

Saint Bernard's



Catholic  
High School

# Recruitment Pack



## St Bernard's Catholic High School

### Contact us:

- 01709 828183
- [www.sbch.org.uk](http://www.sbch.org.uk)
- [schooladmin@sbch.org.uk](mailto:schooladmin@sbch.org.uk)
- Herringthorpe Valley Road, Rotherham, S65 3BE

### About us:

At St Bernard's we believe that all persons are created by God, unique and equal. We strive to create a caring Christian community in which we provide education based on Gospel values where all people reach their full potential.

We aim to develop positive relationships with every individual and family, the parishes and wider community.



St Bernard's Catholic High School is a member of the St Francis Catholic Multi Academy Trust



**Job Title:** Head of Year (Internal)  
**Salary/Grade:** TLR2  
**Hours:** 32.5  
**Contract Type:** Permanent  
**Closing Date:** Monday 29th June at 9am  
**Interview Date:** W/c Monday 29th June

At St Francis, we are passionate about being the Employer of Choice for our staff. We are committed to identifying and nurturing talent, succession planning for the future and implementing outstanding training and development so that our staff progress in their careers from the earliest starting point of ITT and apprenticeship through to executive leadership.

We are currently looking to appoint to the role of Head of Year at St Bernard's Catholic High School.

## Job Description

### Main Purpose

- To support and contribute to the Catholic life of St Bernard's community.
- To ensure the effective education of students in assigned classes in line with departmental and whole school objectives, policies and schemes of work

### Duties & Responsibilities

- To plan, prepare and deliver engaging lessons and other activities to ensure the effective learning and progress of assigned students.
- To participate in departmental self-review activities including departmental development planning.
- To participate in developing syllabuses, materials and schemes of work, which include clearly defined aims and objectives, which are shared with students.
- To employ varied methods of teaching and learning, appropriate to the abilities and aspirations of students and which enable them to take maximum responsibility for their learning.
- To maintain effective and accurate records of attendance and progress of students in accordance with whole school and departmental assessment, recording, reporting and marking policies and to use available data to inform planning and preparation.
- To consult with and inform staff and parents regarding the progress, attainment, attitude and behaviour of students.
- To contribute to the pastoral care and management of student behaviour in accordance with whole school and departmental policies.
- To ensure that equipment and resources are kept in good order and that rooms allocated for use are cared for and offer an attractive and educationally stimulating environment.





- To participate in the school's Performance Development programme.
- To participate in the school's Continuing Professional Development programme.
- To participate in the school's monitoring, evaluation and target setting programmes.
- To attend all relevant staff, departmental and consultation meetings.
- To maintain an awareness of equal opportunity, health and safety and data protection issues and to adhere to any relevant policies in these matters

### **Specific roles and responsibilities**

- To ensure that all students within the year group progress academically and pastorally during the academic year
- To liaise with Senior and Middle Leaders in order to identify current and projected performance of students in order to facilitate praise and intervention
- To lead on intervention models for students at all levels in the school, monitoring, evaluating and reviewing these models to ensure best value for money and impact
- To liaise with the Pastoral Team in order to provide strong academic and pastoral care for students
- To provide strong pastoral teaching through the planning and delivery of Assembly and Form Time programmes under the guidance of the Senior Leadership Team
- To provide strong pastoral teaching through the quality assurance of Assembly and Form Time programmes under the guidance of the Senior Leadership Team
- To ensure the highest standard of behaviour within the year group to facilitate a strong climate for learning and ultimately strong outcomes for students
- To liaise with Pastoral Team in monitoring behaviour programmes such as report systems and Pastoral Support Plans in line with school expectations
- To liaise with parents and carers to ensure effective relationships between the home and school, facilitating behaviour for learning
- To liaise with the Attendance Team in order to ensure the highest standard of attendance for individuals, form groups and across the year group
- To contribute significantly to Professional Meetings in order to intervene with and support vulnerable students
- To report to the Senior Leadership Team and Governors on the progress of the year group and the impact of school wide strategies to support progress





## Person Specification

Criteria	Essential/Desirable
<b>Qualifications and Training</b>	
Qualified Teacher Status	Essential
Honours Degree	Essential
<b>Experience</b>	
A minimum of three years teaching experience in KS3 and KS4	Desirable
Knowledge of current educational practice and issues related to pastoral care	Essential
Regularly reviews own practice and continually participates in quality professional development	Essential
Evidence of delivery of consistently good outcomes for students	Desirable
<b>Skills and Knowledge</b>	
High level of written, oral and communication skills	Essential
Ability to communicate effectively orally and in writing to a range of audiences	Essential
High level of organisational and planning skills	Essential
Evidence of being an excellent classroom practitioner resulting in good outcomes for students	Essential
Work effectively as part of a team, relating well to colleagues, students and parents	Essential
Ability to demonstrate a commitment to equality of opportunity for all students	Essential
Ability to investigate, solve problems and make decisions	Essential
Management of resources	Essential
Able to use own initiative and motivate others	Essential
Ability to demonstrate high level ICT skills in personal and educational situations	Essential
Ability to relate to and empathise with students and to develop trusting and respectful relationships with them	Essential
Respect for confidentiality of information concerning individual students and ability to use discretion in circumstances of disclosure	Essential
Able to offer expertise to support others	Essential
Well-developed skills in planning, implementing actions and evaluating outcomes	Essential
Deal sensitively with people to resolve conflicts	Essential
Prioritise and manage own work effectively	Essential
Work under pressure and to deadlines	Essential





Ability to identify effective interventions to ensure students maintain good progress	Essential
Ability to establish strong parental connections bespoke to need	Essential
Effective use of ICT to support learning	Essential
Full working knowledge of relevant policies/codes of practice/legislation	Essential
The implications of the Code of Practice for Special Educational Needs for teaching and learning	Essential
<b>Personal Qualities</b>	
Total commitment to raising the achievement of all students	Essential
Positive and optimistic attitude towards Academy Improvement and Inclusion	Essential
A positive, solution focused attitude	Essential
Open-minded and receptive to new ideas, approaches and challenges	Essential
Places high priority on effective team working and works easily and comfortably in a team environment	Essential
Commitment to an involvement in extra-curricular activities	Desirable
Commitment to an involvement in extra-curricular activities	Essential

### Interested in applying?

Applicants are expected to apply by writing an expression of interest letter which outlines any relevant experience that they may bring to the role (no more than two sides of A4) and send to Sally Hofmann by 9 am on Monday 29th June 2026.

