



STAR ACADEMIES

Nurturing Today's Young People, Inspiring Tomorrow's Leaders

PASTORAL LEADER AND HEAD OF YEAR

JOB DESCRIPTION

JOB PURPOSE:

To contribute to the development of a strong, effective Academy with an emphasis on promoting a culture of educational excellence, within a caring and secure Islamic environment enriched with the values of discipline, mutual care and respect which extends beyond the Academy into the wider community.

JOB SUMMARY:

1. Ensure and deliver effective pastoral support so that individual students and groups of students are supported to actively participate in learning and reach their full potential.
2. Support the raising of standards in the Academy by leading and delivering pastoral support to a year group of students.
3. Provide leadership and support to the Heads of Year.
4. Provide support to individual students and their families.

KEY RESPONSIBILITIES AND ACCOUNTABILITIES:

1. Supporting Teaching and Learning

- 1.1 Ensure support strategies have a clear focus on learning, progress and the development of skills and competencies.
- 1.2 Contribute to individual student records ensuring they have up-to-date details of the curriculum support, input and alternative intervention / support that has been provided.
- 1.3 Support the Academy's drive for excellent academic results by ensuring students needing intervention receive support, encouragement and guidance as appropriate and necessary to raise individual student achievement and aspirations.
- 1.4 Contribute to coaching, mentoring and sharing of good practice, within the year group, with other Heads of Year, throughout the Academy and with partner schools.

2. Developing Self and Others

- 2.1 Build capacity and nurture leadership capabilities within students.
- 2.2 Provide leadership, support and coordination to the Heads of Year.

3. Securing Accountability

- 3.1 Be accountable for the pastoral and academic performance of students within the year group.
- 3.2 Ensure the Heads of Year are accountable for the pastoral and academic performance of students within their year group.

- 3.3 Provide data and contribute to target setting within the year group and across all year groups in liaison with other Heads of Year in line with whole Academy and individual student targets.
- 3.4 Analyse student-tracking data, identify underperformance, and contribute to planning appropriate interventions and monitor their impact.

4. Strengthening the Community

- 4.1 Contribute to stakeholder engagement and communication with parents, carers and families within the year group.
- 4.2 Work effectively in partnership with external agencies including the Academy's nursing services and other health services – organise drop-ins, vaccinations, presentations to year groups and whole Academy as needed.
- 4.3 Support activities relating to Healthy School status – lead on and co-ordinate (as needed) activities related to healthy eating including (if appropriate) after Academy clubs.
- 4.4 Secure learning opportunities within the year group to promote community cohesion.
- 4.5 Lead assemblies.
- 4.6 Arrange and promote activities within the year group e.g. identify links to year charities and co-ordinate fund-raising activities.
- 4.7 Contribute to strategies for developing student leadership and student voice within the year group and the Academy.
- 4.8 Be a professional advocate for the Academy in all contexts.

5. Year Team and Heads of Year Team

- 5.1 Lead and co-ordinate the work of a year team and Heads of Year Team including keeping the form tutors, SLT link and the Principal informed of important information on individual students or year team issues/developments.
- 5.2 Contribute to developing the year group and Heads of Year Team identity, creating relationships within, across and outside the Academy.
- 5.3 Plan, run and keep minutes of half termly year team meetings and regular Heads of Year Team meetings – agenda items to include discussion of each high-risk student and agreeing further action (if needed); sharing performance information relating to attendance, punctuality, behaviour; feedback of issues emerging from morning registration; and information about key pastoral events affecting that year group team.
- 5.4 Monitor and quality assure the morning registration programme/Tutorial Programme for each class in year group of responsibility at least half termly and provide appropriate feedback to individual form tutors and to the team – ensure the programme is delivered to a high standard and form tutors run their tutor group sessions effectively.
- 5.5 Monitor and quality assure the morning registration programme/Tutorial Programme across Academy in liaison with the other Heads of Year.
- 5.6 Support the professional development of form tutors, Heads of Year and others relating to your team and the delivery of the morning registration/Tutorial Programme including, where needed, working alongside form teachers to model effective delivery.
- 5.7 Meet at least once every half term with each form tutor to review the form's performance and the morning registration programme.
- 5.8 Meet at least once every half term individually with each Head of Year to review their Year Group form's performance and the morning registration programme.

5.9 Provide detailed termly reports on the morning registration/Tutorial programme to the SLT Link.

6. Attendance and Punctuality

6.1 Monitor attendance and punctuality of the identified year group and have oversight of attendance and punctuality across Academy.

6.2 Produce weekly and half termly class, year group and whole Academy attendance and punctuality reports.

6.3 Work with year team to display class and year group performance in each class and on year team display boards.

6.4 Monitor punctuality (morning and lessons) daily.

6.5 Liaise and meet with the Home School Liaison to discuss year group attendance and agree actions.

6.6 Meet with any parents where attendance is below agreed target at the end of subsequent half-terms.

6.7 For any students where overall attendance falls significantly below target, liaise with the parents to agree an action plan detailing attendance target, monitoring arrangements and actions to be taken if targets are not met, including the use of formal sanctions such as a fixed penalty notice.

6.8 Maintain an up-to-date risk register of high-risk students in designated year group i.e. those students whose attendance or punctuality is of concern and those who are at-risk of under-achieving academically where actions taken so far have been ineffective – discuss these weekly with SLT link and agree action plan for each.

6.9 Ensure all information relating to above is recorded electronically in SIMS or other agreed whole Academy system and have oversight of the whole Academy risk register.

6.10 Support the timely movement of learners from lesson to lesson through presence on the corridors between each lesson.

7. Student Behaviour

7.1 Supervise weekly detentions.

7.2 Monitor the behaviour of students in designated team and keep detailed electronic records of student behaviour including detentions, those on form tutor, Year Leader or Senior Leadership Team report using SIMS or other agreed whole Academy system.

7.3 Ensure form tutors and SLT link receive regular detailed information and reports (according to their level of need and involvement) on all students in form class and year team.

7.4 Work with SLT to identify all students in year team and across Academy who may need pastoral input because their behaviour in lessons, around the Academy or outside of the Academy is causing concern (potential high need students).

7.5 Produce detailed action plans for each high-risk behaviour student (those already on report) and those at risk of being high risk (potential) in their year group.

7.6 Meet daily with all students on Year Leader or SLT reports – make sure they have the report each morning and that it is signed by appropriate staff member at the end of each day.

7.7 Ensure effective communication with the parents – make regular contact with parents to discuss student behaviour for all students on report – meet with parents at the end of each report and agree plan for monitoring behaviour going forward.

7.8 Undertake regular checks with form tutors on uniform, equipment and Academy bag contents to ensure that students adhere to Academy policies.

8. Student Guidance and Support

- 8.1 Maintain and review a single risk register of students who are designated as being concerns relating to attendance, punctuality, behaviour and/or achievement.
- 8.2 Meet with each form group in the identified year group once each term to discuss progress, identify any concerns and address queries to ensure personalised support for their welfare and academic development.
- 8.3 Contribute to comprehensive assessments of students to determine those in need of particular help.
- 8.4 Ensure students who are absent due to a prolonged illness, injury or incapacity are provided with adequate resources for learning at home.
- 8.5 Keep in contact with parents of students in the year group, and in particular with those needing more careful monitoring relating to attendance and punctuality, behaviour, bullying or medical needs - ensuring positive family support and involvement.
- 8.6 Support the admissions arrangements into year group following the admissions procedures.
- 8.7 Take steps to prevent bullying and support victims of bullying – keep records using SIMS of all bullying incidents and actions taken.
- 8.8 Where children have medical needs – ensure this is recorded on SIMS and ensure appropriate information is shared with Year team and subject teachers as needed.
- 8.9 Meet regularly with student council – feedback from students about quality of pastoral programmes, any issues particularly relevant to that year group.
- 8.10 Work with year team and Heads of Year to ensure effective use of rewards and sanctions – keep detailed records using SIMS or other agreed whole Academy system.
- 8.11 Organise, co-ordinate and run termly celebration of achievement assemblies – including the administration and collection of information from subject teachers, the buying and distribution of certificates and prizes; and organising assembly input including (if required) external speakers.

9. Responsibilities

- 9.1 Liaise with external agencies as and when required.
- 9.2 Comply with policies relating to child protection, health and safety, confidentiality and data protection, reporting all concerns to a nominated person.
- 9.3 Take responsibility for promoting and safeguarding the welfare of the children and young people in Academy.
- 9.4 Help organise, and attend, parents' evenings for designated year team and support the running of all open evenings, induction days and events for students and parents.
- 9.5 Organise year presentations during assembly time.
- 9.6 Support the delivery of enrichment activities and trips including accompanying and supervising of students as needed.
- 9.7 Ensure effective communication of all pastoral information and events including ensuring all events, visitors or trips (and all classes, teachers affected) are included in briefing notes.
- 9.8 Contribute to the wider life of the Academy's and its community through out of hours and partnership work.
- 9.9 Carry out any such duties as may be reasonably required by the Principal.

10. Other Responsibilities

- 10.1 Promote the Trust's vision of 'nurturing today's young people, inspiring tomorrow's leaders.
- 10.2 Champion the Trust's values of 'Service', 'Teamwork', 'Ambition' and 'Respect'.

- 10.3 Contribute to the wider life of the Trust and the Star community.
- 10.4 Carry out any such duties as may be reasonably required by the Trust.

11. Records Management

- 11.1 All staff who create, receive, and use records in the course of their job are responsible for ensuring that records are managed appropriately. It is therefore likely that this post-holder will have responsibility for record-keeping as part of the role. Employees are required to be conversant with the Trust's policies and procedures on records management.

This appointment is with Star Academies. The job description forms part of the contract of employment of the person appointed to this post. It reflects the position at the present time only and may be reviewed in negotiation with the employee in the future. The appointment is subject to the terms and conditions outlined in the 'Star Academies Contract'.



Star

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PERSON SPECIFICATION

No	CATEGORIES	Essential/ Desirable	Assessed by:	
			App Form	Interview/ Task
QUALIFICATIONS				
1.	5 A*-Cs at GCSE including English and Maths.	E	✓	✓
2.	A degree qualification or equivalent.	D	✓	
3.	First Aid Training or willingness to undertake training.	D	✓	
EXPERIENCE				
4.	Previous experience of working with learners of all ages or dealing with members of the public in a busy setting	E	✓	✓
5.	Experience of supporting pupils and parents.	E	✓	✓
6.	Working with pupils to engender high expectations.	E	✓	✓
7.	Promoting positive behaviour in pupils.	E	✓	✓
8.	Maintaining records and data.	E	✓	✓
9.	Experience of providing feedback to pupils and teaching staff.	E	✓	✓
10.	Experience of child protection procedures and commitment to safeguarding pupils.	E	✓	
11.	Assisting staff with educational visits.	E	✓	✓
12.	Counselling techniques.	D	✓	✓
ABILITIES, SKILLS AND KNOWLEDGE				
13.	Effective use of ICT.	E	✓	✓
14.	Excellent communication skills both verbally and in writing.	E	✓	
15.	Excellent time management skills.	E	✓	
16.	Ability to self-evaluate learning needs and actively seek learning opportunities.	E	✓	

			Assessed by:	
No	CATEGORIES	Essential/ Desirable	App Form	Interview /Task
17.	Ability to work constructively and flexibly as part of a team.	E	✓	✓
18.	Ability to establish and develop positive relationships throughout the Academy.	E	✓	
19.	Ability to take ownership of problems and find solutions accordingly.	E	✓	✓
PERSONAL QUALITIES				
21.	The ability and motivation to constantly improve own practice and knowledge through self-evaluation and learning from others.	E	✓	
22.	The experience and ability to deal positively with staff and pupils.	E	✓	✓
25.	The ability to be flexible and positive, dedicated and trustworthy.	E	✓	
26.	Be committed to the Academy.	E	✓	✓
27.	Reliable and responsible.	E	✓	✓
28.	Enjoys dealing with people from various backgrounds.	E	✓	✓
29.	Commitment to delivering after-school and pre-exam sessions as required as well as enrichment opportunities for learners.	E	✓	✓
30.	Highly organised, literate and articulate.	E	✓	✓
31.	A passionate belief in the Academy's mission statement.	E	✓	✓
32.	A strong belief in the value of education in developing citizens.	E	✓	✓
32.	Highest levels of professional and personal integrity.	E	✓	✓
33.	A strong commitment to inclusion and overcoming barriers to learning and achievement.	E	✓	✓
34.	Personal resilience, persistence and perseverance.	E	✓	✓
35.	Commitment to the pursuit of continuous professional development by oneself and others.	E	✓	✓
36.	A passionate belief in the Trust's vision of 'nurturing today's young people, inspiring tomorrow's leaders'.	E	✓	✓
37.	A strong commitment to the Trust value of 'Service'.	E	✓	✓
38.	A strong commitment to the Trust value of 'Teamwork'.	E	✓	✓
29.	A strong commitment to the Trust value of 'Ambition'.	E	✓	✓

			Assessed by:	
No	CATEGORIES	Essential/ Desirable	App Form	Interview /Task
30.	A strong commitment to the Trust value of 'Respect'.	E	✓	✓
31.	Commitment to support Star Academies' agenda for safeguarding and equality and diversity.	E	✓	✓
32.	Sympathetic to and supportive of the Mixed Multi-Academy Trust Model and ethos of the Establishment.	E	✓	✓