



Head of Year Candidate Information Pack



Dear Candidate,

Since inception, King Solomon Academy has consistently been one of the highest performing non-selective schools in the country. We are redefining what is possible and we are seeking an exceptional Head of Year, ready to join our high-performing school and to contribute to achieving our mission. This is a unique opportunity to be part of showing what education can achieve.

We commit to providing every pupil with a rigorous and transformational education because we believe it is the means to address educational disadvantage and lead the way on system change. We believe that it is possible for *every* child to meet our expectations and reach their full potential. They deserve to be believed in and to feel safe, happy and successful as a result of our shared work.

The role of Head of Year is a challenging and exciting role which places its holder in a position of influence and accountability over the lives of a cohort of pupils at KSA. You will have the opportunity to shape culture in your year group by leading your year team to ensure superb outcomes for your pupils. The precise year group you would be working with would be based around the needs of the school at the time and we would expect a successful applicant to be capable of and willing to lead any year group in the future.

To apply, and to see more information about the school and this role please visit <http://kingsolomonacademy.org/current-vacancies>. The deadline is **Thursday 11th June 2026**. To discuss the role, please feel free to email the Principal's PA, Abi Saleh (a.saleh@kingsolomonacademy.org) or phone on 02075636901.

We wish you the very best with your application,

Beth Humphreys
Principal

Job Description: Head of Year (Secondary)

Reports to: Relevant Senior Leader

Start date: September 2026

Salary: Ark Main Scale/Upper Pay Scale (Inner London) £41,328 - £65,000 + TLR 2b - £5,870

This role and all TLRs are reviewed annually in line with the needs of the school

The Role

To drive outstanding academic progress and culture in the year group

Key Responsibilities

- Role model exceptional teaching and set the standard for teaching in the year group
- Demonstrate high expectations of behaviour, holding pupils to account for their actions at all times and rewarding excellence
- Manage form tutors in their pastoral responsibilities (including setting positive class culture, low-level safeguarding, attendance and punctuality tracking, parent communications)
- Implement pastoral provisions and behaviour management strategies for specific pupils
- Plan personal development education in the year group in cooperation with the PSHE coordinator
- Maintain excellent relationships with parents
- Manage other appropriate staff as required
- Develop staff through feedback and support
- Contribute to the overall academy wide leadership through specific leadership duties

Outcomes and Activities

Leadership of culture

- Drive excellent culture and organisation to ensure the effective running of the school day for their year group, including all communal times (e.g. lunch)
- Lead on ensuring excellent attendance for every pupil
- Plan and deliver year group assemblies
- Model precise and consistent use of systems and routines to all teachers in their year group
- Help keep systems (homework, attendance, behaviour) organised, up-to-date and user friendly for all year and academy wide staff, ensuring consistency
- Ensure that lunch and breaktimes are calm and positive parts of the school day which are enjoyed by staff and pupils alike
- Lead (or where agreed with line manager, support) whole year group activities and trips, including leading the end of year trip
- Effectively manage transitions at the start and end of the academic year
- Ensure there is a fair and consistent approach to managing pupil behavior within the year group which aligns with the academy behavior policy
- Keep meticulous records of all serious behavior incidents

- Look for every opportunity to spread positivity, joy and rewards

Pupil Progress

- Analyse progress and attainment data with subject teachers to ensure all pupils' academic needs are met

Personal Development education

- Plan and support the teaching of high-quality personal development curriculum and guide teachers in its delivery
- Capitalise on opportunities to build pupils' character, including links with outside organisations

Leadership of staff

- Provide feedback to form teachers and education support staff that is supportive and leads to their rapid and sustained development
- Hold teachers and especially form teachers to account to ensure excellent pupil outcomes
- Act as a role model in terms of professionalism and positivity in the staff body

Relationship management with parents

- Be a figurehead of communication and trust with parents
- Pro-actively share positive news about individual pupils, the year group and the school with parents
- Seek out and act on feedback from parents

Teaching and Learning

- Meticulously plan and teach engaging and challenging lessons that pave the way for success in school and life
- Meet the needs of all learners by consistently planning and teaching carefully differentiated lessons
- Set and mark appropriate homework
- Use regular, measurable and significant assessments of their teaching
- Complete all reporting on time
- Closely monitor progress and attainment of their pupils and use it to inform their teaching
- Provide content for and where necessary deliver high quality pupil interventions with direction from SENDCO
- Ensure that all pupils achieve or exceed academy targets
- Maintain regular and productive communication with parents about their child's progress, behaviour and development, including attending after school parent meetings as required
- Organize and participate in exciting and motivating trips and events

Other

- Undertake professional development as agreed with school leaders
- Perform additional duties and tasks required for the effective operation of the school, including: attending home visits, eating lunch with pupils, break supervision and gate duty
- Undertake other various responsibilities as directed by the Principal

Person Specification: Head of Year (Secondary)

Qualification criteria

- Qualified to degree level and above
- Qualified to teach in the UK
- Right to work in the UK

Experience

- Experience of raising attainment in a challenging school
- Evidence of continually improving their own teaching and learning
- Evidence of leadership experience and/or potential for development

Skills and attributes

We are looking for these skills and attributes or at the very least, a clear, demonstrable capacity to develop them organised around our four school values:

“Aiming high”

- Prepares for success with excellent organisational skills
- Works hard to achieve goals
- Never gives up on ourselves, our teammates or our mission
- Willingness to play a full part in school life and go above and beyond to ensure success
- High energy and driven by a ‘whatever it takes’ attitude.

“Working together”

- Works effectively as part of a team
- Seeks out opportunities to build on own and others’ strengths and helps others to be better through a culture of clear, kind feedback
- Makes a strong contribution to assessments and child-led planning

“Being kind”

- Able to create a safe, happy and successful environment for everyone in our community
- Shows gratitude
- Takes care of others
- Exhibits pride in achievements of self and others

“Leading the way”

- Has a passion for working with children
- Is a positive role model to others
- Is brave
- Shows initiative
- Feels passionate about creating a better future.

Other

- This post is subject to an enhanced DBS disclosure.

Principal: Beth Humphreys



Beth Humphreys graduated from the University of Edinburgh with an MA in English Literature and French and then completed a second Masters' degree in Educational Leadership at The Institute of Education. She joined KSA secondary in 2012 as an Assistant Head and then Deputy Head, leading on curriculum and professional development before she became Head of Primary in January 2017 and Associate Principal. Beth has been all-through Principal, leading the Secondary phase, since January 2024. She is proud to serve our all-through community and is passionate about ensuring our children get the very best start in life anyone could give them.

“We are dedicated to doing whatever it takes to ensure each of our pupils has the chance to attend an academically rigorous university.”

Vice Principal: Alice Cairns



Alice Cairns graduated from the University of Cambridge in 2010 with a degree in Theology and Religious Studies. She joined the 2011 cohort of Teach First teaching Maths in Coventry. Following Teach First Alice was one of the founding staff at Oasis Academy South Bank where she was Head of Maths, Music and Farming and then Assistant Principal. From 2017 Alice was the National Curriculum Lead for Oasis Community Learning where she led the standardisation of Mathematics Mastery across all Oasis academies. She joined KSA in September 2020 as Vice Principal, Pastoral. Alice leads the Pastoral Leadership Team.

If you can't fly then run, if you can't run then walk, if you can't walk then crawl, but whatever you do you have to keep moving forward.

Martin Luther King



Being a Head of Year at KSA

KSA's small school model means that the leader of the year group has a unique opportunity to influence the lives of pupils. Our teachers often focus on particular year groups, spending the majority of the time teaching in the year group they are form teacher to. This means that the Head of Year can build a team of adults who have strong relationships with pupils. This sense of teamwork and collaboration is central to our approach.

The curriculum and structures of the school day, week and year allow this strong sense of team to build positive culture in the year group, led by the Head of Year. Pupils eat together as a year group and embark on whole year group productions, trips and enrichment. Every child from Year 7 to 9 is part of their year group string orchestra which rehearses weekly as a core part of the curriculum. We go on a transformational residential trip each academic year (to Warwick university in Year 7, Jamie's Farm in Year 8, camping in Year 9, Belgium in Year 10, Dauntsey's school in Year 11, Bath in Year 12 and Liverpool in Year 13).

Given the context of the pupils we serve, with an average of 64% of pupils on Free School Meals, the role of Head of Year at KSA represents an opportunity to have life changing impact on a set of pupils and, in so doing, lead the way across the school, the network and the country.

Positive Action and inclusive recruitment at KSA

We are keen to bring new perspectives and backgrounds into our school to build a diversity of thinking so that we can build the best school possible. Following and analysis of our teaching body, we are actively welcoming qualified candidates from Black and Ethnic Minorities, as they are currently under-represented amongst our teachers. This is particularly important given the diverse community we serve.

We want to make applying to and working at King Solomon Academy as inclusive as possible, and have a variety of systems in place to ensure that our approach is as fair and open as possible:

- Transparent application procedure, including a well signposted interview day, which tells candidates how they will be assessed and how they can prepare
- 'Blind' screening of applications, discounting identifying characteristics when shortlisting, in pairs
- Diversity and Inclusion training for senior leaders involved in recruitment
- Interview processes which include a range of leaders to avoid any individual bias
- Discussion with the Staff Working Group (staff consultative body) to ensure the recruitment process is inclusive.
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Being part of the Ark network

Ark is an international charity, transforming lives through education. We exist to make sure that every child, regardless of background, has access to a great education and real choices in life.

We know that great schools need great teachers, which is why we offer you the very best training and support at every stage of your career - from starting out as a trainee to running your own school.

Our highly successful network of 39 schools educates over 20,000 students across Birmingham, Hastings, London and Portsmouth. They are achieving some of the best results in the country despite being largely in areas of historic academic underachievement.

Ark schools prioritise six key principles: high expectations; excellent teaching; exemplary behaviour; depth before breadth; more time for learning; knowing every child.

Ark invests significantly in a number of professional development programmes which complement academy level training:

- The Ark training menu: we have developed a bespoke training menu, which is accessible by all staff in the network offering a wide range of training modules to staff in all roles
- Network support: schools share CPD, allowing us to share best practice and role specific training across the network, facilitated by in-school and central staff
- Ark staff receive 10 training days each year rather than five.

Ark runs a number of additional programmes, including:

- Leading Impact for senior leadership development
- Lead Teachers, aimed at developing the skills of outstanding teachers to improve performance of other teachers
- Outstanding Teachers, aimed at good teachers aiming to improve and embed outstanding practice
- SEN training for new to role and established SENCOs
- New Teacher induction

Ark is at the forefront of changing education society through education. We run Initial Teacher Training through School Direct and we co-founded the Future Leaders and Teaching Leaders development programmes and offer teachers and support staff a comprehensive range of school-based first class professional development opportunities.

Ark Safer Recruitment Procedure

Ark is committed to safeguarding and promoting the welfare of children and young people in its academies. In order to meet this responsibility, its academies follow a rigorous selection process to discourage and screen out unsuitable applicants.

Disclosure

This post is classified as having substantial access to children, and appointment is subject to an enhanced police check of previous criminal convictions (DBS). Applicants are required, before appointment, to disclose any conviction, caution or binding over including 'spent convictions' under the Rehabilitation of Offenders Act 1974 (Exemptions) Order 1975. Non-disclosure may lead to termination of employment. However, disclosure of a criminal background will not necessarily debar individuals from employment – this will depend upon the nature of the offence(s) and when they occurred.

Reference checking

References from the previous and current employer will be taken up for shortlisted candidates, and where necessary employers may be contacted to gather further information.

Probation

All new staff will be subject to a probation period of six months (which may, in certain circumstances, be extended by up to 10 weeks). The probation period is a trial period, to enable the assessment of an employee's suitability for the job for which they have been employed. It provides the academy with the opportunity to monitor and review the performance of new staff in relation to various areas, but also in terms of their commitment to safe guarding and relationships with pupils.