Twyford Church of England Academies Trust

"I have come that you might have life & have it to the full"
John 10 v10

Twyford Church of England High School

Job Title:	**Associate Headteacher**
Grade:	**L24 - L28 (£104,485 - £114,189) pa all inclusive**
Line Manager:	**CEO**
Direct Supervisory Responsibility:	**All SLT**

Main Purpose of Post

To provide clear, positive and effective leadership for Ealing Fields High School through the delivery of the Trust's quality standards in Curriculum, Assessment, Pastoral, Wider Learning, Staff Development and Resources. In doing so, ensure these six operational areas sustain the core Christian ethos of the Trust at Ealing Fields.

Specific Responsibilities and Tasks

The role of the Headteacher within the Twyford Trust is to achieve the following outcomes mapped against the National Standards for Headteachers. These have been grouped under the six operational areas of the Twyford Trust Quality Standards (attached) which is the overarching Trust document defining core practices at Teacher and Middle leadership level. The role of Associate Headteacher is distinct from the role of Headteacher in the level of experience which is assumed and the level of support which is given. The Associate Head role is expected to cover the same range of responsibilities but within a more supported context, drawing heavily on the support of Trust core services, Trust Subject Leads and Teach West London. The tasks listed in this Associate Headteacher job description are not exhaustive but exemplify the professional practices s/he is expected to have competency in – either to undertake directly or to support/direct other members of the SLT team to deliver.

Quality of Education

Curriculum

The school curriculum is designed in line with the school curriculum policy (covering national curriculum entitlement and exam board requirements, promoting aspiration, driving equity, recognising diversity and meeting the needs of all students) *(HT standard 3)*

- Agree the time allocation for subjects is appropriate to the needs of the subject
- Ensure all HoDs / post-holders are trained and supported to understand and deliver the Trust curriculum
- Equip all SLT line managers to support and hold HoDs to account in the expert delivery of the curriculum
- Make full use of the Trust subject leads and collaboration at the Trust curriculum and assessment working party to ensure standards of delivery are consistently high

Expert specialist subject teaching is sustained through effective curriculum leadership and high levels of teaching expertise across all subjects and phases using the Trust curriculum (built on an evidence-informed understanding of effective teaching and how pupils learn) *(HT standard 2)*

- Ensure HoDs and post-holders provide / direct appropriate specialist curriculum training
- Equip all SLT to understand the relationship between curriculum design and effective adaptive teaching and to identify strengths and weaknesses in the process at classroom level
- Ensure that departmental coaching and support systems are used effectively
- Ensure that a clear system is in place to quality assure classroom delivery

Curriculum delivery models are fully costed and appropriately staffed to achieve maximum efficiency and effectiveness (*cross-referenced with HT standard 7* – see below)

- Use the support of the Trust Head of School standards to evaluate the curriculum delivery model annually balancing inputs and outputs
- Liaise with the Trust Director of Finance and Operations to agree changes to the staffing structure / deployment of staff in relation to this
- Undertake close scrutiny and control of timetabling
- Maintain tight control of staff recruitment
- Liaise with Trust Head of School Standards to develop the expertise at SLT level over subject options processes / course choices at Yr 8, 9 and 11

Assessment

Valid, reliable and proportionate approaches are in place to assessing pupils' knowledge and understanding of the curriculum in line with the Trust assessment policy *(HT standard 3)*

- Ensure the system of quarterly assessments are a highly effective means of quality formative assessment, not an end in themselves
- Train SLT to ensure a high level of common understanding of whole school assessment
- Quality assure assessment practices at subject level and ensure expertise is developed within Department teams
- Pro-actively broker the support of Trust subject leads to run training/support sessions for HoDs/post holders on assessment structure/content/principles to ensure schools teams retain high-level agency over assessment processes

Effective use is made of formative assessment *(HT Standard 2)*

- Ensure senior / middle leaders undertaking learning looks / coaching are expert in formative assessment practices
- Ensure appropriate training in formative assessment practices is delivered in developing teacher programmes and at subject level
- Ensure coaching programme identifies areas for development in formative assessment practices so that these support adaptive teaching

Internal and external attainment outcomes indicate that ambitious Trust standards on expected progress are being met (across all cohorts and ability ranges) and pupils from all backgrounds are prepared for their next phase of education and life (*HT standards 1, 3 & 5)*

- Undertake close scrutiny of attainment data as soon as it is available in order to identify areas of weakness and prioritise highest risks
- Support SLT teams / HoDs to be confident in using headline data to rapidly identify priority areas for action
- Present succinctly and accurately on overall trends in progress (in year and in public exams over time)
- Ensure scrutiny of data of vulnerable groups leads to well targeted specialist support where required (for example in the case of SEND students)
- Ensure CIAG and progression processes are informed by actual attainment data

Internal and external attainment outcomes are used effectively and proportionally in processes of evaluation to identify and analyse complex or persistent problems and barriers which limit school effectiveness, and identify priority areas for improvement *(HT Standard 7)*

- Lead a 'high noticing' culture amongst all staff which ensures areas of weakness are identified at the earliest opportunity
- Promote a principled understanding of low-cost-high-impact strategies to bring about improvement
- Ensure MLT & SLT reporting processes are sharply focussed, timely and proportionate to impact
- Use the quarterly reporting system to achieve both accountability to Governors and support for delivery teams

Behaviour and Attitudes

Pastoral

All members of the school community have high expectations of behaviour for all pupils, built upon relationships, rules and routines, which are understood clearly by all staff and pupils. Positive and respectful relationships are promoted across the school community creating a safe, orderly and inclusive environment *(HT standard 1 & 4)*

- Liaise with Pastoral Deputy Head to ensure all staff are trained in expectations of conduct either during school based ITT, induction or ongoing CPD
- Liaise with Pastoral Deputy Head to ensure the rewards and sanctions policy is used consistently
- Liaise with Pastoral Deputy Head to ensure student conduct is well monitored through half-termly scrutiny of pastoral data and areas of weakness are targeted for support
- Undertake careful scrutiny of staff, student and parental surveys to ensure feedback on the safety / inclusivity of the school environment are acted upon

High standards of pupil behaviour and courteous conduct are sustained through high ownership and self-regulation as well as adherence to the Trust etiquette and ethos and in line with the Trust behaviour policy *(HT standard 4)*

- Ensure SLT & MLT pastoral leads support form tutors to train students in the value of the Trust Etiquette, Learning Culture and 10:10 Ethic
- Cultivate high ownership of the positive school ethos using learning looks and routine SLT supervision to ensure this is in place
- Liaise with Pastoral Deputy Head to ensure support is targeted at individual students or groups who are failing to engage positively
- Liaise with Pastoral Deputy Head to ensure vulnerable students have targeted support and there is reasonable adjustment for those with identified SEND

Staff implement consistent, fair and respectful, and positive approaches to managing behaviour using whole school approaches to self-reflection and disciplined learning behaviour *(HT standard 4)*

- Liaise with Pastoral Deputy Head to ensure pastoral leads at SLT and MLT level are well equipped to provide training and support in positive behaviour management strategies
- Ensure new staff induction, start of term refresher sessions, parental information sessions and routine CPD has appropriate coverage of behaviour management systems and strategies
- Ensure all members of SLT (and in particular pastoral leads) have confident understanding of the habit of self-reflection within SMSC, pastoral self-review and as an essential element of the learning culture and can articulate and exemplify to groups of staff / students or individuals

All adults within the school use the 10:10 Ethic and Trust pastoral programme to model and teach the behaviour of a good citizen *(HT standard 4)*

- Give confident, sincere and regular articulation of the 10:10 ethic in the context of Ealing Fields to ensure this is meaningful in day-to day contexts
- Ensure the 10:10 Ethic is clearly explained and understood by all staff via initial induction or specific training in the pastoral programme
- Liaise with Pastoral Deputy Head and SMSC Leads to ensure training for form tutors in the delivery of the pastoral programme is effective

- Support the Pastoral Deputy Head to use the pastoral / SMSC working group to collaborate over addressing gaps within the programme or generate new content as required
- Liaise with Pastoral Deputy Head and Senior Leadership Team to ensure the house system and student leadership are high profile used to stimulate socially responsible behaviour

The protection and safety of pupils and staff is sustained through effective approaches to safeguarding as part of the duty of care *(HT standard 7)*

- Liaise with the DSL and HR teams to ensure all staff have completed statutory safeguarding training as required and are able to use systems for logging concerns (such as CPOMS)
- Ensure information about who to contact in the case of a safeguarding concern is visible to all staff and pupils.
- Use the Trust Safeguarding audit to check systems at least annually – engaging named Governors for additional external scrutiny
- Ensure PSHE coverage meets national guidance
- Check and support the DSL and Welfare Lead to ensure EHCPs are up to date and staff are aware of Health and Safety responsibilities/systems in relation to individuals and events

Pastoral outcomes (Conduct measures/Attendance & Punctuality) are used effectively and proportionally in processes of evaluation to identify and analyse complex or persistent problems and barriers which limit school effectiveness, and identify priority areas for improvement *(HT standard 8)*

- Ensure the Pastoral Deputy Head / Key-stage Leads report regularly to SLT on pastoral outcomes and communicate identified needs
- Liaise with Pastoral Deputy Head to ensure the system of vulnerable group meetings take place fortnightly and that vulnerable students are appropriately supported / referred as required
- Liaise with Pastoral Deputy Head to ensure appropriate reports are made to Governor's Student Committee (including racist incidents, bullying and accidents)
- Parents are kept informed of their child's pastoral outcomes (conduct points and engagement in wider learning) as well as their academic progress
- Liaise with Pastoral Deputy Head to ensure clear systems are maintained to flag pastoral concerns / evidence that a student is failing to thrive
- Additional provision is made available to support students who are identified as at-risk in either area

Personal Development

Wider Learning

The Christian ethos of the school is strongly articulated and manifests in the day-to-day running of the school. SMSC is firmly rooted as a core aspect of the life of the school and well monitored

- Ensure the daily act of worship takes place and that assemblies model best practice in SMSC within a Church of England school
- Communions and Celebration Services (including end of term assemblies at Christmas and Easter, the Carol Service and Ignite events take place using Christian frameworks)
- Ensure the SLT has a strong SMSC Lead and that liaison with the Trust Chaplaincy Team is effective
- Use the Church of England SIAMS self-review system to audit SMSC and identify areas for improvement as required
- Ensure appropriate training and support is given to form tutors in the SMSC strands of tutor time provision and the delivery of the pastoral programme
- Ensure that the 10:10 Ethic is an integrated feature of school life and that its representation of the core Christian narrative of creation/sin/forgiveness and restoration to relationship is well understood by SLT & pastoral leads

There is a culture where pupils experience a positive and enriching school life including is a broad programme of enrichment activities in which student engagement is very high *(HT standard 1)*

- An extensive wider learning programme is offered as part of the extended school day
- Attendance in sessions is monitored and positive engagement is celebrated

- Ensure assemblies, awards evenings, concerts, performances, student art exhibitions and sporting competitions, the Wider Learning newsletter and the school magazine are high profile and positive showcases

Intervention and extension programmes are available to provide stretch, challenge and support

- Ensure there is a clear system for intervention programmes (including Literacy programmes / reading mentors and study clubs) which accurately targets the right students with appropriate support through effective use of data
- Ensure HoDs provide appropriate extension activities for HAPs
- Arrangements are in place to use post-16 student mentors as curriculum and pastoral support

All pupils are well equipped for their next stage of education through CIAG programmes (including work experience)

- Ensure there is strong leadership of CIAG at SLT level
- Ensure that CIAG provision is delivered in a timely way to support student progression (particularly from the end of Yr 10 and Yr 12)
- Ensure Yr 10 & 12 work experience programmes are fully implemented (appropriately resourced, managed and celebrated)
- Refinements to the CIAG content of the pastoral programme and additional resources are shared at the pastoral / SMSC working party
- Systems are put in place to ensure post-16 and post-18 progression is accurately tracked and reported on to Governors

Leadership and Management

Staffing

There is a culture of high staff professionalism *(HT standard 1)*

- Time is taken at weekly briefing to celebrate staff successes and express appreciation of additional efforts taken
- Liaise with the appropriate SLT lead to sustain and support systems of peer-led training and peer-to-peer coaching and support gives staff a pride in achieving best practice professionally
- Ensure the staff code of conduct is embedded and well understood by all (especially SLT & MLT line-managers). Equip SLT & MLT to intervene early as soon as delivery issues flag as a concern
- Cultivate a staff ethic where making mistakes and seeking support to improve is seen as a strength
- Support is sought from the HR team to ensure consistent use of appropriate staffing procedures as required

All staff have access to high quality, sustained professional development opportunities, aligned to balance the priorities of whole-school improvement, team and individual needs *(HT standard 6)*

- Liaise with the appropriate SLT lead to ensure the developing teacher programme is in place
- Liaise with the appropriate SLT lead to ensure all staff use the stages of staff development as a self-review tool ahead of individual performance review meetings
- Ensure arrangements for performance review are in place and fully understood by all staff giving quality time to discuss professional development intentions and needs as well as delivery of the subject or whole school development plan
- Ensure whole school staff development issues are identified when the school development plan is agreed in February

Professional development of staff is prioritised, ensuring effective planning, delivery and evaluation which is consistent with the approaches laid out in the standard for teachers' professional development *(HT standard 6)*

- Liaise with the appropriate SLT lead to scrutinise feedback from in-house training programmes / ECT delivery or NPQ programme feedback
- Use the Staff Development working party to agree changes in the staff development programmes as required

Professional development opportunities draw on expert provision from within the school, from external sources and particularly from the Teaching School Hub (TSH) including nationally recognised career and professional frameworks and programmes to build capacity and support succession planning *(HT standard 6)*

- Ensure coaching / mentoring and NPQ courses are put forward as professional development opportunities as part of staff performance management
- Work with the appropriate SLT lead to ensure internal MLT and SLT courses align with NPQ programmes
- Ensure school practices feed into the Teach West London TSH training and strong MLT and SLT members have the opportunity to lead programmes where appropriate

All staff are effectively and efficiently deployed and managed well with due attention paid to workload *(HT standard 7)*

- Liaise with the SLT lead i/c timetabling agree and implement a consistent and fair system of time allowances for management responsibilities
- Liaise with the SLT lead i/c timetabling to map staff teaching loads against curriculum needs
- Liaise with the SLT lead i/c timetabling to make maximum use of staff with particular levels of expertise
- Support the SLT lead i/c timetabling to be proactive in managing forecast staff absences (such as parental leave)
- Explore creative solutions to manage staffing budgets (such as use of cover supervisors / coaches and HLTAs)

Resources

The school's ethos and strategic direction is developed in partnership with those responsible for governance and through consultation with the school community *(HT standard 1)*

- Liaise with the Senior Clerk to the Governors and Directors to ensure Local Governing Body (LGB) positions are filled representing the key constituencies (parents / deanery and Diocese)
- Consciously aim to ensure the diversity of the LGB represents the school community
- Engage governors and parents into active partnership through link governors, visits, presentations and communications so that feedback in parental surveys and governors discussions are well informed and readily applicable

The school budget well-managed using Trust support systems, prioritising and allocating resources to ensure efficiency and effectiveness *(HT standard 7)*

- Work with the Head of School Standards / SLT Lead i/c timetabling to ensure the curriculum delivery model is evaluated annually balancing inputs and outputs
- Undertake close scrutiny and control of timetabling
- Maintain tight control of staff recruitment
- Ensure the school roll is replenished in year with a particular focus on July top-up to sustain student numbers for the October census

School development plan in place drawing on accurate institutional self-review and addressing areas for improvement *(HT standard 8)*

- Oversee the completion of the quarterly reports evaluating progress against targets and indicating where milestones have been met
- Update Self Evaluation Form annually (September)
- Take active part in Trust planning processes so that the strategic plan is updated with the school's needs in mind
- Draw up the school improvement plan in the light of strategic direction and immediate school targets
- Distribute responsibility for aspects of the school improvement plan and agree milestones and targets for each member of the team
- Agree and address resource implications and training needs as appropriate

Culture of self-review and improvement established at all levels of the school *(HT standard 8)*

- Support SLT Assessment Lead to embed appropriate student self-review into low-stakes classroom assessment and tasks as well as quarterly assessments
- Liaise with the Head of School Standards to ensure the calendar for assessments and review meetings are timed to allow for evaluation of outcomes and timely responses
- Ensure light-touch review systems are in place at department level in line with recommended Trust practice to encourage teachers to make marginal adaptations to teaching at the earliest opportunity where students are marginally off-track
- Ensure MLT and SLT are able to identify low-cost-high-impact solutions as the first response where cohorts are more significantly off track and ensure these are reported back to SLT as required
- Ensure that the school makes extensive use of coaching to embed staff self-review of their own performance as well as the performance of students

Strong working partnerships are maintained within the education sector, the church and wider community *(HT standard 9)*

- Seek active partnerships with main feeder primary schools
- Work with the Trust Chaplain to promote partnerships with local church and charitable projects
- Develop links with parents / local business and training providers to support students with work experience, information advice and guidance

System of Governance is effective in regulating the school and driving improvement *(HT standard 10)*

- Ensure timely reports are presented to Governors sub-committees and allow time for thorough discussion within meetings
- Schedule presentations from SLT / MLT leading key areas as part of meetings and maintain a schedule of Governors visits to achieve maximum engagement

The school fulfils its statutory duties with regard to the SEND Code of Practice *(HT standard 5)*

- Liaise with the Trust SENCO annually over EHCP student admissions and escalate issues to the LA SEN Team as required
- Liaise with the Pastoral Deputy Head & Head of Inclusion to ensure provision maps are in place indicating how individual resource allocations are to be spent
- Liaise with the Pastoral Deputy Head & Head of Inclusion to ensure staff capacity within SEN/Inclusion team is sufficient to meet the needs of students
- Ensure regular liaison between Pastoral Deputy Head / Key Stage Leads and SENCO to ensure SEND students' needs are met
- Review the progress and pastoral outcomes of SEND students in quarterly reports

Other

Support the wider life of the school by attending events, engaging in networking and responding to issues as they emerge.

Key measures of success

- Students meet end of year targets in all core subjects
- Value added measures in whole school results analysis
- Attendance above 95%
- Punctuality rates above 98%
- Exclusion rates less than 3%

Headteacher Person Specification:

As indicated above, the role of Headteacher presents opportunity for a Senior Leader who has already had experience of Headship. As part of the Trust's commitment to Equality and Diversity, optimal qualifications / experience has been listed as desirable rather than essential and it is hoped that this will widen the field of possible candidates. Interested applicants should use the person specification in their own self-review in order to judge their own appropriateness.

	Essential	Desirable	Assessed in
Qualifications	• An undergraduate degree within own area of teaching expertise • Qualified Teacher Status (QTS) • Evidence of on-going professional development or evidence based research	• Class of degree 2.1 or above • NPQH • Further professional or academic qualification such as equivalent MA / MBA	Application Form
Knowledge, Skills and Experience	• 10 years' experience of specialist teaching at Key Stages 3 and 4 • 5-10 years as Assistant Head / Deputy Head in a Good/Outstanding school • Experience of leading HoDs / SLT to understand recent curriculum and teaching/learning developments (e.g. Ofsted subject reviews, EEF research, ECF & NPQ frameworks) • Effective use of student results analysis to inform practice and target improvement in a whole school context • Direct contribution to achieving / driving towards outstanding pupil progress including awareness of effective whole school literacy • Leadership of SMSC / school values • Sustained and successful Leadership & Management of staff teams • Experience in handling staffing procedures • An understanding of the strategies required to motivate and enthuse all students across the age and ability range to progress • Robust understanding of statutory safeguarding requirements • Working knowledge of the SEN Code of Practice and approaches to inclusion	• 5 or more years as Deputy Head / Senior Deputy or equivalent in a Good/Outstanding school • SLT experience within a MAT with experience of leading collaborative working between schools to sustain standards • Senior Leadership within a Church of England school • Proven success in distributive leadership / leadership development • Evidence of using national frameworks / structures (such as a Teaching School Hub or Teaching Alliance) to secure standards • Successful experience of managing budgets	Application Form / Letter of Application
Equal Opportunities and Educational Commitment	• Energy and reflectiveness in their own practice of relating Curriculum Delivery and AfL as an integrated part of Teaching and Learning • A proven commitment to inclusion and equality of access / opportunity • A resolute commitment to academic excellence within a comprehensive context	• Proactive use of professional development to develop quality of teaching • Active support for music and sport within the wider life of the school	Presentation / Interview

	• Active engagement with professional development • Supports 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		
Personal Attributes	• A strong commitment to, and ability to articulate and model, the values of the Twyford Trust • A strong grasp of contemporary educational issues • An ability to work within, lead and motivate a team • A strong commitment to Trust collaboration and distributive leadership within the frameworks of the Twyford Trust • Ability to set challenging and achievable targets and ensure their delivery • Outstanding communication and inter-personal skills • Good time management / able to multi-task • A commitment to the highest standards in all areas of school life (behaviour, academic, enrichment). • A firm approach to discipline, and good classroom management skills	• A practising Christian	Case studies / Interview & Lesson Observation
Any Additional Factors	• Willing to contribute to the rich life of the school, including its extra-curricular offer		

The School is committed to safeguarding and promoting the welfare of children and young people and expects all staff to share this commitment. The successful applicant will be required to apply for an enhanced disclosure from the DBS (Disclosure and Barring Service), previously the CRB. For more information visit https://www.gov.uk/crb-criminal-records-bureau-check