



Staffordshire University Academy

Head of Year

Application Pack

“There is a strong sense
of community and
togetherness.”

Ofsted 2023



Principal Introduction

Thank you for showing an interest in joining Team SUA!

We are proud to be part of Staffordshire University Academies Trust (SUAT) whose family of twenty-one schools has a collective mission to 'Achieve Better Outcomes' for everyone.

At SUA, we have transformed our culture and approaches to education resulting in our academy achieving a 'Good' grading in all areas in our last full Ofsted inspection in November 2023.

We are at a really exciting stage in our history, we have rapidly growing student numbers, a growing sixth form and staff who are completely aligned to our vision in being relentless in our mission to achieve the best outcomes for our students.

Our students follow a simple RESPECT code which instils the right level of focus for the very best learning to take place. We underpin everything on our three academy values 'Aspire, Believe, Achieve!'

We are innovative in our approaches to teaching and learning, sourcing ideas from international practices. Successful learning is supported by having strong partnerships and we work to achieve this through excellent communication between the academy, parents, governors and the local community. We expect students to be engaged with the curriculum in a creative and innovative way, but not forgetting about the core values of education, ensuring they are equipped with the skills necessary for use in today's modern world.

For many years we have built a strong partnership with the Birmingham Repertory Theatre and with many local businesses who enrich the experiences of our students with once in a lifetime opportunities. We offer our students a range of residential, both locally and internationally, and we are constantly exploring other opportunities to provide additional enrichment for the whole of Team SUA.

We are delighted that you are interested in joining the team, if you are able to, please come and see us in action!

Mrs. Rowena Hillier



Reasons to join SUA



Culture

We have an ethos of 'Culture Eats Strategy for Breakfast' – our positive culture is about the central mission of 'improving outcomes for all students'. Staff are friendly, positive and have brought around historical change at SUA through teamwork and innovation. We instill a sense of 'Belonging' in all of our students to support their journey whilst part of Team SUA.



Wellbeing

Our staff satisfaction is excellent. Staff have access to a suite of wellbeing opportunities, such as daily tea and toast in our staffroom, golden tickets, not meeting for meetings sake, wellbeing days etc. but our approach is not tokenistic. We work as a team to reduce workload issues, such as marking, so that any growing pressures can be easily addressed.



Evidence Informed Practice

All of Team SUA (teaching and support) are evidence informed. Staff run year-long projects as part of their own appraisal process. In September 2023 all of our work was published in Ross Morrison-McGill's book 'A Guide to Questioning' – an achievement we are all really proud of. The work that colleagues complete then influences policy and future plans for the academy.



Wider Opportunities

Our sponsor, The University of Staffordshire supports our staff in pursuing further qualifications, such as a master's in education. Staff are also encouraged to complete NPQs. We also have proud links with The Birmingham Repertory Theatre as well as with many local businesses. As part of our sixth form, we also offer our own in-house football academy.



Quality of Education

Our curriculum is carefully designed to ignite ambition, secure knowledge and develop lifelong learners. Knowledge and skills are sequenced logically and progressively, with concepts mapped horizontally and vertically to ensure depth and coherence. Core substantive, disciplinary and hinterland knowledge are all considered as well as a wealth of opportunities to enhance both cultural and social mobility



Coaching

We moved away from graded observations many years ago, which helped transform our developmental approach to teaching. We truly believe that no member of staff is the finished article. Staff at any stage in their career share typically great practice to constantly improve.

Contact us

info@suacademy.co.uk

01543 224700



Post: Head of Year

Why here, why now?

Staffordshire University Academy is a rapidly improving academy. Due to increased student numbers and our continued commitment to building capacity across the Academy, Team SUA are looking to appoint an enthusiastic and committed Head of Year to join our team.

We are committed to continually improving the quality of our provision. We have access to high quality facilities and resources and work within a strong team structure that allows best practice to be shared. Staff benefit from a positive working environment, with strong support for professional development. The successful candidate will join a team of friendly and supportive colleagues who want to achieve the very best for our students.

Salary: MPS/UPS (£32,916 - £51,048) +TLR £5,500

Contract: Permanent

Start date: 1st January 2027

Closing date: 9am, Monday 19th October 2026

Interview date: Wednesday 21st October 2026

Job Description

Job Title:	Head of Year
Pay Scale:	MPS/UPS + TLR £5,500
Responsible to:	Senior Head of Year
Purpose of the post:	To contribute to the academy's vision so that we can enable every child, whatever their background or their circumstances, to have the support they need to be healthy, stay safe, Aspire, Believe and Achieve!
Summary of role	The main function of the Head of Year is to: • To lead, inspire and create a vision of success for a year group of students that reduces barriers to learning. • Support the improvement in monitoring and evaluating pastoral strategies. • To improve student attendance by working effectively with the relevant stakeholders, in relation to academy targets for the year group; ensuring that follow-up procedures are adhered to, and that appropriate action is taken where necessary. • Liaise with key staff regarding all groups of students' progress and performance in year group and the level and type of intervention when required. • To act as a positive role model for students within the academy and support the culture of high expectations and high aspirations for all. • To provide opportunities for students to enrich their experience at the academy, including for subgroups (SEND, PP, HPA, MPA, LPA, EAL and gender) • Track and monitor the behaviour of a year group and identify students that require intervention. • To be accountable to the Wider Leadership Team for the safety, welfare of learners across the academy

	• To actively engage with parents regarding the progress and attainment of students and discuss successes and concerns. • Track and monitor the rewards of a year group and identify students that require celebration. • Lead a year group student council and year group student voice and ensure they play an active part in the wider academy council. • Line manages the performance of form tutors and ensure they carry out their duties within that role, including the quality assurance of the form programme through 'typicality' and 'coaching.' • Take the lead for all assemblies for a year group to ensure key messages are consistently delivered and robust
Performance Standards:	• To communicate with the WLT and senior leaders regarding student progress and the interventions put in place to support this to ensure all students make good progress towards their outcomes. • To have overall accountability of students and to have an effective approach to behaviour management. • To ensure that all lessons are of a good standard and are well planned, prepared and delivered. • To ensure lessons demonstrate pace, motivation, and challenge. • To ensure that provision is made for students who have individual learning needs. • To establish effective classroom management in accordance with academy policy • To ensure consistent student progress is maintained for all groups of students. • To participate in reviewing teaching materials
General duties:	• To play a full part in the life of the academy community, to support its ethos and culture and to encourage staff and students to follow this example. • To contribute to and monitor the effectiveness of the CHARACTER and personal development curriculums. • Follow up and support form tutors regarding attendance matters, including for agreed targets students and contact or meet with parents. • To monitor and analyse behaviour and detention data, contribute to pro-active behaviour interventions to prevent repeat behaviours with support from the form tutors and inclusion team. • Collect and collate statements relating to incidents, following up directly when appropriate with support from the inclusion team. • Respond to and take steps to resolve relationships issues between students. • Issue, collect and follow up report cards for identified students. • Liaise with external agencies as required. • Contribute to organisation of events, external speakers, and personal development programmes. • Lead form tutor meetings. • Attend, liaison events and effectively promote the academy at open days/evenings and other events. • To communicate with middle and senior leaders regarding student progress and the interventions put in place to support this. • Promote and safeguard the welfare of the children and young people that you are responsible for or come into contact with by complying with the Trust's policies and procedures. • To report concerns to the Designated Safeguarding Lead or member of the keep safe team as appropriate. • Responsible for the completion of governor's warnings and permanent exclusion packs and meetings

Quality Assurance:	• To ensure the effective operation of quality control systems • To assist in the progress of the setting of targets within the year group and to work towards their achievement. • To follow the academy marking and feedback policies • To participate in the academy's procedures for lesson observations • To assess students on a regular basis and record students' progress systematically • To meet with department and faculty areas on a regular basis and share best practice. • To be fully involved in the academy appraisal system
Other responsibilities:	• To continue personal professional development as agreed • To undertake other appropriate duties as requested by the principal commensurate with the role.
Personal Responsibilities:	• Work to a high professional standard and observe confidentiality as appropriate. • Comply and assist with trust policies and procedures and report all concerns to an appropriate person. • Set an example to students in all aspects including professional dress and presentation. • Be prepared to work flexibly, both in and out of the students' academy day • Participate in training and development appropriate to this post and participate in the academy's CPD programmes.
Safeguarding:	• Staffordshire University Academy is committed to keeping children, young people, and vulnerable adults safe. The post holder is responsible for promoting and safeguarding the welfare of children, young people, and vulnerable adults that she/he is responsible or come into contact with.

Whilst every effort has been made to explain the main duties and responsibilities of the post it may not identify every individual task that is required. You may be asked to carry out any other duties as commensurate within the grade in order to ensure the smooth running of the academy. The job description is not necessarily a comprehensive definition of the post. It will be reviewed regularly and may be subject to modification or amendment at any time after consultation with the post-holder.

This academy is committed to safeguarding and promoting the welfare of children and young people/vulnerable adults and expect all staff and volunteers to share this commitment. This position is subject to a criminal record check from the Disclosure and Barring Service (formerly CRB) which will require you to disclose details of all unspent and unfiltered spent reprimands, formal warnings, cautions and convictions in your application. As part of the recruitment process social media checks will be undertaken.

Person Specification

Post: Head of Year

In your application, please demonstrate how you meet these criteria.

Attributes	Essential	Desirable	How identified
Qualifications	- Degree, teaching qualification in the specified curriculum area - Recent record of appropriate in- service training	Higher level degree, further educational qualifications	A
Work Related Experience and Associated Skills	- Successful classroom experience across the 11 – 16 range, with supporting data demonstrating good student progress against targets at all levels - Effective approach to behaviour management - Strengthening and supporting the existing systems - Experience of being a team player, with good people skills and evidence of the impact of these on raising student performance - Experience of delivering teaching and learning, with impact, demonstrating strategic planning and task completion. - Experience in the use of ICT and data to monitor and track achievement - Promotion of academy ethos, including participation and/or coordination of extra-curricular and whole academy activities	- Successful classroom experience across the 11 – 18 range, demonstrating excellent student progress against targets at all levels. - Behaviour management experience - Background of teaching within more than one subject - Leading a teaching and learning initiative that has demonstrable impact. - Previous pastoral experience	A/LO/I/R
Personal Skills/Specialist Knowledge	Learning & Teaching: - Strategies to improve student attainment and achievement - Ability to relate effectively to students, colleagues and parents - Demonstrate highly effective classroom practice - Obvious passion for your subject - Confident and competent in the use of ICT, literacy and numeracy to enhance learning, monitor progress and communicate.	- Interest of developing collaborative ways of working - Ability to lead and motivate students. - ICT literate - Understanding more complex performance data and application of arrange of effective intervention strategies - To have delivered staff CPD linked to teaching and learning or pastoral behavior management	A/LO/I/R

	Self-Management: • Self-critical, awareness of own strengths and development targets, and professional development requirements • Ability to work independently, using initiative, sticking to deadlines, completing tasks accountably Learning Relationships: • Have the ability to set and maintain high standards, and respond positively to feedback • Excellent subject knowledge, planning and delivery, classroom management and assessment practice • Understand the principles of highly effective learning, independent learning and intervention • Be a role model, promoting the academy's values • Ability to articulate, form and maintain appropriate relationships and boundaries with children and young people		
Personal Qualities	• Professional, enterprising, personal impact • Outgoing, warm personality, approachable, inclusive • Positive, adaptable • Energetic and enthusiastic • Self-motivated, self-confident, reliable • Calm under pressure, emotionally intelligent • Sensitivity, fairness, tact and discretion	• Commitment to contribute to academy life.	I/R
A = Application I = Interview LO = Lesson Observation R = Reference			

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