

Braunton Academy



BRAUNTON ACADEMY
ASPIRE & ACHIEVE

'Aspire and Achieve'

Assistant Head of Year
Term time only 37 hours a week

Start Date: As soon as possible

NJC Grade E.16 – E.22 £16.34 to £18.04 per hour

FTE Salary: £31,525 to £34,811 p.a.

(Actual salary will be pro rota)

Closing Date for Applications: 9am Monday 21st September 2026

Braunton Academy is rated 'Good' by Ofsted

Barton Lane

Braunton

North Devon EX33 2BP

Tel: 01271 812221

Academy Website: www.braunton.academy

Email applications: recruitment@braunton.academy

Principal: Mrs F Bowler

Students: Aged 11-16



Dear Candidate

Assistant Head of Year

Thank you for expressing an interest in the position of Assistant Head of Year within Braunton Academy. I hope that you find the enclosed information useful in forming your views of our exceptional Academy and the uniquely calm, community life we lead here at Braunton: all visitors to the school comment upon our welcoming atmosphere and the courteous way in which students interact.

Braunton Academy is a true learning community, which passionately believes in empowering its staff in order to empower its students. **As a respected and trusted centre of the local community**, we are committed to providing the very best of education to the children of Braunton and its surrounding villages, shaping all of our futures. Supporting both students and their parent/carers, our central aim is to build strong partnerships that recognise and respect the value of learning, investing in and reigniting that true love of learning for all that it can offer our community and provide for our children as masters of their own destiny.

As a school we are keen to be at the forefront of education and our innovative work is helping to create learners who are truly independent and will be able to thrive in the twenty-first century. We believe that it is important to concentrate on what happens in the classroom and our school planning ensures that students receive outstanding lesson experiences.

This is an exciting position for a suitably qualified candidate and you will be part of both a forward thinking and hugely successful department. Our Academy has a great history with our community, one of longevity and of success. Please find enclosed the following information to help you formulate your application:

- Advertisement
- Person Specification
- Job Description
- Academy Mission Statement on Learning and Leadership
- Braunton Academy Application Form

Our strongest resource is our staff and therefore we require passionate, rigorous and dedicated professionals to help guide our Academy within the 21st Century. Braunton Academy is a place where everyone is supported to succeed and it is a delightful place to learn and to work.

I hope that your research leads you to the conclusion that you wish to be a part of our team and, if this is the case, I look forward to receiving your application and working alongside you through this recruitment process.

Yours sincerely



Fay Bowler
Principal

Assistant Head of Year

We are seeking an Assistant Head of Year to join our team as soon as possible. The role of the Assistant Head of Year within Braunton Academy is to support the daily management of student attendance, behaviour and welfare to remove barriers to learning in order to promote effective participation in lessons, enhance individual learning, raise aspirations and achieve full potential.

Salary: NJC Grade E.16 – E.22

Hourly rate: £16.34 to £18.04

Hours: Monday to Friday 37 hours per week x 38 weeks per year (term time only)

We are looking for someone who:

- Has a good standard of education – to GCSE minimum Grade C/5;
 - Has high expectations of student achievement and behaviour;
 - Can provide support and guidance to children in all aspects of school life;
 - Has proven experience of working creatively, and is able to help children overcome their barriers to learning;
 - Has a 'can do' attitude;
 - Is a positive role model for young people;
 - Is confident in their own ability and can assert a professional perspective;
 - Has good communication and interpersonal skills and can liaise effectively with staff, parents/carers and outside agencies;
- **Hours:** Monday to Friday 37 hours per week
 - The hours are 8.30 am – 4.30 pm Monday to Friday and 8.30am to 4pm Friday.
 - There is 30 minutes unpaid lunch break included within these hours.

To commence: **As soon as possible**

Closing Date for applications: **9am on Monday 21st September 2026**

Please note CVs are not accepted. Further information about the post and an Academy application form can be downloaded from our website – www.braunton.academy. Your application form should be emailed to recruitment@braunton.academy by 9am on Monday 21st September 2026. Please note, if you have not heard from the Academy by Friday 25th September 2026, you have been unsuccessful on this occasion.

Safeguarding: Braunton Academy is committed to safeguarding the welfare of its students therefore an online check of publicly available information will be completed to assess shortlisted candidates' suitability to work with children. The successful applicant will also be subject to an enhanced Disclosure and Barring Service check (DBS) and full identity and qualification checks. Please refer to the Child Protection Policy on our Academy website <https://www.braunton.academy/policies>

BRAUNTON ACADEMY JOB DESCRIPTION

ASSISTANT HEAD OF YEAR

Location: Braunton Academy

Reports to: Heads of Year

Payscale: NJC Grade E Scale point 16 - 22 (£15.33 - £16.93 per hour)

Hours of work: 37 hours per week. The Monday to Thursday hours are 8.30 am – 4.30 pm. The Friday hours are 8.30 am – 4.00 pm. There is 30 minutes unpaid lunch break included within these hours.

Job Purpose: To support the daily management of student behaviour and welfare to remove barriers to learning in order to promote effective participation in lessons, enhance individual learning, raise aspirations and achieve full potential.

Main Role

1. To develop and implement personalised action plans for groups and individual students based on a comprehensive assessment of their strengths, needs and strategies for overcoming barriers to learning e.g. attendance, behaviour, motivation, aspirations and academic achievement. Track and monitor interventions to evaluate impact.
2. Supporting home visits to establish relationships with hard-to-reach families and those with barriers to attendance or at risk of exclusion.
3. To establish constructive relationships with parents/carers, and, where appropriate, conduct or attend meetings and phone calls with parents that are being supported.
4. Intervention small group work, paired and 1:1 work with students covering a range of topics including independent study skills, exam stress, self-esteem, anger management, relationship, health lifestyles and classroom support where needed.
5. To develop a sound understanding of the Academy curriculum and pastoral care provision, working closely with Heads of Year, Heads of Department and the Senior Leadership Team and at all stages of intervention and where appropriate support students in lessons to re-engage students in the curriculum.
6. To assist students in making the transition between KS2/3, KS3/4, KS4/5, where appropriate. Support the transition process by attending Year 6 primary visits and involvement in the additional transition visits for vulnerable students.
7. Support senior detentions with collecting students and phone calls to parents where they have not attended.
8. To be responsive and proactive in supporting students.
9. Attendance at BASS meetings.
10. To operate within legal, ethical and professional boundaries when working with young people. This includes confidentiality policies.
11. Supporting with lunch duties.
12. At all times to support the work of the Senior Leadership Team and Heads of Year on a daily basis in terms of the pastoral care of the students in the Academy this may include collecting statements, supporting senior response, restorative conversations and managing lower scale safeguarding concerns, attending and sometimes leading safeguarding meetings such as EHAs. Support vulnerable students including those with SEND to attend lessons.

13. To contribute to the sharing of good practice between individuals, local networks and partner agencies to enhance student development provision. This may include referrals to the SENDCO or Assistant Headteacher (Student Support & Guidance) where appropriate.

Main duties:

Attendance and behaviour support

1. EBSA support strategies
2. Use of ClassCharts and Government Tracking software and report on student attendance, identifying patterns of concern.
3. Carry out home visits to support families with poor attendance.
4. Lead Supportive attendance meetings
5. Actively promoting positive attendance
6. Support the reflection and exclusion processes in school
7. Oversee the setting and completion of student work in internal and external exclusion
8. Supporting internal exclusion and reflection sessions
9. Support younger carer including group and one to one sessions
10. Maintaining accurate records of their work, including attendance data, interventions, and communication with families.
11. Assist, if required, with the completion of statutory suspension forms and communication paperwork.

General

1. Comply with policies and procedures relating to child protection, health, safety and security, confidentiality and data protection, and reporting all concerns to an appropriate person.
2. Support diversity and ensuring all students have equal access to opportunities to learn and develop.
3. Contributing to the overall ethos/work/aims of the Academy.
4. Appreciating and supporting the role of other professionals.
5. Attending relevant meetings, as required.
6. Participating in training and other learning activities and performance development, as required.
7. Accompanying teaching staff and students on visits, trips and out of school activities, as required, and taking responsibility for a group under the supervision of the teacher.

This job description is not exhaustive but shows the key areas of responsibility. The post holder may be required to perform duties other than those given in the job description for the post. The particular duties and responsibilities attached to posts may vary from time to time without changing the general character of the duties or the level of responsibility entailed. Such variations are a common occurrence and would not of themselves justify the re-evaluation of a post. In cases, however, where a permanent and substantial change in the duties and responsibilities of the post occur, consistent with a higher level of responsibility, then the post would be eligible for re-evaluation.

Braunton Academy

Person Specification – Assistant Head of Year

Evidence source:

AF = Application Form
I = Interview
R = Reference

QUALIFICATIONS AND TRAINING	
Essential	Evidence
1. A high level of literacy and numeracy skills.	AF
2. GCSEs in English and Maths at minimum Grade C grade.	AF
Desirable	
• Evidence of further training and qualifications.	AF
PROFESSIONAL SKILLS AND EXPERIENCE	
Essential	
1. Experience of working with young people.	AF + I + R
Desirable	
1. Experience of working in an educational setting.	AF + I + R
2. Can engage and motivate young people.	AF + I + R
3. Has worked within an extended range of networks and partnerships.	AF + I + R
KNOWLEDGE AND UNDERSTANDING	
Essential	
1. An understanding of current educational practice, the learning process and an awareness of relevant curriculum areas.	AF + I + R
2. A good understanding of child development.	AF + I + R
3. Knowledge of current government educational initiatives and their objectives and targeted outcomes.	I
ABILITIES	
Essential	
1. Ability to develop strategies and alternatives that will enable children and young people to engage, participate and learn.	AF + I + R
2. The ability to work constructively in partnership with all stakeholders, establishing positive and effective collaborations with parents/carers, staff, external agencies and the local community.	AF + I + R
3. The commitment to develop a positive, diverse and inclusive school ethos which values each individual and challenges any form of discrimination.	I + R
4. Proven ability to self-motivate, use initiative and lead proactively.	
5. Good organisational skills and the ability to have a flexible and adaptable approach.	I + R
6. To possess excellent listening, written and oral communication skills.	AF + I + R
COMMITMENT	
Essential	
1. The promotion of Braunton Academy as a centre of excellence.	I
2. Equal opportunities for all in the widest context.	I
3. Inclusion and the right for all to fulfil their potential.	I
4. The development of the professional effectiveness of all staff within the department.	I
5. Ensuring that all students reach their full potential.	AF + I

6. Providing the choice and flexibility in learning to meet the personalised learning needs of every child.	I
PERSONAL ATTRIBUTES	
Essential	
1. Passion and commitment to inclusive and comprehensive education.	I + R
2. ICT Skills.	AF + I + R
3. Ability to work independently and as an effective team member.	I + R
4. Be flexible, adaptable and maintain high levels of energy and enthusiasm coupled with a sense of humour and perspective.	I + R
5. Display commitment to the protection and safeguarding of children and young people.	I + R

BRAUNTON ACADEMY

MISSION STATEMENT ON LEARNING AND LEADERSHIP

LEARNING

Learning enables individuals to change and to grow, becoming independent and confident. The Academy has a commitment to improving the quality of Learning by:

- preparing people for their futures by:
 - encouraging creative thinking and reasoning
 - instilling self-confidence and self-esteem
 - developing Communication, Literacy, Numeracy and IT skills
 - encouraging life-long learning and problem solving
- recognising that individuals learn in different ways by:
 - using a variety of learning and teaching styles
 - changing the learning process according to need
 - providing opportunities for success for all
 - appreciating that learning is interactive
 - being adaptable and flexible
 - enthusing, challenging, stimulating and inspiring
 - nurturing and supporting
 - making learning fun and enjoyable
 - provide opportunities for independent and interdependent learning
 - understanding the learning process
- checking the effectiveness of learning by:
 - being clear about the learner's starting point
 - using a variety of assessment techniques
 - using assessment data constructively
 - seeking learner feedback
 - encouraging self-evaluation
- supporting the learning process by:
 - ensuring a safe, well-resourced environment
 - using the community to enhance learning
 - creating an atmosphere which is conducive to learning
 - having high expectations of all

Learning is for all members of the Academy community

LEADERSHIP

Leadership ensures the Academy's commitment to improving the quality of students' learning by:

- developing a shared **vision** and evaluating progress
- sustaining a **culture** which:
 - respects and values all its members
 - is open and accessible
 - develops individuals and teams
 - challenges and motivates
 - listens and responds
- sharing and communicating:
 - a love for **learning**
 - an understanding of how people learn
 - the belief that learning never stops
- actively engaging with the **community** by:
 - encouraging and enabling community involvement by students and staff
 - welcoming the community into Branton Academy
 - developing business links
 - promoting the work and values of the Academy
 - supporting the life of the community

Leadership is not confined to a few people. It is a quality which is to be encouraged in all members of the Academy.

MANAGEMENT

Management ensures the Academy's commitment to improving the quality of students' learning by:

- **deploying people, time and resources to:**
 - provide the highest quality learning and teaching
 - provide pastoral support for students and staff
 - monitor and evaluate the work of the Academy
 - ensure responsible behaviour
 - ensure a safe, secure and attractive environment
 - work with the community
- **using structures and systems which:**
 - are effective and efficient
 - define roles and responsibilities
 - define lines of support and accountability
 - ensure legal requirements are met
 - are simple and unbureaucratic
 - enable decisions to be taken at appropriate levels
 - use effective communication
- **providing value for money**

Management is not confined to a few people. It is exercised by all members of the Academy.