time be reasonably determined by the Headteacher and/or Line Manager.