



# St. Paul's Academy

## Head of Year Job Description

### Person Specification

- Recognises the interdependence of **Currency, Character and Culture**.
- Has a clear understanding of **St. Paul's Academy principles** and a strong **moral purpose**.
- Is innovative and identifies and solves challenges with **empirical creativity**, removing rather than creating obstacles to progress.
- Has **determination** to see things through.
- Has the courage and conviction to take risks and **take difficult decisions** wisely.
- Has a predisposition to **immediate action**, leaving nothing to chance.
- Is insistent on a **consistent** approach, individually and across the pastoral team
- Has drive and determination but a deep sense of personal **humility and reflection**.
- Has a **belief** in people and is uncompromising in wanting the best for students.
- Has credibility and the support of all staff to get things done.
- Is prepared (and empowered) to hold others to account.

### Job Specification

- To improve, or at least maintain positive student behaviour & outcomes.
- To work alongside the **Vice Principals, SLT Heads of Department/Faculty & Head of Key Stages** to drive the formation of "rounded" students that fulfil our values of being "God's Work of Art" within wider society.
- To communicate a clear moral purpose and **articulate our values** that is understood by staff, students, families and governors.
- To maintain a detailed overview and **understanding of the school data**; ensure intervention and other action can take place with little hindrance, removing any barriers.
- To ensure student accountability for positive and negative behaviours is carried out in line with RRS policy.
- To **conduct a "pre-mortem"** to identify and then mitigate risks to outcomes in all areas.
- To **interrogate historical data** and identify strengths and weaknesses that inform planning.
- Assist in **creating a curriculum that is suitable for students of different abilities** and interests.
- Ensure that students have the **necessary levels of literacy and numeracy** to allow them to access the highest levels of progress and oversee the implementation of strategies to support this, such as Masterclass and Level Up programmes.
- Develop a co-ordinated school-wide approach to study skills, thinking skills and in developing stamina and resilience in students.
- Responsible for **holding other subject & pastoral leaders to account** for their and their team's work.
- **Use appropriate displays (scoreboards) and tools** with different audiences to ensure consistency of understanding and bespoke strategies.
- To be fully conversant with whole school strategies and to lead teachers, form tutors, and middle leaders through their effective implementation; identifying benefits and potential pitfalls and making them fit the school context.
- To **create a culture of positive support** and encouragement amongst the staff and students. Motivate staff and students alike through presentations and innovation.



To lead on the **creation of a compelling programme of careers education** that satisfies the eight Gatsby benchmarks and helps to drive achievement as students strive to secure their high aspirations.

## Impact

- Subject and pastoral leaders work creatively together and there is a **cadence of accountability**.
- All ability **students make positive progress** and attainment indicators are in line or above national.
- There is a **low difference between individual predicted grades and individual actual grades**.
- **Different groups of students make positive progress**.
- The **curriculum meets the needs** of all students.
- The **Pupil Premium progress gap is diminishing** over time and in line or better than the national.
- There is **low in-school variation** coupled with positive progress.
- Creating an atmosphere of holistic development where students evolve into spiritually fulfilled citizens of the school and wider society.