



**Application Pack for the position of
Head of Year**

Glenthorne High School

Required from September 2024

www.glenthorne.sutton.sch.uk

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JOB DESCRIPTION

POST TITLE:	Head of Year
SALARY:	Teachers Main Pay Scale (Outer London) + TLR1a
REPORTING:	Assistant Headteacher

MAIN DUTIES/RESPONSIBILITIES

Key Responsibilities

Heads of Year are responsible to the Headteacher, through a member of the Senior Leadership Team, for ensuring the pastoral and academic welfare of all pupils in their year and for their own teaching responsibilities set out in the Schoolteachers' Pay and Conditions Document. They are also responsible for the following areas:

Whole School

- To participate in the development, management and running of the school as a Middle Leader, taking an active interest in the whole curriculum and pastoral care of the school.
- To offer a role model for teaching.
- To advise the Governors, Headteacher, Senior Leadership Team and other Middle Leaders and be a member of whole-school committees as required.
- To organise Year Team meetings and contribute to cross-curricular and School Improvement Plan meetings as required.

School Improvement Plan/Self Evaluation

- To participate fully in the overall aims, and implementation of plans for the school.
- To evaluate the achievement of pupils and the success of policies, plans and procedures for school and year group self evaluation.
- To lead the development of the Year Improvement Plan to promote pupil achievement and raise standards.
- To plan and lead a process of regular review of school policies related to the Year Team.

Pupils

- To monitor pupils' achievement and attainment through their progress grades to identify underachieving groups or individuals and develop strategies to identify and combat underachievement.
- To monitor and evaluate the homework set for the Year Group to ensure that it is set for the correct amount of time, on the right evenings and is sufficiently challenging for pupils of all abilities.
- To monitor and analyse external examinations and test results and set curriculum targets for pupils.
- To monitor the behaviour of pupils in the Year Group and to implement strategies to improve behaviour and achievement.
- To ensure that an up-to-date behaviour log is kept on all pupils on SIMS.

- To lead and manage year assemblies and contribute where necessary to Key Stage assemblies, and ensure that they follow the guidelines in the Education Acts.
- To provide information to parents, pupils, colleagues and Governors about pupils' progress across the Year Group.
- To monitor uniform, attendance and punctuality in the Year Group and work with the School Attendance Officers to improve attendance and punctuality.
- To arrange meetings with parents and external agencies as appropriate and to attend case conferences and review meetings where necessary.
- To make recommendations about excluded pupils to the SLT and to hold re-admission meetings for excluded pupils and pupils sent home on-call as appropriate.
- To participate in Governors' Discipline and Exclusion meetings as appropriate.
- To lead Revision Evenings for pupils in exam years.
- To organise Parents' Evenings and Academic Review Days for the Year Group.
- To be responsible for promoting and safeguarding the welfare of all pupils with whom the postholder comes into contact.

Management of Staff

- Manage the staff within the Year Team and have high expectations of their performance.
- To monitor and evaluate all aspects of the Year Team's work and take action as necessary to achieve improvement.
- To lead Year Team meetings.
- To promote the professional and career development of oneself and staff in the Year Team including ECTs.
- To delegate tasks to the Assistant Head of Year as appropriate
- To advise the Headteacher about recruitment and appointment of new staff and to participate in their selection.
- To ensure the implementation of school policy and ethos by members of the team.
- To build and co-ordinate a team, consulting members of the year and making their views known to appropriate bodies and to keep them informed of school, local and national developments.
- To establish links with the SEN and G&T/HAP co-ordinators.
- To publicise the work of the Year Group effectively through the GHS Newsletter and school website.
- To represent the interests of the Year Team.

Curriculum

- To monitor and evaluate, through observation, work and homework sampling, the content and quality of pupils' curriculum diet.
- To review and update policies related to year responsibilities and keep the Year Handbook up-to-date.
- To oversee and co-ordinate extra-curricular activities and visits, as appropriate.
- To write the homework timetable, ready for publication at the beginning of each academic year.

- To address, through assemblies and tutor time activities, the personal development and wellbeing of all pupils by encouraging the development of healthy lifestyles, safety, enjoyment, making a positive contribution and preparation for pupils' future economic wellbeing.
- To organise and direct the year group's annual charity fundraising activities.
- To support the PSHE Co-ordinator to monitor the quality of PSHE.
- To plan and co-ordinate all tutor-time activities for the year group.

SEN

- To ensure information is provided to the relevant members of staff to support the operation of the SEN Policy.
- To monitor the progress of SEN pupils using appropriate tracking methods.
- To collate teacher referrals and refer onto the SENCo if the referral threshold is reached.
- To liaise with the Assistant Headteacher responsible for pupils who fall within the Social, Emotional and Mental Health issue category of SEN.

Shared Duties

- To take delegated responsibility for the implementation of the school's Health and Safety Policy where appropriate.
- To work with colleagues in implementing and developing cross-curricular themes and new school initiatives.

Additional Responsibilities – (if Year 7)

- To work with year tutors to plan, review and implement the Induction process for Year 7 pupils.
- To visit primary schools as appropriate and to have an oversight of pupil records coming from primary schools.
- To co-ordinate the organisation of teaching groups with the SENCo and Assistant Headteacher responsible for year teams.
- To have an oversight of mixed-ability groupings with the year.
- To plan and organise Challenge Week with other Heads of Year and Challenge Week Co-ordinator.
- To be responsible for any changes in group structures where necessary.

All Staff

- To work collaboratively within immediate team and the wider school community.
- To be fully committed to the safeguarding and promotion of welfare for all young people.
- To be aware of and comply with policies and procedures relating to child protection, safeguarding, pastoral issues, health and safety, security, confidentiality, and data protection. Reporting all concerns to the appropriate person.
- To undertake any other duties as may be required from time to time by the Headteacher.

PERSON SPECIFICATION

Head of Year

ESSENTIAL CRITERIA

1.	UK Qualified Teacher status for teaching secondary education as recognised by the DfE.
2.	Graduate with a good degree.
4.	Minimum of four years' teaching experience.
5.	Experience of working within the comprehensive school system and an awareness of the demands of a mixed comprehensive school.
6.	Successful experience of leading a team or evidence of potential to lead a team.
7.	Successful experience of curriculum innovation and/or raising achievement.
8.	Successful experience of working with colleagues at all levels within the school.
9.	Evidence of building relationships with parents and being able to engage with difficult families and pupils.
10.	Successful experience as a form tutor.
11.	Knowledge of how to motivate pupils and to develop a sense of belonging.
12.	Proven classroom management skills and potential to be a lead practitioner in effective behaviour management.
13.	Ability to teach outstanding lessons and to engage pupils across the age and ability range.
14.	High expectations of pupils' work, attitude and behaviour.
15.	Good communication skills.
16.	A good working knowledge of ICT systems and the application of ICT in the classroom.
17.	Understanding of safeguarding responsibilities and the need to work within the school's Child Protection Policy.
18.	Commitment to, and willingness to organise, extra-curricular activities.
19.	Commitment to the pastoral curriculum and an understanding of the development of Citizenship and PSHE.
20.	Commitment to equal opportunities.
21.	Evidence of commitment to own professional development.

DESIRABLE CRITERIA

23.	Experience of responsibility as an Assistant Head of Year.
24.	Experienced English Teacher

The Willow Learning Trust is an equal opportunities employer and welcomes applications from all the sectors of the community. We are committed to protecting our pupils and staff and therefore have a rigorous recruitment process which include assessing candidates suitability to work with children. Candidates will be shortlisted against the above essential criteria assessable from application forms.

Issues relating to safeguarding and promoting the welfare of children will be explored during the interview process.

INFORMATION FOR APPLICANTS



Glenthorne High School is a successful, over-subscribed, mixed comprehensive school for pupils between the ages of 11 and 19 situated in the London Borough of Sutton. In July 2017 we became part of the Willow Learning Trust with two local primary schools: Aragon and Abbey.

We believe in Achievement for All. We have a reputation for excellence and are well known for high standards of achievement and behaviour. Significant investment in facilities over the last few years has seen the building of two new science classrooms, and new 6th form facility.

We were inspected by OFSTED in November 2021 and were judged good with outstanding in Behaviour and Sixth-form provision. Inspectors recognised 'pupils are happy and safe and behave exceptionally well'. Relationships between staff and pupils are excellent. Also recognising Leaders and staff high expectations of pupils and that pupil do well in their subjects and are focused on doing their best.

The school was designated as a National Teaching School in March 2013 and we developed the Sutton Teaching School Alliance to support professional development and further improve best teaching practice across the Borough of Sutton. Glenthorne became a SCITT in 2014, leading secondary and primary schools in Sutton and Merton to deliver high quality ITT. The SCITT was judged 'Outstanding' in 2021. The SCITT comprises of over 20 high-performing local, yet diverse secondary and primary schools, which have made rapid progress over recent years, have high expectations of students and view teacher training as the key to future success.

We also have a specialism in the arts. We are a centre of excellence in the arts and hold the Artsmark Gold Award. We hold the Challenge Award recognising excellence in meeting the needs of our more [able](#) pupils. In 2020 the school featured in the highly acclaimed and award-winning Channel 4 documentary, 'The school that tried to end racism', which gives you a flavour of the work the school is undertaking. Professional development is encouraged at all levels of the school and is supported by performance management.

We value professional development and there are opportunities to develop subject, pastoral, and management skills.

Our priorities are to continue to improve specific aspects of teaching and learning, develop our curriculum and raise standards of attainment. Standards achieved by our pupils in public examinations are high; GCSE & A level results stand at:

- 44% of entries obtained A*/A grades or 9-7 grades
- · 91% of pupils gained at least a standard pass in English and Maths
- · 82% of pupils gained at least a strong pass in English and Maths
- · 93% of pupils achieved at least a standard pass in English Language or Literature.
- · 88% of pupils achieved at least a strong pass in English Language or Literature.
- · 93% of pupils achieved at least a standard pass in Maths.
- · 86% of pupils achieved at least a strong pass in Maths.
- · 55% of pupils achieved the E-Bacc with a standard pass.
- · A Level results at 100% with 98% A*-C grades.

The curriculum at Glenthorne is organised into Subject Areas, each with its own Subject Leader. In Year 7, pupils are set in core subjects and languages with mixed-ability groups for other subjects. A wide range of GCSE and A [Level courses](#) are taught together with BTEC and other vocational courses. Subjects are taught in their own suites of well-equipped classrooms. Extra-curricular activities are a further strength of the school. Subject Areas encourage a wide range of extra-curricular activities - visits to galleries and theatres, clubs in Science and Technology, field trips, museum visits and so on. Recent school productions have included "We Will Rock You", "Mary Poppins" and "Oklahoma". All involved over 100 pupils and proved to be huge successes.



Sport is a key area of achievement and the school runs a Football Academy for Sixth Form students. We run many teams and clubs in a variety of different sports. There is also an excellent Challenge Week for all KS3 students in July each year designed to promote teamwork, problem solving, creative thinking and resilience.

Pupils at the school are organised in mixed-ability tutor groups with nine (ten in Y7/8 & 9) in each year group. Most form tutors and Heads of Year move up the school with the year group. Together they play an important role in the monitoring of pupil progress as well as in supporting individual pupils. All pupils and staff are all allocated to one of four Houses: Rollason, Seacole, Turing and Morris, providing opportunities for pupils in all year groups to work together in friendly competition.

The SEN Department at the school is fully committed to supporting the needs of pupils who experience learning, behavioural or emotional difficulties. We offer a wide provision of intervention and support encompassing literacy, numeracy, speech and language, social skills, anger management and individual mentoring.



We also offer a wide variety of benefits including Electric car scheme, cycle to work, Benenden Healthcare, on-site parking and generous pension scheme.

Willow Learning Trust is committed to promoting a positive and diverse culture in which all staff and young people are valued and supported to fulfil their potential irrespective of their age, disability, race, religion, belief, sex or sexual orientation. The Trust works hard to provide a working environment and management practices which balance the drive for high standards and expectation with the need to promote employee wellbeing and good health.

Please note the Trust is committed to promoting and safeguarding the welfare of all our children and staff. As such, all posts are subject to an enhanced DBS disclosure and pre-employment checks.

GUIDANCE TO APPLICANTS

Please read these carefully before making your application.

THE APPLICATION FORM

Please complete in **black** pen or type. Additional sheets may be used.

The application form will play a key part in whether you are called for an interview, so it is important that you take your time and complete it as fully and accurately as possible.

When selecting candidates for interview we have to base our decisions on the information you give us. The Person Specification is enclosed with this application form. This is a list of the skills, knowledge, qualifications, experience, aptitudes and abilities that are required to perform the job. When we read your application form we will be looking for evidence of examples which demonstrate how you meet the criteria in the person specification. You must include sufficient evidence and examples to show that you meet the requirements.

PERSONAL DETAILS

For monitoring purposes we would ask that you provide the information requested on the Equal Opportunities Monitoring Form at the back of the application form. This form is removed before shortlisting and will be destroyed after monitoring.

CAREER HISTORY

This is the record of your work history. It may include periods of unpaid or voluntary work as well as paid employment e.g. you may include time spent as a carer for one of your family or a voluntary helper in a school. Please account for any gaps in your employment history.

If the title of the position does not make it clear what work you did e.g. twilight crew, canvasser, please briefly describe the main duties.

You may continue on another sheet if you need extra space.

EDUCATION, QUALIFICATIONS, TRAINING

The Person Specification may ask for specific qualifications or training. You should list the relevant qualifications or courses undertaken. Where you have additional qualifications or training, mention these if they relate to your knowledge or skills. Proof of qualifications will be required at interview.

STATEMENT OF SUITABILITY

This section is your opportunity to show us that you meet the Person Specification. Take each criterion of the Person Specification and tell us the details of your knowledge and experiences. Give specific examples of things you have done which demonstrate your ability.

When reading your application, we cannot assume that because you have experience you also have the ability to carry out a task and vice versa. You may have experience of managing staff, but we need to know how you motivated your staff. We don't expect you to have formal experience, but if you can show that you have the ability to do the component tasks, that will be equally acceptable e.g. to organise a meeting you need to be able to: liaise with others, book accommodation, organise refreshments, and compile agendas.

You may already have prepared a CV and want to send that instead of answering the Statement of Suitability. You may send it, but you must also complete the Statement of Suitability. CVs often list the jobs you have had and their responsibilities, but they often do not properly describe your skills and abilities. It is unlikely that we will be able to find enough evidence in a CV alone.

You may use examples and evidence from outside paid employment. You may use examples from voluntary work or your hobbies or interests.

PRE-EMPLOYMENT CHECKS & ONLINE CHECKS

If you are offered the post, the offer will be made subject to receipt of satisfactory references, online check, pre-employment medical clearance, an enhanced DBS disclosure and, for teaching staff, a check on your teaching qualification status. If your referees do not confirm what you have told us, we may want to discuss this with you.

We will ask you to complete an online Medical Questionnaire which will be sent to our Occupational Health Department. It is their job to make sure that you are fit to do the job we have offered you. In some instances,



you may be asked to go for a medical examination. You will also be asked to supply evidence of any qualifications that are required.

All employees are required to have DBS clearance. Unless you have a clearance issued within three months of being appointed, and have had no break in employment, we will require a new check to be carried out.

RELATIONSHIPS

We do not have a policy of excluding people who are related to school staff, Trustees or Governors, but if you are related to someone we will make sure that they are not involved in the selection process for this post. If we find out after you have been appointed that you are related to someone who interviewed you, we may dismiss you. 'Related' includes co-habiting with someone.

INTERVIEWS

Glenthorne has a policy of using a wide range of selection methods to assess whether people meet the criteria. All teaching staff will be asked to take a lesson but you may also be asked to take an ability test, do a presentation or other work related exercise. You will be advised of any method being used for the post when called for interview.

Prior to interview you will be asked to complete a Criminal Records Self Declaration, any issues of concern arising from a reference and/or Self Declaration will be explored during the interview process. At interview you will also be asked questions related to your Personal Statement, safeguarding and promoting the welfare of children.

COMPLAINTS

The school is keen to ensure equality of opportunity in its recruitment and selection process. If you think that you have been discriminated against during the selection process on the grounds of your race, age, gender, marital status, caring responsibilities, gender re-assignment, sexual orientation, social class, religion, belief or disability you may make a complaint and we will investigate. If you feel you have been unfairly treated you must contact the CEO, in writing, within 3 working days of being rejected after an interview. You should explain the reason for your complaint to the Headteacher, or his/her representative. The CEO, or his/her representative, may want to talk to you before confirming the outcome of the investigation.

DATES FOR YOUR DIARY

The deadline for applications is **12 pm, Sunday 12th May 2024**

JOINING DATE: September 2024





The Willow LEARNING TRUST

KEY BENEFITS



PROFESSIONAL DEVELOPMENT

- Comprehensive programme of professional development for teaching and non-teaching staff
- A long and successful track record of supporting teachers from ITT, through ECT and into leadership roles
- Bespoke ECT programme
- Collaborative opportunities to work on innovation and in partnerships across the Trust
- Apprenticeships opportunities to support the development of staff new to role

WELLBEING

- 24/7 Employee assistance programme
- 50% discount on Benenden healthcare
- Opportunities for flexible working
- Hybrid working available for suitable posts
- PPA time that can be worked from home (Primary Schools only)
- Protected 'gained time' for planning (Secondary School)
- Wellbeing activities and initiatives suggested by staff



FINANCIAL

- National pay and conditions for teachers and support staff
- Golden Hello available for some teaching posts
- Recruitment and retention allowances
- Generous pension schemes
- Salary sacrifice schemes including: Cycle to work and Electric vehicles, legacy childcare vouchers
- Christmas payment for all staff
- Long service awards