



Co-op Academy
North Manchester

Teaching Head of Year Candidate Pack

Together, we have the highest aspirations and expectations so that everyone achieves excellence in all they do and is equipped to lead happy and successful lives."

"WORKING TOGETHER FOR THE BEST IN EVERYONE"

Welcome

Dear Candidate,

I am delighted that you have shown an interest in our Head of Year vacancy here at Co-op Academy North Manchester.

Co-op Academy North Manchester's vision is 'Together we have the highest aspirations and expectations so that everyone achieves excellence in all they do and are equipped to lead happy and successful lives.' The vision and values of the academy and those of Co-op Academies Trust are at the heart of all that we seek to achieve and are evident throughout the school.

You will be joining us at an exciting time as the academy enters a period of growth. Together we have been really successful but now we need to increase our teaching capacity so that we can secure an even better future for our pupils, staff and wider community.

Here at Co-op Academy North Manchester, we take time to know our pupils and have the highest expectations and aspirations for them. Our pupils are polite and courteous and excellent relationships are at the heart of our success. The academy prides itself on offering a rich curriculum that includes an extensive range of extracurricular activities and clubs for all pupils which promotes their understanding of the world in which they live and the difference that they can make within it. Our Safeguarding, Personal Development, SRE and CEAG curriculum is a strength of the academy and pupils develop a range of skills that enable them to be confident to be who they want to be.

Strong leadership has been at the heart of our success. Our leaders are committed and reflective individuals who are themselves empowered, but who also have the ability to both inspire and empower others to realise our academy's vision. We understand and implement the Co-op Ways of Being of: 'succeed together', 'show you care', 'be yourself always' and 'do what matters most' we understand the unique importance of each as well as how they must be implemented together to ensure that success is achieved in the 'right' way.

We do hope that once you have read the information provided in this pack, you are excited by the prospect of joining us and are keen to be a part of our next chapter.

With warmest wishes,

Mrs Sloper-Russell

Principal

[Ofsted Report](#)

Our Trust

Through a great education The Co-op Academies Trust are changing the lives of young people across the North of England. Built on the same principles as all co-operatives across the world, we work to empower our staff and our young people to work together for a better education and a better community.

They have consistently been one of the highest performing multi-academy trusts in the Government's Multi-Academy Trust League Table, also being recognised by the Sutton Trust Charity and the Education Policy Institute as one of the top performing multi-academy trusts for disadvantaged pupils.

What makes our Trust unique is that we are sponsored by the Co-op Group. That close relationship means that we benefit from all of the business expertise that has seen the Co-op grow to one of the most respected, ethically driven and successful businesses in the country.

You can find out more about our Trust by visiting www.coopacademies.co.uk

"The school has made pupils' attendance a high priority."

Ofsted 2024

Safeguarding

We take safeguarding very seriously at Co-op Academy North Manchester and it is important to us that all pupils feel happy and safe in and out of school. We have a large team who are trained in all aspects of safeguarding and we have a comprehensive continuing professional development package to ensure we are always up to date and current. I am often asked by people what the challenges of being a safeguarding lead in an inner city secondary school are but I always remind people that in our school, we work to our belief that safeguarding is everyone's responsibility and we work hard together to keep children safe. If you want to work in an environment where no two days are the same but every day is rewarding, then do consider applying.

Mr T Greenfield

Assistant Vice Principal Attendance and Safeguarding

Mental Health & Wellbeing

We have always been at the forefront of looking after both pupil and staff mental health and wellbeing and we have extended this even further in recent years. We have a range of workload and wellbeing strategies, ways of working which keep us connected as well as a very strong employee assistance offer. Here at Co-op Academy North Manchester, we value the individual and ensure that we have access to counselling services, our resident EP as well as lots of events such as Time to Talk, our Mile Walk and other therapeutic services which benefit pupils in many ways. We are really proud of our mental health and wellbeing offer. If you believe, as we do, that mental health and a strong sense of identity and community is as important as academic success or physical health, then we'd love to hear from you.

Mrs S Fiddler

Vice Principal Behaviour & Community

"Pupils, including those with special educational needs and/or disabilities (SEND), benefit from a broad and ambitious curriculum."

Ofsted 2024

Behaviour and Attendance

The tools for strong attitudes to learning such as resilience, confidence and self-esteem are encouraged and developed as part of Co-op Academy North Manchester's curriculum. As a Maths teacher myself, I find my time in the classroom stimulating and rewarding. The strength and quality of relationships, underpinned by the respect and trust between staff and pupils ensures that teaching at the academy is an extremely enjoyable experience. We work hard to instil high levels of engagement in the classroom and are committed to ensuring that pupils are challenged if we think they could improve. The academy needs staff who are committed to bringing out the best in our pupils and who will have the highest of expectations of them; if that's you, then please get in touch.

Mr A Burkitt

Vice Principal Behaviour, Attitudes, Attendance & Safeguarding.

"Bullying records show that incidents of bullying are followed up and resolved effectively."

"Pupils are taught how to keep themselves safe from the risks of exploitation, including when using social media"

Ofsted 2019

Our CPD Offer

Whether you are an Early Careers teacher, an RQT or an established classroom practitioner, at Co-op Academy we are committed to your professional development. Our in house CPD programme is a strength of our Academy. We work together as a whole staff, in departmental and pastoral teams and in other smaller groups to debate teaching and develop our leadership skills. At present, examples of our offer include:

Whole school CPD

- Safeguarding to DSL level training for all Pastoral staff
- CPD on ACES, attendance & eating disorders
- Mental Health First Aid
- Safer working practices
- Team Teach
- FGM and Prevent training
- Termly Lesson Study cycles where teachers work to plan, teach and refine lessons and sequences of learning, sometimes in departments and sometimes across the school.
- Subject knowledge enhancement experiences such as visits to other schools
- Engagement in wider education research
- A planned series of IRIS film clubs where staff come together to share approaches and debate teaching and learning
- Whole school instructional coaching
- Access to 1:1 Teacher Coaches
- Access to 1:1 observations of colleagues
- A range of bespoke training provided by the Academy Trust to meet individual needs including subject conferences, subject knowledge events and pupil centred learning events.
- Job shadowing to support career aspirations
- Teach Meets and Teach Eats providing opportunities to share and learn from colleagues across the school and other Academies
- External courses such as those offered by the PTI, The National College, exam boards or other professional bodies
- 'Leadership at all levels' course for any member of staff who is an appraiser or who wishes to develop their leadership skills. Three internally facilitated sessions, one per term
- The opportunity to attend middle leader session to prepare for becoming a TLR post-holder
- A range of course for middle leadership which are both internal and externally facilitated

Wellbeing

Wellbeing is articulated in the cornerstone of our vision in terms of everyone leading 'happy and successful' lives but we also recognise that a 'one size fits all' approach is not appropriate. What would be useful for one person may not be what another needs in order to feel happy and confident. We respect each other, our environment and ourselves and our wellbeing offer underpins that commitment. To ensure the Academy is a healthy and safe place to be means that our wellbeing offer is varied, personalised and changes dependent on the needs of the people in the organisation at any one time.

Examples of some of the approaches we use to support mental health and happiness:

- Time to talk
- Access to counselling service
- Mile walk
- Mindfulness
- Free tea and coffee
- Policies contributed to by staff
- Your Voice Survey
- Our commitment to a values led organisation
- An extensive extra curricular offer
- CPD programme
- Workshops on identity, diversity and community
- Parent support for issues such as e-safety, self-harm and self esteem

Middle Leadership

Our middle leadership works closely with the Senior Leadership team and there are opportunities to work on development across school. There are a number of training opportunities available such as:

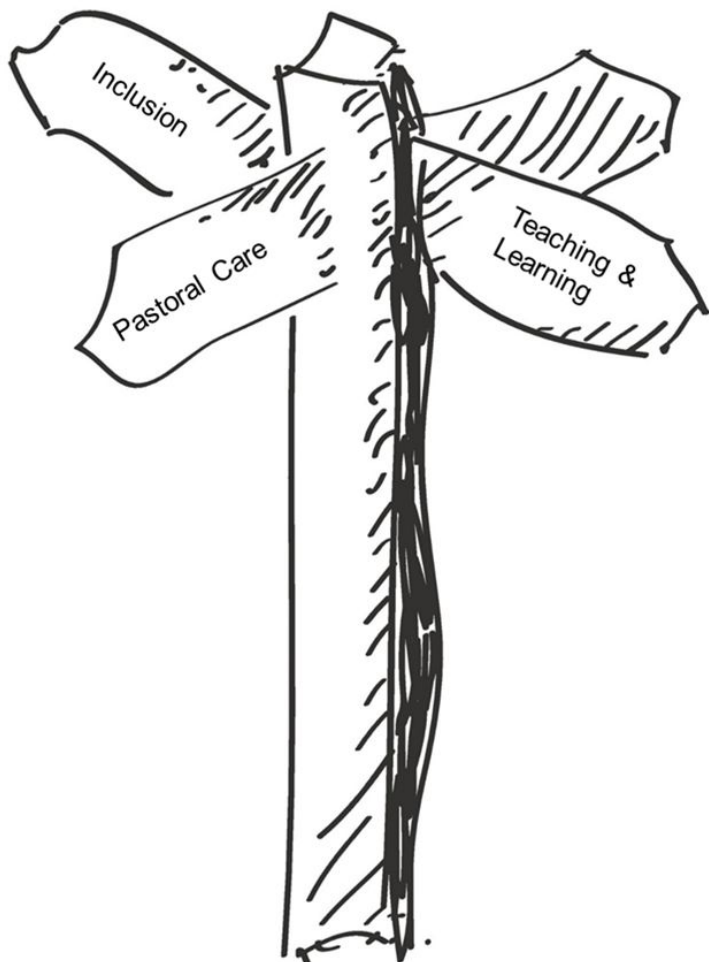
- The CSLE programme – the Co-operative Senior Leadership in Education programme
- NPQSL
- Job shadowing and working with those we host on leadership residencies
- Weekly Middle Leader training and contribution to leading elements of these
- NCE Levels 3, 5 and 7
- NPQs



Leadership Development

At Co-op Academy North Manchester, all staff, are encouraged to lead in a variety of ways. Leading some, part or even a whole of one of the experiences listed allows you to:

- Work with pupils whom you may not necessarily teach
- Build strong relationships
- Collaborate with staff in different subjects and roles across the Academy
- Be an important part of providing the rounded education at the heart of our vision and values.



Being committed to leading in the classroom is one thing, investing time in pupils beyond that to develop them as leaders is extraordinarily powerful.

Take a look at our 52 ways you can lead on the next page. There are many, many more and we are always open to new ideas and approaches.

Our 52 suggestions are just that but they do allow us to work across the pastoral and academic spectrums and work with young people as the whole child. It's also what pupils remember when they leave and ask for more of when they talk to us in 5 a day.

Purpose of the role

The Head of Year is a key position within the academy, responsible for the personal development and welfare of all pupils within their year group so that every child can leave the academy equipped to lead a happy and successful life. As Head of Year, you will be a highly motivated, organised and flexible individual who can enable pupils to maintain excellent learning habits and high levels of independence and resilience.

Alongside their pastoral responsibilities, the successful applicant will be committed to leading high-quality learning within their classroom, contributing to a department where excellent teaching and learning are at the core. They will be a strong and effective teacher, passionate about delivering engaging lessons that inspire pupils and support their academic growth. They will be committed to ensuring that all pupils are given the best possible opportunities to succeed, using strategies that motivate and enable every learner to achieve their full potential.

The successful candidate will possess excellent leadership, management, and communication skills. They will have a proven ability to build positive relationships with young people and their families and be driven by the highest aspirations for the pupils at Co-op Academy North Manchester. They will also be aware of the challenges some young people face, and be committed to implementing strategies that promote success across all aspects of school life.

We are looking for a Head of Year with experience of working with young people to secure excellent outcomes and who are able to develop and sustain strong routines, inspire pupils to engage widely across school. They will ensure all pupils engage strongly in extra-curricular activities and develop a range of leadership roles within their year groups who maintain the highest of standards at all times.

Each year group has a Head of Year, a Pastoral Manager and a group of form tutors. There is an attendance officer, two Deputy Designated Safeguarding Leads and Designated Safeguarding Lead who also support the year team.

Co-op Academy North Manchester offers high quality CPD for its staff alongside a Co-op benefits package. It is expected that the successful candidate will be committed to their own continuing professional development and also take opportunities to continue to develop others. The academy has an Associate Staff Lead for CPD and offers bespoke training as well as opportunities across Co-op Academies Trust.

The academy is part of the Co-op Academies Trust and it is therefore expected that the successful candidate will be committed to both the vision and values of the academy and the demonstrating these within their role.

Shaping the Future

The Head of Year will work with the Pastoral Team and members of the leadership team to create and deliver a shared vision for the personal development, attitudes to learning and safeguarding for all members of the Academy community.

- Developing the strategic vision and direction for the Academy, based on analysis of local and national need.
- Ensuring that the Pastoral offer reflects the Academy's vision and values and those of our Trust.
- Playing an active role in raising the aspirations and ambitions of our pupils, their families and carers and the local community.

Specific Areas of Responsibility

Leadership of a Year Group

- Work collaboratively with Form Tutors and other members of the academy's pastoral team to ensure the highest standards of attendance, uniform, attitudes to learning and outcomes for all pupils in the year group, ensuring every pupil achieves the best possible outcomes.
- Lead the monitoring and tracking of attendance, punctuality and attitudes to learning for all pupils in their year group
- Know the progress and outcomes measures for their year group and support improvements for key cohorts within their team.
- Ensure that any pupils who have particular needs whereby their behaviour and attendance falls below the academy's high expectations, demonstrate improvement with necessary support and guidance.
- Write, implement and review an annual pastoral development plan for the year group.
- Be a visible presence around the academy modelling high standards, motivation and persistence.
- Ensure that inclusion permeates the year group where identity is celebrated and difference is valued.
- Ensure that clear routines are promoted within the year group both within and between lessons and during social time
- Be the key contact for parents and carers of pupils within the year group

Attendance

- Lead the monitoring and tracking of attendance and punctuality for all pupils in the year group, ensuring that all pupils have a strong focus on this area so that they can achieve.
- Work collaboratively with the attendance team and other pastoral leaders to analyse absence and persistent
- absence rates ensuring that the attendance of all pupils in the year group is in line with or very close to national averages.
- Work collaboratively with the attendance team and SENDCO to ensure that attendance for the most vulnerable and SEND pupils in the year group are above national averages.
- Ensure that attendance policies and procedures are followed and consistently applied across the year group
- Organise and take part in targeted intervention programs to raise standards of attendance for individual pupils and groups of pupils
- Ensure that where a pupil has been absent from the academy they are supported in catching up on work missed and reintegrated successfully into the school

Attitudes to Learning

- To be a visible, proactive presence around the academy, promoting positive attitudes to learning from all pupils.
- To undertake regular climate walks to ensure high engagement from all pupils in all lessons positively reinforcing excellent attitudes to learning displayed in the year group. Maintain an overview of attainment of key groups and individual pupils and ensure academic interventions are attended
- Ensure standards of uniform, equipment and conduct are exemplary through the implementation of robust systems and checking mechanisms
- To model for all staff exemplary practice in terms of managing difficult and challenging behaviour from pupils
- Liaise with others in the implementation and development of the rewards and sanctions programmes in line with academy policy to ensure the academy's vision and values are achieved and that the academy continues to have a positive and reflective culture
- Actively lead and promote opportunities for pupil leadership within the year group ensuring that pupil uptake for volunteering is high
- Provide cover for the Remote Learning Supervisor and maintain excellent standards of behaviour in the Remote Learning Room

Teaching and Learning

- Set high expectations that inspire, motivate and challenge pupils
- To have secure and up-to-date subject knowledge and related pedagogies in order that you can plan and teach appropriately challenging, personalised and differentiated lessons that engage and motivate pupils and consider pupils needs and prior attainment.
- To ensure that all lessons are prepared and delivered in order that all students can make at least expected or better progress.
- To maintain accurate student records and be able to utilise a range of approaches to assessment that provide pupils with effective feedback and next steps for learning.
- In line with Academy policy, report, evaluate and analyse pupil progress towards targets to identify individual and groups of students.
- To keep up to date with the assessment requirements and arrangements for the subject you teach.
- Work alongside the Head of Subject to implement strategies to address the underperformance of individuals and groups of students.
- In line with Academy policy, maintain strong attitudes to learning both within the classroom and beyond and consistently and fairly apply the rewards and sanctions policy of the Academy.
- To keep up to date with the assessment requirements and arrangements for the subject(s) you teach
- Work alongside the Head of Department to implement strategies to address the underperformance of individuals and groups of pupils.
- To ensure that the learning environment is safe, welcoming, stimulating and promotes learning and to take responsibility for the management of shared and dedicated learning spaces.
- To take responsibility for promoting excellent pupil attendance and punctuality to lessons and to ensure that accurate and prompt registers are taken for all lessons.
- To assist in the development of appropriate schemes of learning and resources for the subject area.
- To ensure that literacy, articulacy and numeracy, alongside other Academy curricular initiatives, are reflected in the learning experience for all students taught.



Mental Health & Wellbeing

- Promote mental health and wellbeing, know how to support pupils and be the first point of contact for pupils with regards to extra support which may be needed
- Be a mental health first aider
- Understand the academy's work on ACES and be committed to being trauma informed with an understanding of what this means for pupils and their families
- Lead a rewards strategy across the year group and ensure rewards are attributed fairly in line with academy policies
- Lead detentions and ensure sanctions are applied consistently and fairly in line with academy policies
- Work within the school community to ensure that there are strong and effective relationships across all areas of the academy.
- Support the academy's professional development of all staff within the areas of behaviour, attitudes and personal development.
- Support and advise all members of Academy staff to ensure high standards of behaviour and attitudes to learning are secured throughout the Academy environment, ensuring that there is a calm and orderly environment which enables pupils to both learn and thrive.
- Keep up to date with political and social issues which affect pupils and be committed to organising workshops and other such activities designed to ensure a no tolerance approach to all forms of discrimination
- Actively celebrate diversity and champion the Co-op Ways of Being and the academy values across all pastoral areas
- Ensure that there is a well developed extra-curricular offer for the year group and that each child takes up this opportunity.
- Ensure that regular pupil voice informs the development of the year group and academy as a whole.
- Organise and take part in parent/carers meetings and events including the parent/carers forum to ensure that parents/carers are fully involved in their child's development.
- Contribute to pupil voice and pupil leadership programmes, ensuring that these are both offered and developed and that uptake is high.
- Work in partnership with other leaders to ensure key areas of the academy development plan are achieved consistently.
- Establish a strong sense of identity and belonging in the year group

Behaviour & Safeguarding

- Track and monitor standards of behaviour and behaviour data for the year group, ensuring that the relevant policies are consistently applied and that excellent attitudes to learning and behaviours permeate throughout the year group.
- Use behaviour data to evaluate, respond and make changes and recommendations
- Ensure consistent application of the Academy Behaviour for Learning Policy and involvement in activities linked to the application of that policy including internal and external exclusions so that fixed term exclusions are managed successfully
- Improve standards of behaviour both for individual pupils and the year group as a whole.
- Organise and take part in targeted intervention programs for individuals and groups of pupils within the year group.
- Make contact with parents to review pupil behaviour patterns and identify actions needed to improve standards of behaviour/ attitudes to learning and progress and in turn build strong relationships with parents and carers.
- Arrange and promote reward activities within the year group in line with academy policies.
- Take steps to prevent bullying ensuring that there is an environment where pupils feel safe and that bullying and discrimination is not accepted. Should this occur, ensure that the academy policies are adhered to and that this is dealt with quickly, consistently and effectively.
- Take relevant actions to ensure all pupils in the year group are effectively safeguarded making relevant referrals where appropriate and working with multi agencies where necessary.
- Work closely with the DDSL and DSL to ensure effective safeguarding practices are in place across the year group.
- Undertake a series of duties ensuring that pupils are safeguarded and observed during social times and between lessons
- Hold regular year group and pastoral meetings and ensure that opportunities to share good practice exist, e.g. through lesson study or IRIS take place.
- Support the development and maintenance of Academy policies and practices and ensure consistent application.
- Sustain effective, positive relationships with all staff, pupils, parents/carers, Governors and the local community and be an excellent ambassador for the academy.
- Manage budget(s) in line with areas of responsibility.
- Organise and lead off site trips and visits
- Be a first aider

Curriculum and Personal Development

- Ensure form groups have appropriate areas for display of information and that these are kept up to date.
- Ensure that pupils' work is of a high quality and pride is taken in books
- Ensure that form time is productive and work with others to ensure it is delivered in line with the academy's visions and values and enables the effective delivery of the SRE, Personal Development & CEAIG.
- Liaise with other relevant support agencies both inside and outside of the academy to ensure all pupils can achieve to the best of their abilities and feel safe.
- Communicate key issues regarding individual pupils to relevant members of staff.
- Have oversight of the educational provision and outcomes for any pupil educated off site within their year group.
- Deliver meaningful assemblies as part of the academy programme to support pupils to better understand the academy's vision and values and those of the Trust.
- Ensure that all pupils are committed to their learning and are supported to develop skills so that they know how to study effectively, are resilient to setbacks, and take pride in their achievements and their work.
- Work collaboratively with middle and senior leaders to improve academic outcomes for pupils.
- Support staff in ensuring pupils follow routines and that low level disruption is not tolerated
- Ensure that systems to communicate and collaborate with form tutors and other key colleagues exist regarding important aspects of pastoral information.
- Work collaboratively with leaders at all levels to ensure strong engagement in the curriculum and improved academic outcomes for pupils, including identifying patterns of low level disruption and working with colleagues to address this
- Contribute to support programmes for pupils and staff that may, on occasion, include weekends and holiday periods
- Contribute to the personal development, safeguarding and PSHE, Citizenship and RSE curriculum in order that all pupils develop within this area
- Attend and contribute to pastoral leadership and other relevant meetings, supporting others as required.
- Any other reasonable duties as requested by the Principal.

Key Events Responsibilities

- Pupil/parent/carer events relevant to the year group, including curriculum information and parents/carer evenings and academy open days.

Key Documents Responsibility

- Relevant contributions to the Academy SEF
- Pastoral Development Plan
- Pupil voice
- Pupil PEFs, PSPs
- PSPBs Risk Assessments
- Attendance and behaviour summary reports
- Relevant contributions to the Academy Improvement Plan.
- Relevant policy and practice contributions for the Staff Handbook.
- Relevant reports to Governors, including Principal's report to Governors.



Person Specification

	Essential	Desirable
<i>Qualifications, Educational, Training</i>	Recent relevant in-service training and qualification Track record of excellent pupil outcomes	Post-graduate qualification. Professional middle leader qualification
<i>Relevant Experience</i>	Experience of and commitment to involving parents in the education of their children. Experience of working with wide range of agencies and the wider school community. Evidence of involvement in pastoral work within a school including safeguarding, attendance, inclusion and behaviour	Evidence of a contribution to wider educational issues.
<i>Knowledge, skills, abilities</i>	Very good oral and written communication skills. Excellent classroom management and a strong role model to other staff. Ability to generate enthusiasm for learning. Ability to work as part of a team. Ability to plan, organise review and adapt approaches Excellent ICT skills including knowledge of G-Suite Knowledge and experience of pastoral roles. Demonstrates commitment and passion for ensuring the achievement of all pupils regardless of background and/or ability. Knowledge of the key role that attendance and behaviour play in attainment and ability to demonstrate impact in these areas.	Knowledge of Arbor or similar. Previous experience in a pastoral role.
<i>Leadership</i>	Ability to lead a team. Ability to motivate, support and inspire trust in others. Ability to confront and resolve problems. Experience of line management and developing others. Experience of leading initiatives	Ability to innovate and manage change. Ability to lead initiatives across the academy.
<i>Others</i>	A passionate commitment to developing the very best in young people. Tact and diplomacy in all interpersonal relationships with the public, pupils and colleagues at work. Personal commitment to the Academy's policies and code of conduct. A commitment to further training and a willingness to participate in relevant CPD. Willingness to be engaged in partnership and community activities. Commitment to the aims and ethos of the Academy. A positive approach to challenges, which seeks solutions to problems and addresses difficulties with cheerfulness and good humour. Flexibility and a willingness to be involved in change. To be prepared to work flexibly outside the Academy hours. Have relentless focus on ensuring that the values and vision of both the Academy and the Trust are evident in all aspects of their role.	Ability of delivery CPD Coaching and mentoring training
<i>Safeguarding</i>	Commitment to demonstrating a responsibility for safeguarding and promoting the welfare of young people.	Further safeguarding qualifications and CPD within this area.

Additional Information

General Enquiries

Any general enquiries should be directed to Debra Aikenhead at debra.aikenhead@coopacademies.co.uk

Informal Discussion

If you are interested in applying and would like to have an informal discussion about the role with the Head of Department please contact Debra Aikenhead.

How to Apply

All applications must be made using the application form on our website.

The closing date for applications is 2pm on Tuesday 20th May 2025. Candidates who are successfully shortlisted will be notified that afternoon and will be invited to attend an interview on Thursday 22nd May 2025. .

Co-op Academies Trust as an aware employer is committed to safeguarding and protecting the welfare of children and vulnerable adults as its number one priority. This commitment to robust recruitment, selection and induction procedures extends to organisations and services linked to the Trust on its behalf. This post is subject to an enhanced DBS check. We value variety and individual differences, and aim to create a culture, environment and practices at all levels which encompass acceptance, respect and inclusion. All our colleagues are expected to demonstrate a commitment to co-operative values and principles.

All our colleagues are expected to demonstrate a commitment to co-operative values and principles, and the Ways of Being Co-op.

Co-op Academies Trust is committed to equality of opportunity for all staff and applications from individuals are encouraged regardless of age, disability, sex, gender reassignment, sexual orientation, pregnancy and maternity, race, religion or belief and marriage or civil partnerships.



Co-op Academy
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