**Head of Year - Culture and Character**

**Person Specification**

* Recognises the importance of the interdependence of Currency, Character and Culture
* Shows a strong moral purpose
* Is dogged in their desire to fully understanding PiXL principles
* Is innovative and identifies and solves challenges courage and creativity
* Has a productive and definable paranoia about the impact of their actions
* Has **fanatical discipline** about seeing things through
* Makes difficult decisions wisely and seeks guidance regularly
* Has a predisposition to immediate action, letting nothing slip
* Is insistent on a consistency of approach, individually and across the tutor team
* Has drive and determination but a deep sense of personal humility
* Has a belief in people

**Job Specification**

* Ensures that every young person with their year groups understands that having a well-balanced character and an understanding of how to live in a community is as important as ‘academic’ qualifications.
* Audits what the character and culture gaps are in their year groups and where and how significant issues can be addressed so that the school culture can be positively shaped. Seeks opportunities for students to creatively show their learning.
* Promotes awareness and plans for teaching around character and culture to be explicitly taught and developed in curriculum and tutor time. Always asks, ‘how do we know that our young people leave our school as better young people?’ and checks this is happening.
* Leads the development of character and culture in their year groups so that it is deliberate and differentiated and every young person can learn, improve and engage with themselves and the world around them.
* Finds ways of creating opportunities for students in their year groups to see kindness and respect in action and gives them a chance to show it themselves. Measures the impact of their approach on the culture of their year groups.
* Creates a ‘buzz’ around the idea of showing kindness.
* Encourages and rewards students in their personal development and promotes this in others. Will engage with different stakeholders to positively impact the community.
* Creates student autonomy in their responses to character and culture, allowing them to creatively demonstrate what they have learned.