

Bingley Grammar School

Application Pack Head of Year

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This school is committed to safeguarding and promoting the welfare of children and young people and expects all staff to share this commitment. You will be required to undertake an enhanced DBS check.

Headteacher Mr Luke Weston

Bingley Grammar School, Keighley Road, Bingley, West Yorkshire, BD16 2RS **Tel:** 01274 807700 **Email:** school@bingleygrammar.org

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WELCOME FROM THE HEADTEACHER

Dear Candidate,

Thank you for your interest in applying for a position at Bingley Grammar School. This is an exciting opportunity to be part of a dedicated team and to make a real difference to the lives of our students. It is our staff who drive the high standards of achievement that our students expect and deserve.

Within this Information Pack you will find;

- School History & Vision
- Staff Benefits Information
- Post details
- Job Description
- Person Specification

If you feel you are ready for the challenge and would like to know more about the school and its activities, please take a look at our website. If you would like to speak with me directly or arrange a visit to the school please do not hesitate to contact school on 01274 807700.

I hope the information provided will assist you in submitting your application but if you require any further information please contact our recruitment team on 01274 807700 or recruitment@bingleygrammar.org

To apply for the post please complete the relevant application form in full and ensure it is submitted before the closing date advertised. We do not accept CVs but please feel free to attach a copy of your CV to your application form.

We, as a school, are extremely proud of our diverse community of staff and students and we look forward to you joining our team.

Yours faithfully



Mr Luke Weston
Headteacher



SCHOOL HISTORY & VISION

At around 1900 students, Bingley Grammar School is a large and high attaining 11-18 comprehensive, mixed ability and multi-cultural school and that understandably gives the school a great sense of community. All our staff are incredibly hard working and we take pride in knowing our students as individuals. We deliver a constantly evolving broad and rich curriculum along with high quality pastoral support. As a staff, we are committed to high quality professional learning and as such, we have a two-hour CPD session on alternate Wednesdays as well as many other opportunities such as our programme allowing staff to study for a Master's Degree in Education and a variety of other in-house bespoke courses.

Since its foundation, the School has prided itself on its motto of 'passing on the torches of learning', and this is as true today as it was in 1529. We are proud of our past but also focused on the future and aim to provide an education that combines the very best of tradition and innovation.

Constantly developing a culture of excellence is at the heart of everything we do and we do not limit our definition of achievement simply to traditional academic pursuits. We believe in developing well-rounded individuals and as a result, we make significant investment into the areas of sport and the creative and performing arts.

The Sixth Form at BGS is a thriving one with over 300 students following highly personalised pathways. Virtually all our learners leave us at the end of Y13 to attend their first choice university. We are currently redeveloping our sixth form building to enhance the resources available to our Sixth Form students.

Our vision is simple; we seek to develop the skills, talents and interests of all our students as individuals. No young person learns effectively unless he or she feels safe, secure and happy. Bingley Grammar School is a caring and supportive school and we try to address the individual needs of every student through a comprehensive, flexible pastoral system. As such, we work together to develop self-respect, self-discipline and self-understanding.

We look forward to our future but we value our past and particularly our traditions, believing they provide a solid and stable foundation for the whole school. Our well-established house system at the heart of the school helps to foster a strong sense of belonging.

We, as a school, are extremely proud of all our staff and students and we look forward to you joining our team.



STAFF BENEFITS INFORMATION

The school offers all its staff a range of benefits including:

Appraisal – The opportunities to achieve enhanced increments for outstanding achievement and progress in lessons.

CPD – An extensive programme including the opportunity to apply for Master’s Degree in Education and NPQML/NPQSL. The school also closes early on alternate Wednesdays in order for staff to participate in training much of which is faculty based.

Cycle to Work Scheme – lease a bike and safety equipment as a tax-free benefit through our salary sacrifice scheme.

Employer Pension Scheme – Teachers Pension Scheme (Teachers). Local Government Scheme (Support Staff).



POST DETAILS

Head of Year x2

Permanent role

37 hours per week

Monday-Thursday 8:00am-4:00pm, Friday 8:00am-3:30pm

40 Weeks (Term time only + 2 weeks)

Salary level 6: SCP 18 - 22 (FTE £27,344 - £29,439)

Actual Salary £24,117- £25,965

Start date to be confirmed

The successful candidate will lead either Y8 or Y10. They will provide a clear vision and will communicate to all members of their team, ensuring no student has barriers to achievement by promoting and maintaining high standards of conduct and engagement amongst students. You will be supported by a non-teaching Assistant Head of Year as well as mentored by one of our existing Heads of Year to ensure you have support in your day-to-day duties. Your team will be line managed by an Associate Head teacher and supported by the Deputy Head teacher for Character and Culture. You will be able to draw on this support as well as 'supervision' to help you complete the job role to the best of your ability. There is also a wider team including attendance and well-being that you will work closely with.

These Two posts have been developed as we realise the importance of having dedicated non-teaching pastoral support, therefore always being on hand to support our students before, during and after the school day.

The role and responsibilities include:

- Leading on the school's agreed procedures in cases of safeguarding and/or child protection issues
- Quality assuring tutors in discharging their duties effectively
- Managing parents' evenings, review days and other year group activities
- Presenting lively, engaging and current assemblies that promote a sense of school community, values and respect.
- Leading multi-agency approaches to secure student growth
- Identifying using data; individuals and groups not making expected or better progress and intervene to impact alongside middle and senior leaders.
- Working to actively support the drive for consistently good provision within learning times and assuming a role in the monitoring of the quality of provision during learning times
- Supporting the implementation, promotion and monitoring of effective behaviour management strategies using the school's agreed systems
- Planning to impact on student conduct and engagement, planning for, and sourcing higher-level intervention.
- Leading re-admission interviews, other parental interviews, case conferences etc.
- Leading on the reduction of fixed term exclusions, internal exclusions and raising attendance

The successful candidate will be able to demonstrate:

- A good sense of humour, enthusiasm and a positive attitude
- Relevant qualifications and/or experience in working with students who have emotional and behavioural difficulties
- Previous experience of leading and motivating a team
- A proactive approach with the ability to design and implement new processes/procedures
- Excellent literacy and numeracy skills
- Excellent organisational skills

- Strong ICT skills, SIMS proficiency and data analysis proficiency
- Excellent interpersonal and communication skills
- The ability to build and form good relationships with students, parents/carers, colleagues and external agencies including Social Workers and the Police.
- Evidence of the impact in changing engagement for learning with challenging students
- An understanding that this role is challenging but highly rewarding

As a leader, you will set and secure high standards of safety and welfare for students and ensure that co-ordinated support is available for every child who needs it. Your enthusiasm and knowledge of student needs should promote and maintain the highest standards of conduct and engagement amongst your students.

You will act as a visible and welcoming point of contact for students as they face their day-to-day student support matters as well as dealing with incidents, concerns and discipline as and when required.

If you wish to be considered for the post, please email a completed application form to recruitment@bingleygrammar.org

Within your supporting statement, please highlight your own experiences to date, which make you suitable to this role. Please ensure you reflect on person specification when completing this.

Closing Date: Tuesday 3rd January 2023

Interview Date: Friday 6th January 2023

JOB DESCRIPTION

Prime Objectives of the Post

To lead in the Student Support Team, namely to:

- Provide a clear vision and communicate the vision to all members of the Year team/s
- Ensure that no student has barriers to achievement
- Secure high standards of safety and welfare for students
- Secure co-ordinated support for every individual child that requires it
- Promote and maintain high standards of conduct and engagement amongst students

To be a point of contact for students and to deal with every-day student support matters, including dealing with incidents, responding to student concerns and disciplining students when necessary

Supervisory/Management Responsibilities

Lead and line manage an Assistant Head of Year in securing outstanding conduct and engagement.

Supervision and Guidance

Day to day work under the supervision of the AAHT linked to your year group. Daily liaison with students, form tutors, Attendance Liaison Manager, Attendance staff, mentors, counsellors and parents.

Range of Decision Making

Plan, develop and deliver a range of strategies, procedures and processes to impact on all student outcomes.

Responsibility for Assets, materials, information etc.

To maintain the confidential nature of information relating to the school, its pupils, parents and carers. General responsibility for the care of all equipment and materials within the designated area of the school. Use of resources to secure best value for money impact.

Leadership and management

- Provide a clear vision and communicate the vision to all members of the Year team/s
- Ensure that no student has barriers to achievement
- Secure co-ordinated support for every individual child that requires it
- Promote and maintain high standards of conduct and engagement amongst students
- To quality assure tutors in discharging their duties effectively
- To induct and support new members of staff within the team including performance management of Assistant Head of Year
- To manage parents' evenings, review days and other year groups' activities
- To present lively, engaging and current assemblies that promote a sense of school community, values and respect
- To lead multi-agency approaches to secure student growth

Learning, progress, and achievement

- Identify using data; individuals and groups not making expected or better progress and intervene to impact alongside middle and senior leaders

- To work to actively support the drive for consistently good provision within learning times
- To assume a role in the monitoring of the quality of provision during learning times
- To support the implementation, promotion and monitoring of effective behaviour management strategies using the school's agreed systems

Student safety and welfare

- secure high standards of safety and welfare for students
- work with parents, colleagues and external agencies to ensure student wellbeing
- lead on the school's agreed procedures in cases of safeguarding and/or child protection issues
- work to ensure that students feel able to communicate concerns and report problems, and that appropriate and effective action follows
- respond to student concerns and issues as they arise
- respond to parental and student concerns that come through the school's concerns helpline

Student behaviour and discipline

- Plan to impact on student conduct and engagement and planning for and sourcing higher level intervention
- carry out roaming duties across the school site to assist in combating truancy and ensuring appropriate behaviour, as required
- manage challenging and extreme behaviour of individual students
- calm and diffuse difficult situations involving students
- promote positive behaviour management by modelling and suggesting effective strategies for staff in class and around school including break and lunchtimes
- lead re-admission interviews, other parental interviews, case conferences etc
- monitor student behaviour through report systems and pastoral support plans and work collaboratively with colleagues to support rewards and sanctions in line with school policies
- lead on the reduction of fixed term exclusions, internal exclusions and the raising of attendance

General

- work as a member of the Student Support Team to work with students who require support at the beginning of the school day, during breaks, and during lunch times, responding to concerns and issues as they arise including emergency call-outs from staff
- build up positive and supportive relationships with students and be available to provide appropriate support particularly around break and lunchtimes
- liaise with parents in matters concerning student welfare
- lead tutor meetings, student support meetings, staff meetings, training meetings, and meetings with other colleagues and outside agencies as appropriate and as required
- administrative tasks and updating records as required
- support the aims and ethos of the school i.e. to be the school of first choice in Bingley, where every student is valued, challenged and nurtured in order to realise their potential
- be a good role model for all members of the school community
- set a good example in terms of dress, punctuality and attendance
- uphold the school's behaviour code and uniform regulations
- develop and maintain links with all relevant stakeholders
- be aware of and comply with the school's policies and procedures, including those relating to child safeguarding, health and safety, equal opportunities, data security and confidentiality and data protection
- support, uphold and contribute to the development and implementation of the school's equal rights policies and practices in respect of employment issues and the delivery of services
- lead in training and other learning activities and performance development as required
- create and maintain a brief procedure manual for key areas of the role as appropriate (written copy to be available near your work station)

- contribute to the efficient running of the school by contributing to the development of systems to meet changing needs and to improve the services provided

Your duties also include any assistance, which may reasonably be required of you by the School from time to time.

General Responsibilities

- Be aware of and comply with the school's policies and procedures, including those relating to child safeguarding, health and safety, equal opportunities, data security and confidentiality and data protection
- To support, uphold and contribute to the development and implementation of the school's equal rights policies and practices in respect of employment issues and the delivery of services
- Contribute to the overall ethos of the school
- To provide some break time supervision of students on a rota basis and exam invigilation, as required.
- Appreciate and support the role of other staff
- Participate in training and other learning activities and performance development as required

Safeguarding Statement

Bingley Grammar School is committed to safeguarding, to safer recruitment practices and promoting the welfare of children and young people and expects all staff to share this commitment.

Fluency Duty

In line with the Immigration Act 2016; the Government has created a duty to ensure that all Public Authority staff working in customer facing roles can speak fluent English to an appropriate standard. For this role, the post holder is required to meet the Mastery or proficiency level, which requires the post holder to demonstrate that he/she can express him/herself spontaneously at length with a natural conversational flow, avoiding or backtracking around any difficulty so smoothly that the person with whom they are conversing is hardly aware of it.

Whilst every effort has been made to outline all the duties and responsibilities of the post, a document such as this does not permit every item to be specified in detail. Broad headings may have been used in which case all the usual associated routines are naturally included in the job description.

Staff should not refuse to undertake work that is not specified in this job description. Any additional duties should be recorded and these will be taken into account during the performance management process.

PERSON SPECIFICATION

Key

E/D = Essential/Desirable Criteria for post

R = References

A = Application Form

T = Test

I = Interview

C = Certificate/Documentary Evidence

Criteria	E/D	How Measured			
		A	I	T	C
Qualifications					
Studied to a minimum standard of GCSE (grade A*-C) or equivalent, in English and Maths	E	X			X
Further Qualifications in Education or Behaviour Management	D	X			X
Qualifications/training relating to post e.g. social work, behaviour management and child protection	D	X			X
Leadership/Management Qualifications	D	X			X
Named Person Training	D	X			X
Experience & Knowledge					
Minimum 12 months' experience of working with secondary age children/young people with emotional, social or behavioural issues	E	X	X		
Minimum 12 months' experience of making contact and dealing with external agencies/parents/carers	E	X	X		
Minimum 12 months' experience of improving student behaviour, attendance and outcomes	E	X	X		
Minimum 12 months' experience of working as a member of a team to support students	E	X	X		
Experience of leading and motivating a team	E	X	X		
An awareness of the current issues affecting young people	E	X	X		
In depth knowledge of relevant policies, procedures, codes of practice, and awareness of relevant legislation	E	X	X		
Experience of working in a similar role within a school or similar establishment	D	X	X		

Experience of working within and with local communities to increase achievement of young people	D	X	X		
Experience of working with children with emotional and behavioural difficulties	D	X	X		
Skills and Competencies					
Good standard of numeracy and literacy skills	E	X	X		
Excellent knowledge of safeguarding policies and procedures	E	X	X		
Excellent verbal and written communication skills appropriate to the need to communicate effectively with colleagues, students, parents/carers and other professionals	E	X	X		
Excellent organisational skills and ability to maintain accurate records & filing systems	E	X	X		
Excellent inter-personal skills with the ability to communicate with people at all levels and maintain strict confidentiality	E	X	X		
A willingness to develop a range of approaches to assist in engaging with young people and encourage them to engage with the learning process	E	X	X		
Ability to use ICT packages and office equipment effectively	E	X	X		
Ability to analyse data and make informed judgements based on outcomes	E	X	X		
Appreciation of relevant policies, procedures, codes of practice and awareness of relevant legislation	D	X	X		
Working knowledge of SIMS (or equivalent) School MIS systems	D	X	X		
Working Behaviours					
Able to take initiative to prioritise their own work	E	X	X		
Enthusiasm, energy & commitment	E	X	X		
Able to build and form good relationships with students, parents/carers, colleagues and external agencies including Social Workers and the Police	E	X	X		
Proactive and flexible approach with the ability to react well to changes and unplanned events	E	X	X		
Ability to work constructively as part of a team, understanding school roles and responsibilities	E	X	X		
Willingness to take responsibility for identifying own training and development needs	D	X	X		

Fluency Duty					
Demonstrable fluency of English language at Mastery Threshold level.	E	X	X		
Bingley Values & Ethos					
A passion for education and for making a difference to young people's lives	E	X	X		
Commitment to supporting & promoting equality, diversity and inclusion	E		X		
Commitment to safeguarding young people and vulnerable adults	E		X		