



# JOB DESCRIPTION

## NON-TEACHING ASSISTANT HEAD OF YEAR

**RESPONSIBLE TO:**

**MAIN CONTACTS:**

### JOB PURPOSE

To work within the Pastoral Team under the direction of the Head of Year to manage the behaviour, welfare and academic achievement of students within a designated group of pupils. Working closely with pupils, parents and staff to remove barriers to learning progress, the post holder will support the development of high standards in all aspects of student behaviour, attitude and learning culture.

### MAIN RESPONSIBILITIES

- To support the work of the Head of Year by assisting with the planning, monitoring, assessing and delivering of various interventions for pupils within a designated group, ensuring use of, and feedback for, the most effective interventions
- Monitor and record pupils' responses, learning achievements and progress against targets and prepare necessary paperwork for pupil reviews, including evaluation of progress against targets
- Support identified students in need of specialised mentoring, and provide mentoring sessions where appropriate or facilitate alternative mentoring opportunities
- Assist with the co-ordination of home / school links over a range of issues e.g. attitudes to learning and individual progress to establish a strong sense of culture and the learning purpose within the Academy
- Support teaching staff in dealing with behaviour issues, implementing intervention strategies for both pastoral and learning progress by liaison with Head of Year
- Proactively monitor behaviour of all students, analysing any sub-group patterns and feeding back to Head of Year as appropriate.
- Support the Head of Year to identify students at risk of Alternative Provision and ensure that all support, internal and external, has been exhausted before transition. Equally support the academy's in-house alternative provision and plan for successful pupil transition back into mainstream school.
- Contribute to the development and implementation of Pastoral Support Plans and support the SENDCo in collating information for EHC plans and JCQ access assessments

## **OTHER DUTIES**

The duties and responsibilities in this job description are not exhaustive. The post holder may be required to undertake other duties that may be required from time to time in accordance within the general scope of the post, including, for example, break duties and supervision of children.



# PERFORMANCE STANDARDS FRAMEWORK

## COMPETENCIES ESSENTIAL TO BASIC PERFORMANCE OF THE ROLE

### COMMITMENT & MOTIVATION (LEVEL 2)

- Displays energy and enthusiasm for work and is motivated to achieve, demonstrates flexibility
- Identifies own development needs and seeks learning opportunities understanding learning priorities that link with academy's/trust's aims and objectives
- Engages in every learning opportunity and reflects on and develops own practice
- Liaises effectively with people demonstrating a willingness to share knowledge, learning and experience with others
- Uses initiative within clearly defined guidelines and displays sound judgement, based on factual information when making decisions
- Monitors own performance against high standards
- Actively seeks feedback, to inform self-development plans

### PROBLEM SOLVING & DECISION MAKING (LEVEL 2)

- Shows openness to new ideas and makes timely, confident decisions on a day to day basis
- Takes ownership and makes decisions that are achievable based on the appropriate information
- Uses initiative to make decisions within recognised procedures
- Gathers all relevant information to make informed decisions
- Analyses statistical information based on issues / trends to support decision making
- Takes ownership of problems and trials new approaches to reach a successful resolution

### PLANNING & ORGANISATION (LEVEL 2)

- Plans, prioritises, implements, managing own workload with guidance using available resources
- Identifies achievement and supports next steps planning
- Identifies barriers to learning and provides appropriate solutions
- Contributes to development plans and considers resource allocation
- Implements plans under minimal supervision, recommending revisions as required to achieve desired outcomes and objectives
- Provides written feedback and evaluation of progress against objectives
- Selects and prepares appropriate activities and resources

### IMPLEMENTING CHANGE (LEVEL 1)

- Contributes constructively to support change in own area of work with a view to improving performance
- Uses initiative and knowledge to implement given tasks or plans.
- Identifies and makes recommendations for improving performance in their own area of work
- Approaches change in a positive, flexible and enthusiastic manner

# PERFORMANCE STANDARDS FRAMEWORK

## COMPETENCIES ESSENTIAL TO BASIC PERFORMANCE OF THE ROLE

### MANAGING OBJECTIVES (LEVEL 2)

- Reflects and evaluates own practice to recognise own strengths and weaknesses
- Manages time effectively, setting and fulfilling short term individual and operational goals
- Recognises under performance and identifies a range of solutions to enable the achievement of goals
- Recognises effective performance and individual improvement
- Contributes to planning, implementing and evaluating activities that meet the needs of individuals and small groups
- Identifies priorities, using effective delegation to ensure deadlines are met
- Contributes to the values, learning styles, management styles and ethos of the academy/trust and applies these in own and teams working practices
- Articulates values through expectations of staff and pupils
- Keeps up to date with trends and developments

### RAISING STANDARDS (LEVEL 2)

- Recognise when results are not being achieved to the required level and take appropriate action
- Consider, in conjunction with wider team alternative ways of working
- Undertakes systematic observations to gather evidence or progress to support development and ongoing improvement of delivery
- Gathers and analyses data to inform planning
- Takes ownership of problems in their own area of responsibility
- Set and support achievement of challenging & measurable targets and monitors quality
- Check own and team performance against outcomes, make improvement suggestions or take corrective action

### CUSTOMER FOCUS (LEVEL 3)

- Calms volatile situations, dealing effectively with difficult pupils and stakeholders
- Plans and delivers under guidance
- Provides a formal assessment of needs, designs and implements tailored services to meet varied needs
- Understands key factors affecting progress
- Establish mechanisms to seek out and respond to feedback from pupils & stakeholders
- Coordinating responsibility, leading on the process for the safeguarding and welfare of pupils
- Contributes to the development of policies and procedures
- Has full regard for H&S in all of their actions. Identifies problems and implements change as required

# PERFORMANCE STANDARDS FRAMEWORK

## COMPETENCIES ESSENTIAL TO BASIC PERFORMANCE OF THE ROLE

### COMMUNICATION (LEVEL 2)

- Communicates confidently using a variety of methods at different levels of ability and understanding
- Structures discussion in a logical way
- Interprets and analyses information to construct basic written reports including recommendations as appropriate
- Prepares materials for others to use
- Selects the most appropriate communication method for the topic and audience including those with complex needs
- Creates and delivers effective presentations
- Uses appropriate questioning techniques
- Actively listens and encourages open discussion
- Explains this clearly and concisely giving clear instructions

### IMPACT & INFLUENCE (LEVEL 2)

- Recognises behaviour patterns and implements agreed management strategies.
- Actively supports positive interaction with colleagues and has an awareness of fairness and diversity.
- Anticipates likely responses to situations, tailoring actions to create intended impact
- Responds to questions in a clear and concise manner appropriate to the recipient and work related procedures.
- Respects the opinion of others and accepts feedback.
- Develops and participates in networks and partnerships to achieve academy's/trust's aims and objectives.

### TEAM WORKING (LEVEL 2)

- Focuses on achieving measurable outcomes
- Encourages all group members to join in fully supporting the development & effectiveness of team to achieve results
- Recognises when standards or measurable outcomes have not been met and takes appropriate action
- Shares and utilises best practice.
- Offers support & assistance to colleagues without prompting
- Positively contributes to dialogue and supports and coaches colleagues
- Sees own team within the context of the academy/trust

### QUALIFICATIONS & SKILLS (LEVEL 4)

- NVQ Level 3