



WALTHAMSTOW SCHOOL FOR GIRLS

“NEGLECT NOT THE GIFT THAT IS IN THEE”

Job Description

Job title:	Head of Year (HOY) and Learning Mentor (Maternity Post)
Reporting to:	SLT line manager
Line management of:	Tutor Team (with respect to pastoral matters)
Liaising with:	Senior Leadership Team (SLT) , Line Manager (KS3/4), Heads of Faculty (HOFs), wider interventions and wellbeing team, relevant teaching and support staff, LA personnel parents/carers, governors, external agencies,
Working time:	36 hours per week plus 30-minute unpaid lunch, term time only (45.46 weeks per year)
Salary:	SO1 – SO2
Disclosure:	Enhanced

Key Responsibilities

- To work effectively with students, staff and parents so that there is a relentless focus on overcoming barriers to learning, wellbeing and progress, ensuring that the needs of students are successfully met and that we ‘bring out the gift’ in each one.
- To be a member of the school Safeguarding Team, working together to ensure the safety of students in all year groups
- To strategically lead and develop the team of form tutors, modelling great leadership and building robust relationships in order to provide effective support for all students to ‘bring out the gift’ in each one.
- To ensure that there is a coherent and ambitious pastoral curriculum for the personal development of students which builds their character, in line with the school vision and values, implemented consistently across the year group.
- To ensure that strategic planning for the year group Area SIP is evidence-based and evaluated with care and precision.
- To monitor and evaluate the behaviour and attendance of students and, where appropriate, to provide guidance for form tutors and staff, thereby ensuring that we provide a safe, supportive and inclusive school environment in which everyone feels welcomed, valued and respected.
- To ensure that rewards and sanctions are applied consistently across the year group and support students in managing their own behaviour and in maximising their learning.
- To contribute towards student wellbeing and personal development in the year group, ensuring that students’ confidence, resilience and knowledge is exceptional; that they understand how to keep themselves mentally and physically healthy and safe.

Core Purpose: HOY role	<ul style="list-style-type: none"> • Being responsible for the personal development and wellbeing of students in a year group so that we 'bring out the gift' in each one. • Being a role model for others, demonstrating a high standard of leadership and promoting the school values. • Demonstrating a commitment to inclusion and diversity, the school ethos, vision and values. • Working in partnership with staff, students and parents to create a sense of shared ownership and to ensure that improvement strategies for the year group are clearly communicated. • Developing leadership in both students and form tutors, providing effective professional challenge and support • Recognising, developing and maximising the potential of others • Building a collaborative culture which positively embraces change and progress through staff empowerment and teamwork • Treating people fairly, equitably, with dignity and respect to create and maintain a positive school culture and to allow an appropriate work-life balance • To maintain a presence around the school, ensuring the highest standards of behaviour, attendance and punctuality.
Core Responsibilities: Learning Mentor	<ul style="list-style-type: none"> • To provide additional support and intervention for students overcoming barriers to learning and progress, ensuring that their needs are successfully met and that we 'bring out the gift' in each one • Develop a holistic approach to meeting Social, Emotional and Mental Health needs, enabling learners to make good progress by working with teachers, other support staff, families and external agencies and to work in the Wellbeing Hub with the Learning Mentor team • To develop and enhance expertise in supporting students with complex social, emotional and mental health needs through a whole school approach • To work with children at risk of permanent exclusion and those with emotional needs to ensure they achieve positive outcomes
Specific Duties	<p>As a Head of Year:</p> <ul style="list-style-type: none"> • To provide leadership, guidance and support for the year team tutors, including induction for new tutors, following agreed procedures • To be a member of the school Safeguarding Team • To rigorously monitor and evaluate progress and attainment data and information in order to plan, design and deliver precise and timely interventions and rewards for groups and individuals, including through using the Area SIP, for the appropriate year group • To deliver the school's student leadership strategy, taking responsibility for activities such as form representatives, student voice and peer mentors • To ensure that the students across all year groups are supported throughout each day to maintain high standards of personal development, learning and behaviour • To use data systems such as Edulink , Safeguard and SIMs to identify any pastoral and well-being concerns which need to be referred to Interventions Group meetings or outside agencies • To implement whole school wellbeing strategies and to take responsibility for related activities and projects for the year group • To support with parents' evenings and parental engagement events, as appropriate for the year group • To establish positive relationships with parents/ carers and regularly communicate both behaviour concerns and information about praise

and rewards, following the school systems in the Behaviour for Learning policy

- To manage the implementation of the pastoral curriculum during tutor time, including the appropriate inclusion of safeguarding issues, evaluating and reviewing its delivery by tutors
- To contribute to the development of the role of the form tutor in your year group, providing training and support for staff in order to fulfil their role effectively
- To lead the year team in the monitoring, evaluation and review of the impact of pastoral interventions through the Area SIP and through interventions meetings
- To monitor, review and evaluate student attendance, behaviour and punctuality, ensuring sanctions, rewards and interventions are implemented as appropriate, working with the Attendance Officer
- To monitor the effectiveness of behaviour and attendance interventions for the year group through the Interventions Team and / or the Wellbeing Hub
- To support other year groups in following up incidents
- To be responsible for the induction of new students
- To support the management of internal and external exclusions, following school procedures, providing information and feedback on individual students
- To implement timely, appropriate and evidence-based interventions for groups and individuals
- To assist with the transition of students from KS2 to KS3 and from KS3 to 4, as appropriate
- To liaise with and support the appropriate SLT line manager in organising relevant key activities and programmes for the year group which might include:
 - Parental Information Evenings and Parents' Evenings
 - Transition (Year 6/7)
 - Options Choices (Year 9)
 - Work Experience (Year 10)
 - College References, Leavers Day, Prom, Examinations and Presentation Evening (Year 11)
- Supervise pupils during break and lunchtime and accompany them off-site when appropriate during and after school
- Play a significant part in the overall system including investigating incidents and supervising
- Run detentions
- Chair meetings held with Subject Leaders
- Coach/mentor students
- Arrange celebrations and hold pupil progress meetings/detentions
- To contribute to any Child Protection, Safeguarding or Healthcare planning as required

As a Learning Mentor:

- To deliver programmes and enrichment opportunities to help students overcome barriers to learning. This will be in 1:1 and small group situations
- To monitor progress before, during and after the intervention to measure the impact
- To attend and participate in multi-disciplinary meetings
- To identify barriers to learning, not just behavioural, and to work with students on addressing the gaps

	<ul style="list-style-type: none"> • To work as part of the Wellbeing Hub Team, by contributing to intervention meetings and assisting with the implementation of appropriate intervention plans for pupils so that targeted intervention is effectively and efficiently applied where it is most needed • To be responsible for keeping and updating records as agreed, contributing to review systems/records as requested, including monitoring and evaluating pupils' responses and progress against action plans through observation and planned recording • Establish therapeutic relationships with students and interact with them according to individual needs • Promote the inclusion and acceptance of all students • Encourage students to interact with others and engage in activities led by teachers • Set challenging and demanding expectations and promote self-esteem and independence • To help students develop resilience and independence, both in terms of learning in lessons and in forming positive relationships with peers and staff • Provide feedback to students in relation to progress and achievement under the guidance of teachers • Support the student behaviour management strategies and policies of the school • Sustain an active engagement with families of designated students to help them explore issues and make changes in areas that may be affecting their child's learning and development
School Ethos	<ul style="list-style-type: none"> • To contribute to the development of whole school policy • To support the school ethos, vision and values, aims and policies
Whole School Contribution	<ul style="list-style-type: none"> • To play a full part in the life of the school community, to support its distinctive aims and ethos and to encourage staff and students to follow this example • To continue professional development • To comply with the school's Health and Safety policy • To undertake any other duty as specified by STPCD not mentioned above and as directed by the Headteacher

The school will endeavour to make any necessary reasonable adjustments to the job and the working environment to enable access to employment opportunity for disabled job applicants or continued employment for any employee who develops a disabling condition.

Each Head of Year may have specific duties on top of these generic ones.

This job description is current at the date shown but, in consultation with you, may be changed by the Headteacher to reflect or anticipate changes in the job commensurate with the grade and job title.

January 2026

This school is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment.

Person Specification

	Criteria	Essential	Desirable	Assessed by application	Assessed by selection process
	Qualifications				
1	GCSE (or equivalent) English and Maths Grade C / 4 or above	/		/	
2	Training in relevant intervention strategies for students with SEND, including SEMH		/	/	
3	Additional qualifications related to education, youth work, counselling or pastoral support		/	/	/
4	First aid qualification, or willingness to undertake one		/	/	/
	Experience				
5	Significant experience in a relevant or similar post	/		/	/
6	Experience of working with and developing relationships with outside agencies	/		/	/
7	Practical experience of safeguarding procedures and child protection responsibilities	/		/	/
8	Experience of leading or co-ordinating year group or pastoral interventions		/	/	/
9	Experience of alternative provision, reduced timetables and managed moves		/	/	/
	Knowledge and Understanding				
10	An in-depth understanding of the nature of the pastoral curriculum and its relationship to the curriculum as a whole	/		/	
11	Strong understanding of positive behaviour for learning strategies and how to apply them consistently	/		/	/
12	Knowledge of safeguarding legislation and its application in schools	/		/	/
13	Knowledge of alternative provision and inclusion pathways		/	/	/
14	Knowledge of intervention strategies for students with SEMH				
15	Good knowledge and understanding of the characteristics of a high-quality form tutor and pastoral care	/		/	/
16	A full appreciation of the contribution the Head of Year can make to furthering the school's ethos and to raising achievement	/			/
	Skills and Personal Qualities	/			
17	Ability to set high standards and to be a professional role model for staff	/		/	/

18	Be a visible and high-profile leader who models excellence and can support and challenge others	/		/	/
19	Ability to set clear strategic aims, direction and purpose for the team and the confidence and presence to lead them	/		/	/
20	Excellent verbal and written communication skills	/		/	
21	Ability to employ a range of positive behaviour for learning strategies effectively	/		/	/
22	Ability to track, monitor and analyse behaviour and attendance data	/		/	/
23	Ability to build positive relationships with parents, students, staff and outside agencies	/			/
24	Strong organisational and administrative skills	/			/
25	Confident use of IT for record keeping and communication	/			/
26	Ability to work collaboratively as a member of several teams	/			/
27	Ability to work under pressure, to meet challenging deadlines and to be adaptable	/			/
28	Good organisation and proven administrative abilities	/		/	/
29	Passionate about supporting young people and improving outcomes	/			/
30	Proactive, solution-focused and reflective				
31	Ability to deliver targeted interventions to individuals and small groups	/			/
32	Confidence in leading meetings with parents and professionals	/		/	/
33	Commitment to safeguard and promote the welfare of children and young people	/		/	/
34	Ability to demonstrate commitment to equality, diversity and inclusion	/		/	/

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