

# Winsford Academy Job Description and Person Specification

<b>JOB TITLE</b>	<b>Assistant Head of Year</b>	<b>GRADE</b>	<b>8 (SCP 23-28)</b>
<b>RESPONSIBLE TO</b>	<b>Head of Year and Assistant Principal</b>		

## BASIC JOB PURPOSE

The Assistant Head of Year will play a major role under the direction of a Head of Year and the SLT link for that year group in exercising overall responsibility for the behaviour and safeguarding of that year group. They will work as part of a team supporting the learning and behaviour of students. They will provide care, reassurance, and practical support to pupils and work with the whole school to promote positive behaviour management. They will deal with inappropriate behaviour in accordance with school behaviour plans/policies and to develop a change in behaviour. They will deliver the function of the Academy's Internal Exclusion Unit (and out-reach provision) catering for students who have been internally excluded.

	<b>MAIN RESPONSIBILITIES</b>
<b>1.</b>	To meet with the Form Tutors and Head of Year on a regular basis to offer support in ensuring they are making an effective contribution towards the objectives of the academy.
<b>2.</b>	To support the Head of Year in delivering the Academy's assembly programme.
<b>3.</b>	To ensure that Form Tutors are fulfilling their legal requirements in relation to pupil registration and attendance monitoring.
<b>4.</b>	To work with team members to formulate aims and objectives for each year group, which have coherence and relevance to the needs of students and to the aims and objectives of the Academy.
<b>5.</b>	To contribute to the wider welfare, safeguarding and personal development of the year group and assist with the organisation of parents' evenings and other meetings, e.g. induction week, options evening, information evenings, etc., relevant to the year group.
<b>6.</b>	To deliver and support learning activities and programmes of support to students in the Internal Exclusion Unit and undertake on call duties
<b>7.</b>	To work with individual students to raise awareness of appropriate behaviour and responses in the classroom and around school, providing them with feedback as to their progress. To engage students helping them to develop a sense of belonging to the Academy community, a sense of self-worth and competence and of empowerment to make informed decisions about their life at the Academy.
<b>8.</b>	To coordinate the pastoral care of children who are looked after, liaising closely with academy staff and external partners.

<b>9.</b>	To manage challenging and extreme behaviour of individual students. To calm and diffuse difficult situations involving students. To take appropriate action to promptly resolve disciplinary issues with students including reducing pupil mobility, within the Academy, and liaise with staff for repeat offenders.
<b>5</b>	To design and deliver appropriate behaviour/intervention strategies and programmes for individuals and small groups of students on social skills, anger management and emotional literacy which will contribute to improved behaviour and attendance and influence students whose behaviour is a barrier to learning.
<b>6</b>	To provide first aid as required to students, staff and visitors to the academy and administer medicines as required.
<b>7</b>	To promote positive behaviour management by modelling and suggesting effective strategies with students in class and around school, including at break and lunch times to develop a change in behaviour.
<b>8</b>	To monitor student attendance at school detentions in their year group.
<b>9</b>	To produce, analyse and report behaviour and attendance data to monitor and evaluate the effectiveness and impact of the interventions and strategies used. Identify patterns, trends and making recommendations to drive up standards in both areas.
<b>10</b>	To arrange/deliver off-site outreach curriculum sessions for students that are unable to access the curriculum on the school site.
<b>11</b>	To maintain dialogues with key people around individual children's needs. Liaise with parents/carers and other staff and outside agencies, such as the Police, to ensure effective communication/support concerning students as appropriate. Creating/Contributing to reports, TAFS, multi-agency meetings and behaviour plans, learning plans, health care plans, risk assessments, etc. and updating pupil records accordingly.
<b>12</b>	To provide other adults in school additional support and strategies in behaviour management through observation, shared planning and working alongside colleagues.
<b>13</b>	To agree appropriate professional targets annually with the appropriate senior leader, who will monitor and review her/his performance in accordance with the Academy's Support Staff Appraisal Policy
Notwithstanding the detail in this job description the job holder will undertake such work as may be determined by the Principal/Governing Body from time to time, up to or at a level consistent with the main responsibilities of the job.	

## ASSISTANT HEAD OF YEAR GRADE 8

### PERSON SPECIFICATION

QUALIFICATIONS	ESSENTIAL	DESIRABLE
Educated to at least GCSE Grade C or equivalent in English and Mathematics	✓	
First Aid Qualification		✓
EXPERIENCE		
Proven record of working successfully with challenging students and high needs students in a learning environment	✓	
Ability to use performance data to inform development activities	✓	
Experience of working as part of a multi-disciplinary team	✓	
Experience of working in/with an educational establishment		✓
Experience of effective liaison with parents/carers and other professionals with discretion and tact	✓	
KNOWLEDGE AND SKILLS		
Knowledge of specific emotional, behavioural and physical needs with ability to motivate and re-engage disaffected students	✓	
Able to identify barriers to learning and offer and develop strategies to deal with the individual student needs and an understanding of child development and learning principles	✓	
Excellent communication skills and an ability to form productive working relationships with colleagues, other professionals and students/parents/carers.	✓	
Experience of monitoring and report writing and providing/presenting data/information to a group	✓	
ICT literate with the ability to word process, accurately record data and produce statistical/graphical outputs	✓	
Independent thinking, initiative, forward planning and able to prioritise work and manage own caseload to meet deadlines and the ability to work constructively as part of a team	✓	
Ability to identify clear teaching objectives, set tasks which challenge students and set clear targets for students learning.	✓	
Ability and a commitment to work flexibly and to respond to unplanned situations, remain calm and contribute to resolution of problems	✓	

<b>PERSONAL QUALITIES</b>		
Commitment to inclusion and equal opportunities	✓	
Ability to instil confidence in young and vulnerable children	✓	
Work with commitment and good humour and resilience. Firm, fair and approachable	✓	
Ability to deal confidentially, impartially and appropriately with situations	✓	
Able to empathise with young people and assist them in a supportive withdrawal environment.	✓	
Patience, tolerance and sensitivity.	✓	
Good interpersonal skills and the ability to establish rapport with adults and students	✓	
Efficient and meticulous in organisation	✓	
A desire to develop skills and knowledge through CPD	✓	
Evidence of exemplary attendance and punctuality	✓	
Ability to work additional hours as required	✓	
Commitment to the highest standards of child protection	✓	
Recognition of the importance of personal responsibility for Health and Safety	✓	
Commitment to the school's ethos, aims and its whole community	✓	