



Twyford Church Of England Academies Trust

“I have come that you might have life
and have it to the full” John 10 v10



Twyford Academies Trust

Job Description

Job Title:	Head of Year KS5
Grade:	Main Professional Grade + TLR 1b
Line Manager:	Assistant Headteacher – Head of Key Stage
Supervisory responsibility:	Team of Year Tutors

Aim of the Post

To ensure all students in the year group are supported by effective pastoral systems to make outstanding academic progress within the wider context of their full personal, social and spiritual progression.

Outcomes

Inclusion, Achievement, Curriculum and Teaching

- All students make or exceed expected progress (monitoring)
- All students are on curriculum programmes which allow them to engage fully and stretch
- Liaison with SEN department and outside agencies is effective to support students with additional needs
- All students are on curriculum programmes which allow them to make appropriate progression post 18
- Success of students is consistently celebrated
- Intervention programmes are effective
- All students are able to be reflective and take ownership of their own progress
- Independent learning is outstanding

Attendance and Behaviour

- Induction into and adherence to the Trust Learning Culture ensures outstanding behaviour
- Whole school rewards and sanctions policies are clear and consistently applied
- Learning behaviour is consistently outstanding across all lessons
- Attendance and punctuality systems are implemented effectively
- Attendance systems are robustly applied to ensure high levels of attendance from all student groups
- At-risk students are well supported to minimise the risk of exclusion

Personal Development & Wellbeing

- Wider learning programmes ensure high levels of positive engagement
- Student leadership and community engagement is high profile and effective
- Outstanding student leadership programme in place, led by KS5 students

- Well supported self-review ensures students make good post-18 pathway choices
- Staff, students and parents are well informed about differentiated course choices

Leadership and Governance

- Outstanding leadership and management of year team
 - Delivery of the pastoral curriculum programme is outstanding
 - Christian ethos of the school is strong, clearly articulated and manifest in the day to day running of the student support systems of the school
 - Outstanding leadership and management of all parent/celebration evenings and outstanding communication with parents
 - Recruitment (and retention) to the sixth form meets budget targets, including strong recruitment from Ada Lovelace
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Specific responsibilities and tasks

Inclusion, Achievement, Curriculum and Teaching

All students make or exceed expected progress (monitoring)

- Target setting and communication of targets ensures that expectations of students are very high
- Clear targets, including pastoral targets, are set and reviewed for the students termly
- Monitor and review individual student attainment targets
- Monitor progress of disadvantage students with particular attention, intervening early to ensure ISV in progress rates does not emerge or is quickly addressed and rectified
- Monitor pupil progress on a whole school basis termly with reports made to Head Teacher and Local Governing Body
- Underachieving / at risk cohorts identified within year group in liaison with Assistant Headteacher (Head of Key Stage)
- Ensure programmes of support / sanction agreed and monitored for individuals and groups
- Ensure that all formal/standardised assessments are high profile and students well supported to achieve highly
- Ensure effective use is made of the VLE and Teams to facilitate effective communication of the curriculum objectives and core content covered each year

All students are on curriculum programmes which allow them to engage fully and stretch

- Support the differentiated pathways offer to provide appropriate progression in academic, creative and applied subjects
- Liaise with the AHT KS5 and Deputy TAP coordinator to ensure students are enrolled in and engaging with appropriate KS5 stretch programmes

Liaison with outside agencies is effective to support students with additional needs

- Ensure formal contact with Learning & Inclusion Department (e.g. HoY/SEN meeting and Vulnerable Groups meeting) directs resource appropriately to meet the needs of at risk students
- Ensure at risk students are appropriately dealt with at MAP meetings to secure appropriate provision
- Support SEN to monitor impact of additional provision for SEN or SEN monitoring students

All students are on curriculum programmes which allow them to make appropriate progression post 18

- Liaise with and support DHT to ensure all students are appropriately set in Year 12 and 13

- Ensure all students have been given the right guidance and support with post 18 applications to UCAS, apprenticeships, employers.

Success of students is consistently celebrated

- Ensure the programme of end of year celebration assemblies runs effectively with regular peer review and sharing of best practice
- Ensure that the practice of recognising and sharing achievement in academic, creative and applied areas is maintained in year assemblies and school publications
- Ensure a consistent practice of communicating 'good news' to parents is sustained across all year groups

Intervention programmes are effective

- Support the academic intervention programme and measure its impact
- Liaise with Heads of Department to ensure that their intervention programmes are appropriate for the needs identified
- Liaise with Heads of Department to identify students from who are underachieving against target and plan additional interventions as required
- Support Heads of Department by operating 'universal offer' interventions (e.g. report cards / academic monitoring etc.)
- Ensure parents are positively engaged with support programmes and empowered to give consistent support at home
- Liaise closely with SENCO and exams team regarding over SEN identification, provision (including access arrangements) and achievement

All students are able to be reflective and take ownership of their own progress

- Ensure students are aware of and own their own progress and use their CASE portfolios as the central store for their pastoral self-assessment
- Deliver year group self-evaluation processes timed to fit alongside termly record sheets and reports
- Undertake regular review of student planners
- Provide support for your pastoral team to encourage effective self-evaluation by students
- Identify students who are not able to recognise barriers to progress and support the initiatives outlined for them
- Ensure that all formal/standardised assessments are high profile and students well supported from a pastoral perspective to achieve highly

Independent learning is outstanding

- Ensure that the expectations for lesson preparation are understood
- Monitor lesson preparation to ensure it is completed on a daily basis
- Liaise with teachers and monitor students to ensure formal homework tasks are completed to an excellent standard

Attendance and Behaviour

Induction into and adherence to the Trust Learning Culture ensures outstanding behaviour

- Undertake rigorous training, in conjunction with DHT staff development and AHT KS5, with pastoral and curriculum teams to ensure comprehensive understanding and application of KS5 learning culture expectations
- Ensure students not adhering to expectations are swiftly picked up and intervene to correct this
- Support form tutors to intervene effectively with individual tutees highlighted by monitoring systems e.g. rewards/sanctions systems as not consistently adhering to expectations

Whole school rewards and sanctions policies are clear and consistently applied

- Ensure school behaviour codes and discipline strategies are clearly implemented

- Ensure the Trust Learning Culture is clearly understood and the values upheld by your year group
- Ensure tutors are presented with a beginning of year re-fresh as appropriate
- Induct new tutors in the Trust Learning Culture and behavioural systems and expectations
- Ensure all protocols for internal and external suspensions are followed

Learning behaviour is consistently outstanding across all lessons

- Support the process of learning reviews, duty looks and coaching, observing learning behaviour
- Ensure tutor teams are effective in promoting consistently effective learning behaviour
- Ensure silence is used as an effective tool to promote the listening skills of your year group
- Ensure that student learning behaviour is outstanding in all lessons

Attendance and punctuality systems are implemented effectively

- Undertake pastoral audit (VG) each week/fortnight as directed
- Meet / liaise with attendance officer regularly to monitor / take action on any students with attendance below 90%
- Ensure rewards and sanction system pertaining to attendance and punctuality is implemented effectively

Attendance systems are robustly applied to ensure high levels of attendance from all student groups

- Support form tutors to reinforce expectations of attendance (96%+ minimum) and to intervene with any individual tutees where attendance is emerging as a concern
- Monitor the attendance of disadvantaged pupils in particular and intervene proactively as necessary to avoid any absence escalating
- Liaise with attendance officer to ensure attendance panels are held, including subsequent intervention and/or monitoring, and are effective in improving attendance
- Liaise with attendance officer and inclusion team to intervene effectively where absence has become persistent and / or severe

At risk students are well supported to minimise the risk of exclusion

- Identify at risk cohorts in your year group (underachievement and behaviour) alongside Assistant Headteacher (Head of Key Stage)
- Ensure liaison with L&I is strong and effective, and turnaround programmes are in place
- Monitor attendance and liaise with L&I over additional support
- Implement protocols for monitoring at risk students
- Ensure the internal exclusion system is consistently run
- Ensure return from exclusions are effectively managed
- Report to DH before every Governors Student Committee

Personal Development

Wider Learning

Wider learning programmes ensure high levels of positive engagement

- Check the wider learning schedule is communicated effectively to your year group to engage students and provide appropriate stretch
- Monitor and celebrate attendance in the wider learning opportunities and ensure a clear report is made to the DH before every Governors Student Panel
- Ensure that the year group understand the elective programme and make informed choices
- Support extended electives with regular visits and assembly promotion

Student leadership is high profile and effective

- Ensure effective use is made of student leaders in all tutor groups in conjunction with AHT SMSC
- Promote student leadership and community outreach programmes effectively
- Support the effective running of the House system

- Celebrate ambassadors and role models from subjects (winning teams etc.) in assemblies
- Monitor participation rates for groups of students and intervene to ensure no ISV emerges in participation rates, particularly for disadvantaged students
- Support tutors to intervene with students not engaging in wider learning

Well supported self-review ensures students make good post-18 pathway choices

- Ensure effective use is made of pastoral programme resources, student self-evaluation programme and self-evaluation booklets in supporting students to make good post-18 pathway choices
- Promote ABC (agile) thinking through effective engagement with self-evaluation and CIAG programme
- Liaise with AHT to ensure tutors effectively trained to understand post-18 choices
- Liaise with AHT to ensure students fully prepared for post-18 choice process, including through the mock interviews
- Review tutor time delivery and evidence of reflection booklets to be sure post-18 progression decisions are fully understood

Leadership and Management

Staffing and Resources

Outstanding leadership and management of year team

- Lead the year team meetings and training sessions effectively
- Ensure that your tutors deliver the pastoral curriculum programme effectively and that the PHSE workshops are used to inform and educate your year group
- Ensure that reports and UCAS references are written in a timely and meaningful fashion that follows agreed school systems and protocols

Delivery of the pastoral curriculum is outstanding

- Support/train tutors in the outstanding delivery of the resources via year team meetings and weekly briefings.
- Conduct regular monitoring of quality of delivery of tutor times and PSHE workshops via pastoral duty looks.
- Support tutors where necessary to ensure consistent high quality delivery of materials for the students.

Christian ethos of the school is strong, clearly articulated and manifest in the day to day running of the student support systems of the school

- The integrated tutor time curriculum programme including assemblies, tutor time sessions and PSHE workshops is planned for maximum pastoral impact.
- Deliver outstanding assemblies following the programme established by the chaplaincy team
- Ensure music is well represented in all year events and celebrations, including communion services
- Communicate the connection between the pastoral system and the 10:10 ethic

Outstanding leadership and management of all parent/celebration evenings and outstanding communication with parents

- Ensure effective organisation of all parent evening using agreed protocols and systems
- Deliver termly celebration assemblies/services and one year ahead evening each year
- Support your tutors to meet each parent in the Autumn term & Summer term to set/reflect on appropriate targets for the year
- Ensure all parents understand the key assessments used to set termly grades

Recruitment to the sixth form meets budget targets, including strong recruitment from Ada Lovelace

- Support HT and AHT KS5 in delivery of all marketing and recruitment events including: 6th form Open Evening, Alis testing, CIAG interviews for external offer holders, external offer holders evening, induction day, enrolment day.
- Support as directed with the APP to attract a consistent intake of Ada Lovelace students

Other

All staff are expected to make a contribution to the wider life of the school (enrichment activities, clubs, trips and visits or support activities).

Mainscale job descriptions have been drawn up in line with the National Teachers Standards (DFE 2012); these also apply to all management post holders.

Key measures of success

- All students within the year group make expected levels of progress
- KS5 value added measures are positive in quarterly whole school results analysis
- KS5 VA and ALPs meet KPIs (positive VA/ALPs 3 or better)
- Attendance above 95%
- Punctuality rates above 98%
- Exclusion rates less than 2%
- 85%+ of students remain at stages 0 & 1 of the Trust Pastoral Stages

Person specification

	Essential	Desirable
Qualifications	<ul style="list-style-type: none"> • University Graduate with a good degree • Qualified Teacher Status 	<ul style="list-style-type: none"> • Evidence of further professional development
Knowledge & Skills	<ul style="list-style-type: none"> • Knowledge of the requirements of the National Curriculum • An understanding of recent curriculum and teaching/learning developments • An understanding of the strategies required to motivate and enthuse all students across the ability range • Experience of the use of student results analysis outcomes to inform practice and target improvement • An understanding of the importance of, and a willingness to participate in, extra-curricular activities • An ability to work as a member of a team to promote coherent and agreed policies and practices • A degree of ICT literacy and an awareness of its potential 	<ul style="list-style-type: none"> • Understanding of external value added measures • Understanding of KS5 progression routes including university, apprenticeships, degree apprenticeships, gap year and employment • Experience of curriculum design (for example, writing schemes of work) • Experience of leading teams effectively • An understanding of the processes and techniques required to assess, record and report students' learning effectively

	Essential	Desirable
Relevant Experience	<ul style="list-style-type: none"> • Relevant teaching experience, with successful outcomes in public examinations • Experience of teaching the National Curriculum in your subject at Key Stages 3, 4 and 5 • Experience of leading a tutor group • An awareness of whole school issues 	<ul style="list-style-type: none"> • A current post holder within a curriculum/ pastoral area or wider school responsibility • Experience of leading student leadership programmes
Equal Opportunities & Educational Commitment	<ul style="list-style-type: none"> • Energy and reflectiveness in their own practice of relating to Teaching and Learning and Curriculum Development • A proven commitment to inclusion • A proven commitment to curriculum access and opportunity • A proven commitment to comprehensive education • A proven commitment to professional development • To support the school unreservedly in its commitment to safeguarding and promoting the welfare of children, young people and vulnerable adults • A commitment to support and promote the school's Christian character 	<ul style="list-style-type: none"> • Proactive use of professional development to develop quality of teaching • Support for the school's specialist status
Personal Qualities	<ul style="list-style-type: none"> • A strong commitment to and ability to articulate & model the values of the Twyford Trust • A firm approach to discipline, and good classroom management skills • An ability to work within, lead and motivate a team • Is committed to the highest standards in all areas of school life (behaviour, academic, enrichment). • Has outstanding communication and interpersonal skills • Able to set challenging and achievable targets and ensure their delivery • Good time management/ able to multi task 	<ul style="list-style-type: none"> • A practising Christian • A strong grasp of contemporary educational issues • Clarity of vision/strategic thinker
Any Additional Factors	<ul style="list-style-type: none"> • A commitment to personal and whole school development • Willing to contribute to the rich life of the school, including its extra-curricular offer 	

The Twyford Trust is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment. The successful applicant will be required to undergo the child protection screening appropriate to the post, including an enhanced disclosure from the DBS (Disclosure and Barring Service) and references from previous employers. For more information about the DBS please see <https://www.gov.uk/disclosure-barring-service-check>

The post-holder will also be expected to read and adhere to the Trust's Child Protection Policy, and any other Safeguarding documents stated within this.