

KS4 Year Leader, KS5 Year Leader & Head of House KS3

Job title: KS4 Year Leader, KS5 Year Leader or Head of House KS3
Salary: £5,000 Academy Responsibility Allowance
Responsible to: Senior Leadership Team – Behaviour & Key Stage Lead

Purpose:

The KS4 Year Leader / Head of House / KS5 Year Leader supports the Senior Leadership Team daily with pastoral, attendance, wellbeing and behaviour priorities. This includes contributing to key policies and practices that ensure strong pastoral care and align with strategic school aims.

To Lead high – quality pastoral support, behaviour management and student development within an allocated cohort. The postholder ensures barriers to learning are identified and removed so all students can engage positively with school and achieve strong personal development outcomes.

Specific responsibilities may be adjusted to meet operational needs.

Roles and Responsibilities

Student Support & Intervention

The primary responsibilities relate to all pupils within the allocated cohort and involve:

- Leading on the behaviour, attendance, wellbeing and personal development of all students within the cohort.
- Providing targeted pastoral support through 1:1 mentoring, restorative practice and small-group interventions.
- Identifying students at risk of disengagement, persistent absence, exclusion or pastoral concern, implementing early intervention strategies.
- Supporting reintegration following exclusion, extended absence or alternative provision.
- Using pastoral data to identify concerns, plan support and assess impact.
- Ensuring pastoral routines and expectations are implemented consistently by all staff.

Behaviour & Attitude to Learning

- Lead the implementation of behaviour systems, ensuring consistency with school policy and The BA Way.
- Conduct uniform, equipment, punctuality and conduct checks.
- Oversee rewards and sanctions and liaise with rewards budget holder.
- Lead assemblies linked to behaviour expectations, ethos and personal development.
- Conduct learning walks to ensure positive behaviour and engagement throughout the school day.
- Support on-call systems, student supervision and coverage where required.
- Promote community, pride and unity within the cohort.

Attendance & Engagement

- Monitor attendance and punctuality, ensuring interventions follow academy protocol.
- Work closely with parents and external agencies to address attendance concerns.
- Support strategies to reduce persistent absence and improve engagement.
- Prepare students for transitions between key stages and ensure appropriate support is in place.

Parental & External Engagement

- Act as the key pastoral contact for parents/carers within the cohort.
- Communicate regularly with families regarding pastoral matters, attendance, behaviour and wellbeing.
- Liaise with external agencies to improve students' personal, social and wider pastoral outcomes.
- Participate in multi-agency meetings, reviews and discussions to ensure coordinated student support.

Administration & Record-Keeping

- Maintain accurate behaviour, attendance, safeguarding and pastoral intervention records.
- Produce weekly student briefings and contribute to pastoral communication, displays and celebrations.
- Support administrative processes linked to transition, destinations and options.
- Ensure all pastoral records and systems are completed within required timeframes.

Safeguarding & Wellbeing

- Always uphold safeguarding and child-protection procedures.
- Report concerns in line with safeguarding policy.
- Provide emotional support to students and appropriately signpost to services.
- Contribute to a safe, inclusive and positive school culture.

Engagement and Participation

- Prepare students for transition between key stages, ensuring they are informed, supported and ready.
- Promote participation in school life, including enrichment, leadership roles, house/year events and wider personal development opportunities.
- Support engagement through pastoral interventions, mentoring and positive behaviour systems.
- Monitor participation levels and intervene where students are disengaged or isolated.
- Ensure vulnerable and disadvantaged groups receive targeted pastoral support to access opportunities.

Referrals

- Make referrals related to Safeguarding, Welfare and Pastoral concerns, ensuring timely communication with SENCO, DSL and relevant pastoral leads.
- Identify students requiring additional support through observations, pastoral data and staff communication.
- Work collaboratively with safeguarding, SEND and pastoral teams to ensure student needs are met and actions are followed through.

Interventions

- Plan, coordinate and deliver pastoral interventions, particularly around attendance uniform, behaviour, wellbeing and engagement e.g. risk assessments
- Monitor the impact of interventions and adapt support where needed to ensure positive reengagement.
- Work with SLT to coordinate intervention and enrichment strategies for the cohort.
- Ensure vulnerable groups receive timely and appropriate pastoral support.

Home–School Communication & External Agencies

- Serve as a professional and supportive point of contact for parents/carers.
- Communicate regularly regarding attendance, behaviour and pastoral matters.
- Liaise with external agencies to support personal, social and wider pastoral outcomes.
- Attend multi-agency meetings and contribute to coordinated student support plans.

Staffing and Line Management

- Act as a line manager for pastoral and academic colleagues as required.
- Support recruitment, appointments and induction where appropriate.
- Model high-quality leadership, communication and professional standards.

Person Specification

(E = Essential | D = Desirable)

- Ability to work independently using initiative and confident decision-making (E)
- Strong administrative, organisational and multitasking skills (E)
- Excellent interpersonal and communication skills (E)
- Ability to work under pressure and remain composed (E)
- Ability to work flexibly as part of a team (E)
- Awareness of own development needs and willingness to undertake training (E)
- Strong IT skills including Microsoft Office and data systems (E)
- Experience within a school or pastoral setting (D)
- Understanding of safeguarding and child-protection procedures (E)
- Experience leading or coordinating teams (D)
- 5 GCSEs including English and Maths at Grade C/4 or above (D)
- Relevant Level 4 qualification or equivalent experience (D)