

Information for Applicants

Head of Year

37 hours per week

Permanent – Term Time only plus 3
additional weeks

Grade H Point 18-23

Required as soon as possible

Sherburn High School
Garden Lane
Sherburn In Elmet
Leeds, LS25 6AS

Tel: 01977 682442
Email: admin@shs.starmat.uk

Headteacher: Ms Miriam Oakley

Dear Applicant,

Thank you for your interest in the post of: Head of Year



I am delighted that you are interested in joining “Team Sherburn” as a member of our Support Team.

Teaching is at the heart of what we do and it is essential that all applicants share our passion for teaching and learning. For us, school improvement takes place through every interaction and the very best place to implement and embed positive change is in the classroom.

We strive to be open, honest and up for the challenge! We don’t claim to know all the answers or to always get it right, but we do claim to try our very best to support and care about every single young person in our school as summed up by our school motto “Achievement for All.”

With under 1000 students, we believe that Sherburn High is an 11-18 school, which is big enough to deliver, but small enough to care. We are extremely proud of the open and welcoming nature of the school from both the staff and students; the sheer variety of activities offered both within the curriculum and after school hours. We are proud of our student outcomes, our strong reputation for looking after our students and where high standards of conduct are non-negotiable. We believe that it is a combination of these factors that means that our student numbers are growing and that places for September 2021 were oversubscribed.

We are fortunate to have an established and cohesive team of outstanding practitioners within a successful and vibrant school. At Sherburn we do not limit our definition of achievement simply to academic pursuits. We believe in developing well-rounded individuals and, as such, we make a significant investment in sports and the arts.

Over the last four years, the school has taken huge steps forward. The platform we have for continual improvement is secure. The students here are fantastic to work with and they come to school eager to learn. The staff is professional, supportive, and collaborative; there is a positive, aspirational atmosphere and an impressive level of commitment from everyone to continue moving the school forward.

We have excellent relationships with a wide number of schools and academies through our partnership work and of course membership of the STAR Multi-Academy Trust. We are committed to safeguarding and promoting the welfare of children and young people and expect all staff and volunteers to share this commitment.

If you would like to know more about the school and its activities, please look at our website www.sherburnhigh.co.uk. and get in touch.

A handwritten signature in black ink that reads 'M - Oakley'.

Miriam Oakley
Headteacher

THE SELECTION PROCESS



If you wish to apply for the post of Head of Year, then you should:

- Fully complete the online application form, ensuring all details are accurate and all declarations are signed. Please ensure you include details of **two** professional referees with one being your current employer (with email addresses). If you are currently working in a school please ensure one of your referees is your current Headteacher. **Do not enclose additional CVs.**
- In your application please address how your experience to date best fits you to the requirements of the following sections of the person specification:
 - Experience
 - Skills and Knowledge
 - Personal Qualities

The short-listing process will, in part, assess your ability to communicate effectively and accurately in the written word.

Your audience for your written work will be school staff and governors.



Timeline for the Selection Process

Closing time/date for applications	8am Monday 12th June 2023
Shortlisting	Tuesday 13th June 2023
Invitation to interview by telephone/ Confirmation by email	Tuesday 13th June 2023
Interview day	Friday 16 th June 2023

If you are interested in applying for this post please click the link below to complete our online application form.

[Support Staff Application Form](#)

Candidates who have not been notified **a week after the closing date** are asked to assume their application has not been successful in this instance. Unfortunately, we are unable to provide feedback to applicants who are not shortlisted.

Appendices

1	The School Vision and Values Statement
2	Job Description and Person Specification for the job role of Head of Year
3	Achievement Team Information
4	Whole School Information
5	Local Area Information



Appendix 1: The School Visions and Values Statement

Sherburn High School Aims & Vision

We want members of our community to be:

- Skilled for the future
- Lifelong learners
- Emotionally resilient
- Confident
- Aspirational
- Open-minded
- Kind to themselves, others and their environment

All STAR MAT partner schools offer their students the following opportunities to develop:

Themselves to become:	Their ability to interact with others and contribute positively to society to become:	The knowledge and skills which will equip them for life, with an entitlement to:
<ul style="list-style-type: none"> • Physically and mentally healthy • Informed risk takers, problem solvers and critical thinkers • Articulate communicators • Reflective, resilient and able to self-regulate 	<ul style="list-style-type: none"> • Tolerant and respectful of others: different people, places and cultures • Responsible, aware and engaged citizens: locally, nationally and globally • Able to develop appropriate and successful relationships 	<ul style="list-style-type: none"> • Develop mathematical fluency and essential literacy skills • Be taught a broad, rich and age appropriate programme of study in every subject • Stimulating and exciting learning experiences both within and beyond the 'classroom' • Opportunities to take part in sport, performance and other creative activities • Careers education and guidance

Appendix 2a: Job Description

JOB TITLE: Head of Year

GRADE: Grade H, Spinal Point 18 to 23

HOURS PER WEEK: 37 Hours per week - Term time only (plus 3 additional weeks made up from Presentation Evenings, Open Evening, Parents' Evenings, Results' Day)

WORKING PATTERN: Monday-Thursday 8am - 4pm Friday 8am - 3.30pm

RESPONSIBLE TO: Assistant Headteacher: Attendance and Behaviour

RESPONSIBLE FOR: Designated team of Form Tutors

JOB PURPOSE: To ensure high standards of behaviour, attendance and attitudes to

learning within designated year group and across the school

ACCOUNTABILITIES / MAIN RESPONSIBILITIES

General Responsibilities

- Lead on the care, guidance, support and attendance for a designated Year Group
- Use data to inform communication with stakeholders
- Plan support for students, unblocking barriers to learning and changing negative behaviour or attendance patterns.
- Promote a positive climate for learning by being a visible presence on the corridor, at lesson change over and in lessons.
- Communicate effectively with all stakeholders e.g. teachers/parents/carers and external agencies.
- Act as a Deputy Designated Safeguarding Lead for your identified Year Group.
- provide regular updates to Senior Leaders, Local Governing Body and MAT partners as required and in line with the school meeting and reporting schedule.
- Have responsibility for good working practices including health & safety.
- Contribute to supervision duties in accordance with published rotas, e.g. lunchtime after school detention, isolation room, office/on call
- To embrace any performance criteria or targets related to the post arising from the School's Performance Management arrangements.
- To undertake additional duties which may reasonably be assigned from time to time by the Headteacher and your Line Manager.

<p>Specific Responsibilities</p>	<p>i) Academic</p> <ul style="list-style-type: none"> ● Promote a positive climate for learning by being a visible presence in lessons and examinations ● Ensure Form Tutors deliver the PSCHE/SRE programme and uphold our Relentless Routines ● Coordinate work for absent students (due to absence or fixed term suspension), or if they are working outside of the classroom. ● Prepare and deliver assemblies in line with the assembly rota which engage students, reinforce key messages or support a particular theme. <p>ii) Attendance</p> <ul style="list-style-type: none"> ● Take responsibility for attendance of the year group checking reasons for absence, punctuality and truancy – and designing intervention plans where attendance falls below key thresholds ● To closely monitor the attendance of certain groups such as PP, PA, SEND; prioritising calls to these vulnerable families during period 2 each day ● Liaison with Line Manager and Attendance Officer, to ensure attendance targets are maintained ● Administer student holiday request forms after consultation with Line Manager <p>iii) Behaviour</p> <p>Establish high standards of student behaviour</p> <p>To ensure all behaviour incidents are logged appropriately using the appropriate school system, e g BROMCOM</p> <p>Manage more serious behavioural issues as referred through teachers/ form tutors/Curriculum Leaders.</p> <p>To promote positive behaviour for learning in lessons, in collaboration with teachers and Curriculum Leaders.</p> <p>Ensure appropriate sanctions are applied following school policies and procedures and all relevant parties (staff/parents) are kept informed.</p> <p>Coordinate with relevant external agencies and complete the necessary referrals to a range of professionals to provide appropriate interventions.</p> <p>Ensure students maintain high standards of uniform and general appearance following the school's policies.</p> <p>Monitor behaviour using the school system (C1, C2, C3 and Isolation, IE and EE) and record and analyse student data. Produce reports that analyse student's behaviour data, intervention and impact.</p> <p>Promote student leadership in school</p>
---	--

	<p>To oversee and supervise where necessary lunchtime and after school detentions</p> <p>To support the smooth running of Isolation by contributing as part of a team to be on a daily rota.</p> <p>To plan and support a range of rewards and reward trips in-line with school policy.</p> <p>To plan and coordinate and deliver events such as celebration assemblies and evenings.</p> <p>To support the coordination of students accessing off site provision, from providing information about the student, coordinating work, attending meetings to facilitate smooth access.</p>
<p>Communication</p>	<ul style="list-style-type: none"> ● Contact and meet with parents/carers, as required, to discuss work, welfare and behaviour of students. ● Organise, with administrative assistance, and attend relevant Parents' Consultation Sessions and ensure there is good attendance ● Ensure staff are regularly informed of any relevant issues related to students. ● Produce termly reports for line manager that show analyses of behaviour, attendance, interventions and impact. ● Write and provide references for students when requested by your Line Manager. ● Attend school functions and ensure good attendance, e.g. Celebration Evenings, Open Days etc. ● Ensure school displays you are responsible for are up to date and well kept. ● Participate in team meetings and training events where appropriate. Attend meetings in other establishments that support students. ● Respond to queries from parents/carers by phone/e-mail and letter to promote good communication and relations (within a 48 hour timescale). ● To maintain accurate and up to date records of students using school systems such as BROMCOM, CPOMS etc. ● Liaise with your line manager regarding new starters into your year group, following school procedures to ensure a smooth transition. ● Leading Year Team meetings with form tutors, discussing matters relating to students.

Sharing information	<ul style="list-style-type: none"> ● Share information confidentially about young people with teachers and other professionals as required. Completing daily records and target sheets. ● Pay due regard to professional boundaries, maintaining appropriate levels of confidentiality. ● Participate in staff meetings and staff training.
Safeguarding and Promoting the Welfare of Children/Young People	<ul style="list-style-type: none"> ● Be responsible for promoting and safeguarding the welfare of young people in line with policy and legislation, raising concerns as appropriate.
Administration/Other	<ul style="list-style-type: none"> ● Support the use of ICT and adhere to relevant policies. ● Look for CPD and other professional development opportunities in order to develop your own practices and that of the school. ● Actively participate in appraisal, training and other learning activities.
Health & Safety	<ul style="list-style-type: none"> ● Be aware of and implement your health and safety responsibilities as an employee and where appropriate any additional specialist or managerial health and safety responsibilities as defined in the Health and Safety policy and procedure. ● Work with colleagues and others to maintain health, safety and welfare within the working environment
Data Protection	<ul style="list-style-type: none"> ● To comply with the STAR MAT's policies and supporting documentation in relation to Information Governance this includes Data Protection, Information Security and Confidentiality.
Equalities	<ul style="list-style-type: none"> ● Promote inclusion and acceptance of all young people and staff. ● Within own area of responsibility work in accordance with the aims of the Equality policy, treating people with respect for their diversity, culture and values.
Customer Service	<ul style="list-style-type: none"> ● The STAR MAT requires a commitment to equity of access and outcomes, this will include due regard to equality, diversity, dignity, respect and human rights and working with others to keep vulnerable people safe from abuse and mistreatment ● The STAR MAT requires that staff offer the best level of service to their customers and behave in a way that gives them confidence. Customers will be treated as individuals, with respect for their diversity, culture and values.

This job description is not your contract of employment, or any part of it. It has been prepared only for the purpose of school organisation and may change either as your contract changes or as the organisation of the school is changed. Whilst this job outline provides a summary of the post, it is not a comprehensive list or description and the job will evolve to meet changing circumstances. Such changes would be commensurate with the grading and conditions of service of the post and would be subject to discussion and consultation. All staff are required to comply with the school's policies, procedures and ethos.

Elements of the Job Description may be re-negotiated at the request of either party and with the agreement of both. The post holder may, in addition, be asked to carry out other reasonable duties within the MAT, (which could involve working at other schools), as may be required for the benefit of the school and the students' education and well-being.

In relation to Data Protection, Information Security and Confidentiality, all staff are required to comply with the school's policies and supporting documentation in respect of these issues.

SIGNED **POST HOLDER**

NAME & DATE

SIGNED **LINE MANAGER**

NAME & DATE

Appendix 2b: Person Specification

Job Title: Head of Year

CRITERIA	ESSENTIAL	DESIRABLE
Qualifications and Training		
<ul style="list-style-type: none"> 5 GCSEs at grade 4-9 (A*-C) 	x	
<ul style="list-style-type: none"> Appropriate first aid training (dependant on the school's requirements) 		x
<ul style="list-style-type: none"> Counselling qualification 		x
Experience		
<ul style="list-style-type: none"> Experience of working with BROMCOM or a similar data management system 	x	
<ul style="list-style-type: none"> Experience of working with CPOMS or similar safeguarding systems 	x	
<ul style="list-style-type: none"> Administrative experience 	x	
<ul style="list-style-type: none"> Experience of working with children and young people and their parents/carers 	x	
<ul style="list-style-type: none"> Microsoft package skills including spreadsheets, google documents, spreadsheets and google classrooms. 	x	
<ul style="list-style-type: none"> Experience of working in a secondary school environment 		x
<ul style="list-style-type: none"> Experience of working with children and young people who have behavioural difficulties 		x
<ul style="list-style-type: none"> Experience of implementing attendance and behavioural policies 		x
Skills and Knowledge		
<ul style="list-style-type: none"> An understanding of issues that may affect a student's ability to attend school and behave 	x	
<ul style="list-style-type: none"> Knowledge of Behaviour Management techniques and behaviour intervention strategies 	x	
<ul style="list-style-type: none"> An understanding of the school curriculum and the needs of learners 	x	
<ul style="list-style-type: none"> Knowledge of the potential barriers to learning 	x	
<ul style="list-style-type: none"> Knowledge of interventions strategies to support pupils progress 	x	
<ul style="list-style-type: none"> An understanding of the transitions in a young person's life and the effect they can have on them 	x	
<ul style="list-style-type: none"> Knowledge of attendance regulations and targets 		x
<ul style="list-style-type: none"> Knowledge of child protection legislation and procedures 		x
<ul style="list-style-type: none"> Knowledge of school procedures 		x
<ul style="list-style-type: none"> Knowledge of support service available to signpost students and families to 		x

• An understanding of the referral systems to external agencies		x
• Knowledge of safeguarding and health & Safety legislation		x
• Excellent communication skills, including advisory and persuasive skills	x	
• Ability to establish positive and effective relationships with children and young people	x	
• Advisory skills	x	
• Listening skills	x	
• Organisational skills	x	
• Excellent ICT skills	x	
• Analytical skills	x	
• Ability to keep accurate records	x	
• Ability to work successfully as part of a team	x	
• Ability to work on own initiative	x	
• Confidentiality	x	
• Report writing skills	x	
• Organisational and planning skills	x	
• Numeracy and literacy skills	x	
• Ability to analyse the reasons for behavioural problems of the pupils to ascertain the needs of the pupils and formulate an action plan		x
• Ability to analyse attendance patterns and issues and formulate an action plan. To regularly review these to show impact.		x
• Ability to create safety plans and risk assessments for students when required, to keep updated and to share with relevant parties.		x
• The ability to complete the necessary external referrals required to support students.		x
Other Requirements		
• Enhanced DBS clearance	x	
• Commitment to the school's policies and ethos	x	
• Commitment to own Continuing Professional Development	x	
• Motivation to work with children and young people	x	

<ul style="list-style-type: none"> Ability to form and maintain appropriate relationships and personal boundaries with children and young people 	x	
<ul style="list-style-type: none"> Flexibility 	x	
<ul style="list-style-type: none"> The ability to converse at ease at all levels and provide advice in accurate spoken English is essential for the post. 	x	
<ul style="list-style-type: none"> Emotional resilience in working with challenging behaviours and attitudes 	x	
Equal Opportunities		
<ul style="list-style-type: none"> Commitment to supporting, upholding and implementing the policies of Sherburn High School and the STAR MAT to promote equal opportunities. 	x	



Sherburn High School is a fully inclusive school, which prides itself on its support for students who may require additional learning, emotional or behavioural support. Our pastoral team consists of 5 Heads of Year that work alongside an Attendance Officer and the Inclusion Team.

Our Inclusion Team runs two centres, Here 2 Learn (H2L) which supports students with learning needs and Support 2 Learn (S2L), which supports students with emotional and behavioural needs. We believe our approach is part of the reason that our attendance is consistently above national average, and our fixed term and permanent exclusion figures are significantly below national average.

The inclusion area, within our mainstream school currently employs dedicated staff. The centre has an isolation unit, where up to 3 students work on individual work, supervised by the Inclusion Team, and other Senior Staff. Work is provided by subject staff and the Inclusion Manager works closely with subject teachers across the curriculum to ensure that students remain engaged and ready to return to mainstream. In the inclusion area there is a room for intervention where a range of intervention programmes are delivered. Intervention runs in small groups and staff also provide some one-to-one mentoring.

For further information contact Hayley Kibble (Assistant Headteacher) on:
hayley.kibble@shs.starmat.uk

Appendix 4: Whole School Information



Teaching and Learning

Here at Sherburn High School we aim to ensure that our classrooms are places where thinking, questioning, predicting, contradicting and doubting is actively encouraged. We believe in quality first teaching where subject experts guide students through their learning. We reinforce literacy in every lesson and we are passionate about providing regular feedback that will help students understand how to improve their work. We are a thriving group of teachers who are passionate about remaining at the cutting edge of new ideas and we recognise that regular training is key to success.

Assessment, Recording and Reporting

Whilst at Sherburn High School, students receive at least three regular data rich reports per year to show how they are progressing in all their subject areas. Students are set aspirational targets that provide challenge and set high expectations. Reports are communicated to parents and students on a termly basis. This allows staff to plan effective intervention and support and ensures students remain focussed and on course to achieve their potential.

Care, Support and Guidance

In order to care, guide and support students we promote good behaviour for learning and have consistently implemented sanctions. We ensure that all students have a range of adults / peers within and beyond school to support them. Our tutoring system provides opportunities for high quality teaching of our SRE/PSCHE curriculum and an opportunity to build our House system.

Parents are ensured continuity of care, with Heads of Year moving up the school with their year group. The pastoral system also promotes student leadership with increased roles and responsibilities for students. The tutorial system develops relationships with the community via a structured system of links, competition and rewards to promote a sense of identity for all students within and outside of school. The work of our student leaders is also fundamental, with a strategic plan for consultation on key issues and subsequent feedback.

Curriculum

Our curriculum provides planned and structured progression for students from joining us in Year 7 through to when they move onto higher or further education, or the world of apprenticeships and employment at 16 or 18.

We have balanced subject content at Key Stage 3, providing a broad base of skills and knowledge that meets the requirements of the National Curriculum. Groupings enable students to work at a pace best suited to their individual rate of progress and provide appropriate pace and challenge as students progress through school. There is a strong emphasis and time allocation towards English and Maths ensuring students have the skills to complement other areas of the curriculum and build the foundations for lifelong learning

In Year 9 students begin their GCSE studies, following a three year route, which provides challenge and depth of study. All students follow Mathematics, English Language and Literature and Science. Students opt for four further subjects from a broad pool of subjects, including the Creative subjects. At both KS3 and KS4, we ensure that there are progressive programmes of study for personal, religious, enterprise and health education along with citizenship and career planning. All students follow a comprehensive PE programme combining both the traditional sports with the opportunity to experience some of the less familiar sports.

Provision for students with Special Educational Needs

All students are taught in mainstream classes and are supported by teaching assistants through a variety of provisions including one to one, class support, small groups and interventions. We have expertise in providing personalised programmes to meet the needs of vulnerable children, particularly those with Dyslexia and those on the Autism spectrum, as well all in many other areas. Because of the relatively small size of the school, we know our students very well.

Sixth Form

Sherburn High School's Sixth Form provides students valuable continuity in their learning.

Our curriculum leads to nationally recognised Advanced Level 3 and Level 2 qualifications. Where possible, we aim to tailor our timetable to the demands of individual students. The range and combination of courses on offer to students extends through our Post 16 collaboration with Tadcaster Grammar School (Law, Economics, Drama and Theatre Studies, Sociology and Philosophy and Ethics).

All Sixth Form students have their own personal tutor, who provides them with guidance and support to University, apprenticeships, or employment. Tutors will strategically monitor student progress and deliver a comprehensive tutorial programme.

We aim to develop independent, responsive and creative students who have transferable skills beyond the school environment. Our success is built on a three-way partnership, with the individual student at the centre supported in their studies by home and school.

Facilities

The school has eight fully equipped ICT rooms, used extensively by all curriculum areas. All teaching rooms are equipped with LCD projectors for interactive white boards.

In addition, there is an Information Centre (which includes the library and Internet access), student social areas, a main hall with stage, drama studio and a multimedia lecture theatre. A Post-16 Centre incorporating teaching rooms, social spaces and private study rooms are also available.

Extensive playing fields, a full-sized 4G pitch, brand new gym and swimming pool allow a wide range of sports to be played, including football, hockey, netball, rugby and tennis. Our facilities alongside our new changing rooms allow for community use of our facilities beyond the school day.

Extra Curricular Activities

Extra-curricular activities are many and varied; they include numerous performing arts productions, sport and art. The school encourages residential and field trips. Foreign visits and student exchanges occur annually including a Post 16 trip to Iceland, a visit to Lille, a "Language Immersion" trip near Paris, watersports in the Ardeche, survival skills at the Bushcraft camp trip and Skiing trip.

Professional Support and Development

We believe that the school's greatest asset is the quality of our staff. Consequently, we place particular emphasis on continuing professional development. New teachers joining the school can expect to receive considerable support from their curriculum leaders and members of the school leadership team.

Administration Team

The finance and admin team support all aspects of school life and are a vital service to the smooth running of the school. The school has a general office and visitor reception, student reception, finance office and personnel office. Responsibilities covered are reception duties, general admin, supply cover for teachers, student attendance monitoring, Parentpay, school finance, HR and payroll.

Safeguarding Children

The school is committed to safeguarding and promoting the welfare of all its students.

We have a robust Safeguarding Policy and all staff will receive training relevant to their role at induction and throughout employment at the school, a copy is on our website at www.sherburnhigh.co.uk.

In relation to this appointment process, you should be aware that your referees will be asked the following question – “Are you aware of any child protection allegations or issues of a similar nature in relation to this person? If so please provide details”.

At interview all candidates will be asked if there have been any allegations or issues raised against them by children and, if so, the outcome of them.

All employees must have enhanced DBS checks prior to starting work.

The STAR MAT is committed to equality, and to making fair and equitable treatment an integral part of everything we do. The Trust is committed to safeguarding and promoting the welfare of children and expects all staff to share this commitment. The post is subject to a successful DBS check and pre-employment checks will be undertaken before an appointment is confirmed. If you require assistance in applying for this position please contact us on 01977 687969.

Examination Results

We are very proud of our students' achievements at the end of Key Stage 4 and Key Stage 5. Full details of public examination results can be viewed on www.dcsf.gov.uk/performance tables as well as on our website.

Appendix 5: Local Area Information



Local History

The school crest depicts the history of the area. The crimson discs on each of the five petals recall the Wars of the Roses, which reached a climax in the Battle of Towton nearby, in 1461. The other two discs bear the Archbishop's Mitre (the Archbishops of York once held the lands and power in Elmet) and the hound taken from the coat of arms of the Hungate family, the founders of the original grammar school in Sherburn-in-Elmet.

The Area

Sherburn-in-Elmet is an ideal commuter village situated close to the A1 and A64 and therefore within easy travelling distance of Castleford (6 miles), Leeds (14 miles), Selby (8 miles) and York (15 miles).

Sherburn-in-Elmet has a thriving industrial estate on the outskirts of the village, which is good for local employment. Children attend the school from villages in the locality extending from Saxton in the North to Kellington in the South.

In addition to a good academic record, there is also a well-developed community spirit within the school and many links have been forged with the local community.

Thank you again for your interest in the post.