



JOB DESCRIPTION

Job Title:	Head of Year (Years 7 – 11)
Responsible to:	Director of Key Stage
Duties:	The School Teachers' Pay and Conditions Document (Part XI) specifies the general professional duties of all teachers. In addition, certain particular duties are reasonably required to be exercised and completed in a satisfactory manner.
Allowance Attached to the Post:	TLR 1E
Postholder:	[Name of Appointee]

CORE PURPOSE OF THE HEAD OF YEAR POST

- To be responsible for the overall academic progress and pastoral care of a Year Group, working in partnership with a Pastoral Support Officer.
- To lead staff and students with the objective of ensuring that all students in the Year Group achieve their full potential.
- To lead the year team and tutors to ensure effective support for all students both in their studies, and pastorally.
- To promote high expectations and achievement for all.
- To systematically monitor and evaluate students' academic attainment and progress, behaviour and welfare.
- To reward students in accordance with the School's Rewards policy.
- To identify students who are progressing below expectations, improve their levels of performance and ensure access to a range of interventions.

ASSOCIATED RESPONSIBILITIES AND ACTIVITIES

Staff

- Lead and manage a team of tutors to ensure effective academic and pastoral support.
- Co-ordinate, manage, monitor and evaluate the work of the tutors
- Promote and monitor the professional development of members of the Year Team.
- Oversee the quality of report writing by all staff in regard to Annual Reports and any other reports.

Students

- Encourage positive attitudes to school and learning.
- Identify and manage students who are underachieving and negotiate and co-ordinate strategies to improve their performance, progress and welfare.
- Monitor each student's wider contribution to the School, responding appropriately.
- Liaise, when relevant, with external agencies, in consultation with the SLT line manager.
- Play an appropriate role in implementing the School's Rewards policy.
- To monitor and record bullying and actively take steps to prevent bullying and support victims of bullying
- To monitor student behaviour, attendance and punctuality and take remedial action as appropriate
- Work with the inclusion team to reduce exclusions and improve behaviour and safety

Academic Monitoring

- Regularly monitor and assess the progress of individual students and particular groups of students in accordance with baseline and prior attainment data.
- Review students' learning across the curriculum and work with Subject Leaders and Tutors to improve student attainment and achievement.
- In conjunction with Subject Leaders, observe lessons and evaluate the quality of students' learning.
- Manage the co-ordination and consultation process for setting students where setting straddles more than one subject.
- Oversee the content of the Annual Report on each student, adding a summary comment on each Report.

Curriculum

- Make recommendations, on the basis of evaluation of the nature and extent of student progress, for the development of the curriculum.
- Where relevant, devise personalised programmes for particular students.
- To plan, coordinate and evaluate tutor group sessions
- Liaise with Learning Mentors and the SEN department, as appropriate, regarding the provision of appropriate support for identified students.
- In conjunction with the SENCO and the Behaviour Team, negotiate and monitor the effectiveness of provision within and outside school:
 - for students disappied from the National Curriculum;
 - for those students placed in the School's Learning Support Unit.
- Provide work for excluded or "long-term absent" students.

Communication

- Communicate and liaise with parents on matters concerned with students' attainment and welfare.
- Lead, organise, manage and review Parents' Open Evenings for the Year Group.
- Lead relevant Assemblies (having liaised with the Assemblies Co-ordinator).
- Share responsibility with the Assistant Head of Year and Pastoral Support Manager.
- Maintain up-to-date centrally-held information regarding each student.
- Liaise with other schools, as necessary, to ensure the smooth transfer of students.

ADDITIONAL DUTIES

Additional duties of the Head of Year for specific Year Groups (Years 8-11)

Year 7

- co-ordinate the consultation process for subject bands;
- lead the induction of new students and staff to year 7;
- line manage Transition Co-ordinator and the transition process.

Year 8

- co-ordinate the selection procedure for the three-month Year 9 Israel Residential Scheme;
- co-ordinate the consultation process for subject bands;
- lead and deliver Year 8 Cognitive Ability testing (CAT).

Year 9

- organise and execute the procedure for curriculum choice at Key Stage 4;
- seek to ensure appropriate Key Stage 4 curriculum provision for all students;
- help students in their preparation for SATs;
- Co-ordinate the consultation process for subject sets.

Year 10

- disseminate GCSE and Key Stage 4 curriculum information and guidance to parents and students;
- Liaise with the appropriate member of the SLT in finalising coursework deadlines across all subjects.

Year 11

- in conjunction with others, contribute to decisions regarding examination entries;
- promote Sixth Form courses;
- contribute to the writing of references;
- prepare and pass on full records and information when students progress to Year 12;
- Liaise with the appropriate member of the SLT in finalising coursework deadlines across all subjects.

UPHOLD AND, WHERE RELEVANT, PROMOTE THE JEWISH ETHOS OF THE SCHOOL

Part of the School's mission statement states that "JFS is a Jewish comprehensive school, committed to the development of thoughtful, tolerant, responsible and caring young citizens". All teachers, together with their line managers, are asked to respect the Jewish ethos of the School and to seek advice from, and liaise with, appropriate colleagues, e.g. Deputy Headteacher (Jewish Dimension) over any matters pertaining to this ethos.

OTHER CLAUSES

The above responsibilities are subject to the general duties and responsibilities contained in the statement of Conditions of Employment.

This job description allocates duties and responsibilities but does not direct the particular amount of time to be spent on carrying them out and no part of it may be so construed.

This job description is not necessarily a comprehensive definition of the post. It will be reviewed at least once a year and it may be subject to modification or amendment at any time after consultation with the holder of the post.

The duties may be varied to meet the changing demands of the school at the reasonable discretion of the Principal.

This job description describes the way the post holder is expected and required to perform and complete the particular duties as set out in the foregoing.

Date of Issue: April 2017

Signed: _____

Date: _____

Name (Please Print): _____



PERSON SPECIFICATION
for
HEAD OF YEAR (Years 7 -11)

CRITERIA	ESSENTIAL/ DESIRABLE	EVIDENCE *
QUALIFICATIONS AND TRAINING		
Appropriate degree or equivalent	E	F
Qualified Teacher Status	E	F
Evidence of continuing professional development	E	F
PROFESSIONAL EXPERIENCE		
Has worked in one or more schools across the 11 to 19 age and ability range (preferably, but not essentially, including a comprehensive school)	D	F
PROFESSIONAL KNOWLEDGE AND UNDERSTANDING		
Thorough understanding and grasp of the nature of learning and its implications for the development of effective and successful teaching and behaviour strategies	E	I/L
Understanding of the strategies which help to raise students' attainment	E	A/L/R
Understanding of, and ability to use, value-added measurement and benchmark data as tools for improving standards of students' achievement	E	A/I/R
Understanding of up-to-date educational developments, nationally	E	I
Experience of performance management systems and outcomes	D	I
ABILITIES AND SKILLS		
Ability to form and maintain appropriate relationships with children	E	I/L/R
Successful track record of excellence in the classroom	E	L/R
Ability to lead teams effectively, motivate and inspire staff and be supportive team member	E	I/R/T
Ability to manage successfully staff and monitor teacher/tutor effectiveness with regard to standards and outcomes	E	I/T
Ability to delegate within appropriate parameters and hold people accountable for that delegated responsibility	E	I/T
Ability to manage change and see through initiatives	E	I/T
Ability to think critically, flexibly and positively in the face of complex issues	E	I/T
Ability to perceive the rôle as part of the whole-school context and development	E	I/T
Ability to communicate easily, sensitively and effectively – both orally and in writing - for a variety of purposes and audiences	E	A/I/L/T
Ability to prioritise effectively and efficiently	E	I/R/T
Good judgement	E	I/T/L
High order of organisational and administrative skills	E	I/R/T
PERSONAL QUALITIES		
Appropriate motivation to work with children	E	R/I/L
Commitment to equal opportunities and inclusion	E	I/R
Commitment to high expectations for staff and students	E	I/L/R
Dedication, commitment, initiative, creativity	E	I/L/R
Energy, vision, drive, integrity and a strong sense of courtesy	E	I/R
Good rôle model	E	I/L/R
Impact and presence	E	I/L/R
Keen sense of professionalism	E	I/R
Perseverance, self-confidence, enthusiasm	E	I/L/R
Positive attitude	E	I/L/R
Potential for further leadership development	D	I/L/R
Promotes confidence in staff, students and parents	E	I/L/R
Resilience	E	I/L/R
Willingness to keep learning	E	A/I/R

* **A = Application Letter** **F = Application Form** **I = Interview** **L = Demonstration Lesson** **R = Reference** **T = Task**

The School is committed to safeguarding and promoting the safety and welfare of children and young people and expects all staff to share this commitment. All appointments will, therefore, be subject to Enhanced Level Criminal Records Bureau clearance and other relevant pre-employment screening, including checks with past employers. In addition to candidates' ability to perform the duties of the post, the interview will explore issues relating to safeguarding and promoting the welfare of children and young people. Candidates also should be aware that any relevant issues arising from their references will be taken up at interview.



JFS INFORMATION SHEET (Teaching Staff)

BACKGROUND

JFS School is a highly successful Jewish, co-educational, Voluntary Aided comprehensive school with students' ages ranging from 11-19 years. The School has a strong sense of tradition with origins which date back to 1732. The modern JFS serves almost the whole breadth of the Anglo-Jewish community in Greater London. About 85% of our students come from Barnet, Harrow, Brent and Hertsmere.

ACCOMMODATION AND LOCATION

The School moved to its new, 26-acre green-field site in Kenton, North West London, in September 2002. Housed in a modern, unusually designed campus, we have superb facilities, featuring, for example: interactive whiteboards in every classroom; a dedicated theatre seating 450; a Conference Centre; a Media/Television Studio; a Dance Studio; a Drama Studio; two Sports Halls; a dedicated BTEC Hospitality and Catering room, landscaped inner courtyards and an open-air amphitheatre. Kingsbury tube station (Jubilee Line) is a seven-minute walk from the School.

VALUES

The School is thoroughly committed to professionalism and the ceaseless effort to raise standards ever higher. Our approach is modern but not 'trendy'; our values are thoroughly 'traditional', reflecting the School's Jewish ethos. Discipline is strong and student behaviour is good. All students in Years 7-11 wear school uniform and Sixth Formers are required to dress within reasonably conservative, albeit comfortable boundaries. We also expect our staff to dress in a manner conducive to the unique professional status of being a rôle model to younger people. For reasons of our Jewish ethos and our code of appropriate, smart professional appearance, women may not wear trousers (unless trousers are a fundamental requirement of a different religious code practised by a member of staff).

JFS is primarily a 'family' school. There is a wide range of extra-curricular activities and the collection of charity for both Jewish and non-Jewish causes is a strong feature. The School is a lively, warm and caring institution where every student is taught to respect other students and to share a sense of responsibility for the well-being of the whole community. Visitors and inspectors comment on the School's most notable characteristics: a relationship of mutual respect between teachers and students, and the strong commitment to a work ethic.

STUDENTS

In addition to a thoroughly comprehensive spread of ability, our students come from the widest possible range of social, economic and religious backgrounds. About 10% come from abroad, e.g. Israel, South Africa, Iran, Russia. About 8% of students are on free school meals. Our ten-form entry intake, together with almost 600 students in the Sixth Form, makes us one of the largest schools in the country and, certainly, the largest Jewish school in Europe, with a total roll of 2,070 students.

The student body is lively, articulate, confident, very positive and demanding. There is no doubt that it is one of the School's major strengths.

PARENTS

Our parents represent a very broad range of society. They all, however, share two things in common: a strong sense of Jewish identity and, in almost all cases, a keen sense of ambition for their children. The School is fortunate in that it has a strong partnership with its parent body. Needless to say, this creates many demands on, and high expectations of, teachers.

(continued overleaf)

STAFF

About 60% of our 220 staff are not Jewish but all staff are expected to respect, support and enforce the Jewish ethos of the school. For teaching staff, the School day begins at 8.30 a.m. and, from Monday to Thursday, ends by 3.45 p.m. On Fridays, the School closes early as it is the eve of Shabbat (Sabbath). From approximately mid-October until late March, the School day ends by 1.30 p.m. During the rest of the year, the School day ends by 2.20 p.m. The School has the same number of days' holiday as other state schools. However, if Jewish festivals coincide with the School term, the holiday dates may differ slightly.

ORGANISATION

During Year 7, students are taught in tutor groups for everything other than Jewish Education, PE and a carousel of practical subjects. Most tutor groups are "mixed ability"; others are "accelerated" tutor groups. Setting is introduced in most subjects during Years 8 and 9. Students with learning difficulties are catered for with the help of the Special Educational Needs department. The School follows the National Curriculum with 20% of the timetable devoted to Jewish Education in Key Stage 3. In Key Stage 4, Jewish Studies is a core GCSE subject. A wide range of subjects is available at 'AS' and 'A' Level and there is a long waiting list for entry to the School, in all Year Groups.

The School is organised pastorally on a Year system, through tutor groups. Students in Years 7-11 are not allowed off-site during the lunch hour. School discipline is very good, depending on a consensus between teachers, students and parents as to civilised standards of behaviour, and on a long-standing friendly and caring relationship between teachers and students. Teachers, in maintaining the disciplinary and academic standards of the School, are supported by a system of Year Managers, Directors of Studies, Deputy Headteachers and, ultimately, the Headteacher.

EXAMINATION RESULTS

Examination results are outstanding. Our overall 'A' Level pass rate in 2014 was 100%, with almost 80% of our results being at A*, A or B grade and almost 50% at A* or A grades. The vast majority of students progress into Higher Education every year, winning places at many universities, including medical schools, law schools and Oxford and Cambridge. Over 60% proceed annually to Russell Group universities. Our students have gained national awards for outstanding achievement in Science, Economics, Sociology and Mathematics.

Ever since the introduction of league tables, JFS has consistently achieved a place as one of the top performing Comprehensives in the country. In 2014, for the fourth year running, the Daily Telegraph League Tables showed us in the top three totally non-selective schools in the country.

AWARDS

In recent years, JFS has won the Evening Standard Award for Academic Excellence twice, has been awarded Beacon Status and Sportsmark Status and has received a succession of DfES School Achievement Awards. JFS was awarded Specialist School Status (Humanities) and, as a High Performing Specialist School, JFS was awarded a second specialism as part of the Raising Achievement Partnership Programme (RAPP). Following an assessment in July 2011, JFS was awarded Investors in People status.

In June 2012, the School achieved the NACE Challenge award. NACE (the National Association for Able Children in Education) is a well-established and prestigious independent organisation. In order to achieve the Challenge Award, a school has to demonstrate pedagogic and organisational excellence in the way it addresses the needs of its very able children. JFS is one of only 48 secondary schools in England and Wales that currently hold this award.

In July 2013, JFS was awarded full Investor in Careers status, following a detailed assessment of our provision for, and success in, providing high quality careers education, information, advice and guidance (CEIAG) to our students. JFS is a national leader in the field of post-16 guidance and has also published a successful guide to University Interviews. Most recently, JFS was re-accredited with Investors in People status and achieved the Gold Award. The report declared that: *"The vision and ethos of the school is its collective heartbeat – Achievement, Leadership and Jewish ethos. The senior team lead by example and have created a strong culture of excellence for the school and management style well respected by the staff. There is an active and involved Governing Body supporting the strategic leadership of the School"*.