

# PINNER

## HIGH SCHOOL



## HEAD OF YEAR

CANDIDATE INFORMATION PACK

Inspiring Learning

October 2016

Dear Applicant,

I could not be more excited about Pinner High School, present and future. I have the best job in education: leading a new project with supportive local schools committed to sharing their expertise; an aspirational and involved community; a fabulous site, part way through a major refurbishment. The future is exceptionally bright. I am now looking for more colleagues who can light up the school still further.

The first half term has been a great success, with happy students who are keen to learn, settling well into busy and active secondary school life. Interest in the school is significant, another 1,200 visitors came through the doors to our open events, and this has led to another year of a high number of applications from local families. I received almost 300 applications for the first 10 teaching posts, and have filled all these posts with exceptional colleagues. I am determined to build on this and establish a first class school in the heart of the local community.

I have always been firmly committed to excellence from the very day we opened our doors. Whilst it is immensely rewarding, setting up a new school is certainly challenging. Before opening I created a uniform, met with our local Councillors and Member of Parliament, selected the type of flush mechanism for the toilets, and developed expertise in drainage solutions for DT classrooms. Now open, the school feels more familiar, but a role at Pinner High School will be a varied one as the school grows, one that expands your professional horizons. Our first group of students are our trailblazers, and I need colleagues who will be pioneers with them. Career development opportunities in a growing school will be a daily occurrence, one that successful candidates will fully embrace.

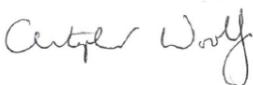
I am looking for colleagues who share my passion, our ethos and expectations, who are positive and have the flexibility needed in a growing school, who have integrity, who keep children at the centre of decisions, who can motivate and inspire students and colleagues, who enjoy their work, and who enjoy working with equally committed and talented colleagues.

I am well aware that no matter how strong the foundations, an organisation is only as good as its people. So the Pinner High School that we build together will be one where colleagues are valued for the contributions they make to the lives of the young people we serve, and are recognised for the opportunities they provide for our students.

If Pinner High School sounds like it is right for you, complete the application form in full and submit a personal statement, of no more than two sides of A4, that explains why you want to work with us, why you are the best person for the role, and what you would contribute if you are appointed. Applications must be emailed to [careers@pinnerhighschool.org](mailto:careers@pinnerhighschool.org).

If you are as excited about Pinner High School as I am, I look forward to reading your application.

Yours sincerely



Chris Woolf  
Headteacher

# HEAD OF YEAR

Reports to:	The specified member of Leadership Team (initially the Headteacher) of Pinner High School
Responsible for:	Tutors and support staff allocated to the year group
Start date:	1 September 2017
Salary:	TLR 2B
Hours:	Full time
Leave:	As set out in STPCD and / or Burgundy Book

We encourage you to read our website carefully and familiarise yourself with our prospectus, this candidate information pack and the application form for the post.

Pinner High School opened in September 2016. It will admit 180 Year 7 students each year; so having 900 Year 7 – Year 11 students in 2020/21. Its onsite sixth form, for up to 250 students, will admit its first Year 12 students in 2021/22. Pinner High will have its full complement of year groups in 2022/23. There will be 12 additional places for students with Autistic Spectrum Disorder. (So the total roll will be 1,162 if all year groups and the ASD places are full). Pinner High School is located on Beaulieu Drive, HA5 1NB. The site is adjacent to the site of Cannon Lane Primary School, which is currently expanding from 3 forms of entry to 4.

Pinner High School is part of The Harrow Academies Trust, a multi-academy trust established by the seven secular high school academies within Harrow. These high schools, together with Whitmore High School (which is a community school maintained by Harrow Council), have a strong track record of collaboration, including establishing Sixth Forms, the age-of-transfer that saw Year 7 join high school (instead of middle school), academy conversion in 2011, and establishing The Jubilee Academy (an alternative provision free school) in 2013.

The Harrow Academies Trust also includes Harrow View Primary School, which is a primary school that will be constructed as part of the major housing / regeneration project in Harrow on the site of the current Kodak site. Harrow View Primary School will be a 3 form of entry primary school (90 places a year) with an additional 12 place Autistic Spectrum Disorder provision, although the school will commence at 60 places a year and grow to 90 places a year when required by the new housing completions.

This post is expected to be predominately based at Pinner High School, but the postholder will be expected to collaborate with colleagues in other schools within the Trust to enhance provision for students.

## JOB DESCRIPTION

The following job description is not necessarily exhaustive; it will be reviewed as appropriate and may be subject to modification or amendment at any time after consultation with the postholder.

While this post is expected to be based predominately at Pinner High School it may involve work with and at all schools within the Trust as the Trust develops.

## INTRODUCTION

It is the role of the Head of Year to secure high quality teaching and learning, effective use of resources, improving standards of achievement for all groups of students, and the promotion of students' personal development and well-being. The Head of Year must provide leadership and direction for the year group tutors and ensure that it is managed and organised to meet school and team aims and objectives. The Head of Year plays a key role in supporting, guiding and motivating teachers of the subject. The Head of Year will evaluate the effectiveness of teaching and learning across the curriculum, progress towards targets for students and to inform future priorities. The policy and practice of monitoring within a department provides the information for evaluation and action. The Head of Year identifies needs of students and recognises that these needs must be considered in relation to the overall needs of the school. It is also important that the Head of Year has an understanding of how their interventions contribute to whole school improvement and to the overall education and achievement of all students.

Throughout their work the Head of Year ensures that practices improve the quality of education provided, meet the needs and aspirations of all students and help to continue to raise standards of achievement in the school. This makes a significant contribution to whole school improvement.

## CORE PURPOSE

To lead, manage, develop, be accountable for a year team and the programme for a specific cohort of students in order to ensure the highest possible standards of student achievement, personal development and well-being.

## DIMENSIONS

The post holder will be responsible for the following, with reference to the national framework for middle leaders:

- The strategic direction and development of innovative and inclusive learning
- Appropriate curriculum and pathways
- Leading and managing staff
- Student progress and standards of achievement
- Contribution to whole school improvement
- The efficient and effective deployment of staff and resources

## KEY RESPONSIBILITIES

The post holder will be responsible for tutors and support staff allocated to the year group and will contribute to whole school improvement.

### THE STRATEGIC DIRECTION AND DEVELOPMENT OF THE YEAR GROUP

- To ensure that the year team culture, policies and practices follow and contribute to those of the school;
- To contribute to a whole-school culture and climate which:
  - enable staff to develop and maintain positive attitudes towards the year group and confidence in teaching students in the year group and
  - encourage students to make a positive contribution to school life and to have their voice heard.
- To set expectations and goals for colleagues and students in relation to standards of achievement and behaviour. To lead and organise assemblies to promote these aspirations;
- To contribute to whole school planning, review, monitoring and evaluation;
- To monitor, evaluate, review standards of leadership, teaching and learning, and student achievement against school, local, and national standards, including by lesson observation, sampling work, checking diaries/link books, collating, interpreting data and report annually on the above;
- To represent the year team in the wider school community, liaise with the rest of the school, outside agencies, governors, partner schools, the Local Authority, further and higher education etc. and ensure that the above have relevant information on students in the cohort;
- To keep up to date with national developments in pastoral care, personal development, progress tracking, teaching practice and methodology.

### TEACHING AND LEARNING

- To support and promote effective teaching and learning in the year group;
- To have a role in evaluating the quality of teaching, the standards of student achievement, setting goals for improvement and assist with the monitoring of homework set;
- To assist relevant colleagues with the management of school assessment systems and examinations;
- To work with relevant PCSHE/Citizenship staff to ensure that school programmes are effectively delivered and that their impact is evaluated. These should contribute to students' well-being, promote their spiritual, moral, cultural, and physical development and help prepare them for the opportunities, responsibilities and challenges of adult life;
- To promote and support extra-curricular activities which enrich and support the learning and experience of all students, and increases their participation in school life.

### LEADING AND MANAGING STAFF

- To build a team in which good practice is shared, and meeting time is used effectively to raise achievement and support students' personal development and well-being;

- To support/challenge and professionally develop staff so that they are effective in their role(s) as teachers and form tutors. The above to include participating in and leading the school's programmes of staff training and development;
- To communicate effectively with staff so that they are properly informed of developments across the school and that their views are represented;
- To ensure that staff understand and effectively implement school policies;
- To contribute to whole school improvement by playing a key role in SIGs and delivery of whole school/team CPD.

#### STUDENT PROGRESS AND STANDARDS OF ACHIEVEMENT

- To implement the school's policy and practice for the tracking of student progress;
- To monitor the targets set for students, and to manage intervention to maximise progress;
- To promote, manage, and be responsible for high standards of student behaviour, attendance, punctuality and dress;
- To implement creatively the school's systems for rewarding good student performance and to ensure all staff use them effectively;
- To establish a positive partnership with parents/carers; to involve them in their child's learning and progress; to arrange consultations during afternoons and evenings;
- To work with other staff, including Learning Development and external agencies to ensure that students' needs are identified, suitable Individual Education Plans and Pastoral Support Programmes are drawn up, and that these are implemented, and reviewed;
- To ensure that information from previous years/schools is available to staff, advise on its effective use and to ensure that such information is passed on to any receiving institution.

#### THE EFFECTIVE AND EFFICIENT DEPLOYMENT OF STAFF AND RESOURCES

- To manage efficiently the available resources of staff, space, finance, and equipment within the limits and guidelines laid down;
- To assist in the recruitment of staff;
- To advise on the effective deployment of staff and ensure that there are appropriate arrangements in their absence;
- To ensure that year accommodation/ area, resources and equipment are maintained in good order, including the management of: health and safety, and security;
- To provide a stimulating environment that promotes interest and learning.

#### THE DEVELOPMENT OF PINNER HIGH SCHOOL

During the development of Pinner High School, the post will require a high degree of flexibility. It is expected that the post holder will have an area of responsibility outside the year group allowing them to contribute to the development of the whole school. As the school grows, and the number of colleagues increases, this will change over time.

#### OTHER SPECIFIC DUTIES

- To undertake the above responsibilities in addition to those held by a standard scale teacher at the school;

- To undertake any other duty as specified by the STPCD not mentioned in the above;
- Whilst every effort has been made to explain the main duties and responsibilities of the post, each individual task may not have been identified; therefore employees will be expected to comply with any reasonable request from a manager, including ad hoc projects, to undertake work of a similar level that is not specified in the job description.

## NOTES

The postholder may be asked by the Board of Trustees, Local Governing Body or Headteacher to undertake other duties that are reasonably regarded as falling within the duties and responsibilities of the post.

All staff employed by the Trust are required to be fully aware of and understand the duties and responsibilities arising from the Children's Act and associated Government guidance in relation to child protection and safeguarding young people.

All staff employed by the Trust are required to reflect and model the ethos and values of the Trust.

All staff employed by the Trust are required to respect the confidentiality of information relating to students, their families, and staff.

October 2016

# PERSON SPECIFICATION

## 1. QUALIFICATIONS AND TRAINING

- Qualified Teacher Status
- A first degree or equivalent

## 2. EXPERIENCE

- Proven record of success in present post, including evidence of leadership.
- Experience and understanding of a range of approaches to teaching and learning and of sustained raising of achievement.
- Knowledge and experience of working with student representative groups.
- Use of data to monitor and raise achievement.
- A record of outstanding teaching across the age and ability range.
- Understand concepts of independent learning and personalised learning.

## 3. SKILLS AND ABILITIES

### LEADING PEOPLE

- Share a clear vision for an outstanding year team.
- Evidence of high level team building and team management skills to lead, motivate and inspire staff and the full range of students.
- Understand 'excellence' and use initiative and creativity to innovate.

### DECISION MAKING

- To think and plan strategically to implement a vision.
- Good judgement in decision making, knowing when to delegate and consult senior staff.
- To use comparative data to make judgements and decisions.

### COMMUNICATION

- Competent in use of ICT to enhance learning, monitor progress and improve administration.
- Ability to link roles of pastoral support, leading learning and curriculum accountability.

## 4. PERSONAL QUALITIES

- Personal integrity and the ability to inspire it in others.
- Ability to communicate effectively orally and in writing with students and adults, using negotiation and consultation.
- Commitment to working practices designed to create equal opportunities for all.
- The commitment necessary to meet tight deadlines.
- A sense of humour and self-motivated.

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