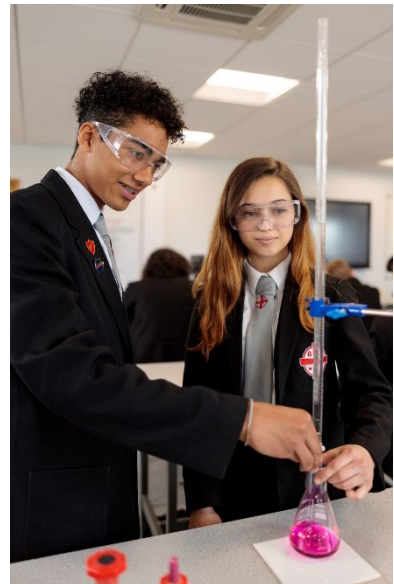




Twyford
CofE
Academies Trust

Head of English

Recruitment Pack



Job advert

We are looking for a Head of English, for Twyford Church of England High School, which is part of the Twyford CofE Academies Trust. The Twyford Trust is made up of 4 exceptionally high achieving schools in Ealing which have the benefit of being very close geographically and being able to benefit from shared curriculum support and broader collaboration.

This is a very exciting opportunity for a current postholder to develop their experience in leading a large and successful English department, across all three key stages. We have a well-developed curriculum framework and a culture of continuous improvement which means that we refine both our resources and English specific training each year. Further details of the English curriculum and approach can be found below.

Students here are driven to succeed at Twyford, with a Progress 8 score in 2024 of +1.08 and an ALPS 3 at KS5, and we work collaboratively across our Trust to ensure our curriculum inspires, challenges and nurtures all students to achieve ambitious outcomes. Strong leadership of our English department, curriculum & wider learning is central to our vision of supporting students to live life in all its fullness. We have a strong staff culture of professional development at the Trust and believe that 'we are all developing teachers' so prioritise staff training in weekly whole school sessions, run a coaching programme across the school and have three annual Trust conferences.

We are keen to welcome any interested applicants in for a visit as part of your application process so please do get in contact with Pip Deacon (Deputy Headteacher – pdeacon@twyford.ealing.sch.uk) if you are interested in applying for the role.

Background to the Twyford Trust

The Twyford Church of England Academies Trust (TCEAT) was established in October 2011 with the aim of achieving outstanding education in a comprehensive school setting. It is a Church of England Trust which is sponsored by the London Diocesan Board for Schools. The Trust now runs 4 secondary schools all of which are situated within Ealing (Twyford, William Perkin, Ealing Fields and Ada Lovelace). Three of these have been launched as new schools drawing on the experience, reputation and popularity of its original school: Twyford Church of England High School. Overall, the Trust now educates over 4,500 students and employs over 500 staff. These numbers will continue to grow slightly as its newest school has yet to grow to full capacity.

As the Trust has expanded, it has increased its infrastructure. It now has a services team, which supports all four schools, as well as a team who focus on school standards. Its service leads cover the areas of:

- Finance
- IT
- Human Resources
- Data Management
- Governance

The school standards team includes leads in the areas of Assessment and CIAG. There is also a team of 11 Trust Subject Leads in all major curriculum areas who are responsible for high quality curriculum and assessment design and for the support of school Heads of Department / department post-holders in developing their own subject expertise. Finally, in the area of school standards, we have co-ordinators for both Sport and Music who organise shared coaching teams and fixtures and peripatetic instrumental tutors, concerts and events.

The principle which has informed our MAT is one of collaboration. We are a relatively compact organisation in which the schools are geographically close enough to be able to encourage joint working. Senior leaders

within TCEAT contribute to refining its approaches via three developmental working parties (in the areas of Curriculum & Assessment, Staff Development and Pastoral/SMSC) as well as three conferences per year, which allow senior staff and middle leaders to share best practice. The four schools share the same carefully designed curriculum and assessment practices and we are therefore in a strong position to be able to measure the impact of development projects which we undertake between the schools. This has developed a culture of professional co-operation which adds value for staff as well as improving the quality of delivery for students. We have a shared intranet (Copia) and staff are able to access common teaching and training materials. This also has had a positive outcome for staff in terms of managing workload, but also gives greater opportunity for teachers and teaching assistants to use adaptive teaching approaches and be innovative in their delivery. The progress of students across the schools is well within the top 5% of schools (as measured by FFT) as a result and there is a strong ethic of mutual support within and between our staff teams.

TCEAT has a strong and embedded Christian ethos which underpins all aspects of its work. Or 10:10 Ethic expresses the human capacity to do and be good; embraces making mistakes as an essential part of the learning process and celebrates the opportunities of living relationally. Its expression in the day-to-day has been framed deliberately to be simple and accessible – however, on a more profound level it aims to capture the overarching Christian narrative of Creation, Fall, Redemption and Restoration. Staff joining the Trust, and in particular the leadership teams, are responsible for making the ethic a reality from policy and to practice. It underpins TCEAT’s particular characteristics of being positive and purposeful, committed to improvement and outward looking.



Our 10:10 ethic

The 10:10 Ethic informs the schools’ pastoral and SMSC practices which have also been developed as a consistent set of approaches used within all four of our schools. We commit to supporting students to fulfilling their academic progress but also to their personal progression. Our in-house pastoral programme of taught sessions and workshops focusses on students’ development as individuals, their ability to impact positively on their community and their future pathways. The well-developed pastoral programmes are designed to support students to be reflective, self-aware and self-regulating and the Trust places a high emphasis on very high standards of learning behaviour and general conduct. All TCEAT schools also have longer school days with extensive wider learning programmes, enrichment activities and interventions. All four of our schools are popular and heavily oversubscribed.

Whilst the 10:10 Ethic is used extensively with students, it applies equally to staff and to the Trust’s institutional practices. TCEAT is highly evaluative and uses internal indicators as a matter of routine to undertake regular self-review this allows teachers, middle and senior leaders to notice and celebrate what is going well and make small and manageable changes at an early point where things are working less well. Establishing this as a habit across all levels of the schools is core to the Trust’s success and has also supported high quality staff development. All of our quality assurance is transparent and peer-led and we utilise coaching models to support staff to improve their own practice. There is a well-established programme of CPD, which supports staff to progress professionally, and this aligns with Early Careers and middle/senior leadership training. A particular investment in staff development and training has been in the area of curriculum and assessment and its impact on high quality and well-refined classroom delivery. This has been a 10-year strategic project taken forward through in-house expertise. It is probably the best example of TCEATs success in both developing and harnessing the capabilities of its staff. Overall, the Twyford Trust sees its human capital as its most important resource and seeks to be very active in its talent management strategies – seeking to align professional development opportunities with institutional goals.

The growth of the Trust has been made possible by the confidence of its staff. TCEAT is also very committed to promoting Equality and Diversity and seeks to provide a range of routes into teaching as well as encouraging uptake of CPD / leadership programme by members of under-represented groups.

Twyford CE High School

The Twyford Trust has grown from the success of **Twyford Church of England High School** in Acton, West London.

Twyford CE High School was set up by the London Diocesan Board for Schools in 1981. The school has an excellent reputation and is rated 'Outstanding' by Ofsted (October 2023). It has developed specialisms in Music and Modern Foreign Languages, as well as having a large and highly successful Sixth Form in which Maths, Science and Computing are the largest areas. Since its inception, the school has grown considerably and now admits around 975 students aged 11 to 16 and an additional 600 students to the Sixth Form.

The school has a very diverse student body that represents the communities within Ealing and Brent, which it predominantly serves. It has faith based admissions criteria for approximately 85% of its places (most of which are Christian foundation). The representation of students with EHCPs is over 6% in Years 7-11 – significantly higher than the national average. As well as these students, the school hosts an additionally resourced provision (ARP) specialising in supporting students with speech and language issues (4 per year group). The ability range of the intake is therefore very wide and it is important that the curriculum caters for the needs of all. The commitment to inclusion has led to the development of the ARP which has a very large team of specialist teaching assistants and highly evolved budget allocation / provision map / staff deployment.

The school also offers 10% of places based on musical aptitude. Standards of musical performance at the school are correspondingly very high and there is an unusually wide range of choirs, instrumental groups, orchestras and performance opportunities. The annual school musical has a high profile within the community, as does its Black History Showcase, the Popular and Classical music competitions and its three end of term concerts.

The school motto '*Life in all its Fullness*', which encourages students to use their individual gifts wisely and well, has become the motto for the Twyford Trust. The full range of courses and wider learning opportunities is very characteristic of Twyford and engagement in the large wider learning offer is an important feature of its pastoral drive on making good choices that enrich the community. The majority of students take advantage of the enrichment activities within the extended school day. In the vast majority of cases there is strong buy-in to the ethos of the school and there is an established culture of public celebration of success and positive re-enforcement.

Our English Curriculum

Success in English is transformative for our pupils. It opens up future pathways and gives them the literacy skills that they need to thrive in all areas of the curriculum. It offers them transferable skills that they can take into any workplace: the ability to communicate effectively and process information. More than that, it offers them the opportunity to explore a range of texts, which act as a framework for them to engage in thought and discussion about some of the most important issues in society and to articulate their opinions coherently. Our aim is to demystify the practice of successful reading and writing for our students, to guide them through these skills through deliberate instruction and to empower them to be successful. We therefore take an integrated approach to the teaching of reading and writing and put literacy at the heart of the curriculum. The spiral curriculum model means that students can reinforce key skills and develop a strong basis of textual and contextual knowledge, also deepening their understanding of key concepts. Throughout KS3-5, students explore a range of ideas that relate to different forms of power and the

relationship of the individual to society; these concepts are central to the narratives that they study and allow students to make links between literature and real-life issues.

Curriculum model overview:

The English curriculum is structured to deliver the skills of reading and writing which are captured in the English objectives. Oracy skills (speaking and listening) are also vital in the process of learning within English. English lessons across the Trust follow a set of five key principles:

1. Disciplinary knowledge is broken down – we teach skills on a granular level and assess these continuously through in class AFL, as well as formative in class and quarterly assessments. These skills are derived from the English Grading Criteria.
2. Every lesson has a narrow focus with precise use of outcomes to promote continuous, exacting AFL:
 - Effective use of peer and self- assessment (often against models)
 - Effective whole class AFL
 - Effective in class feedback
3. We have clarity over the key substantive knowledge being delivered (as part of the spiral curriculum); this is captured through the knowledge organiser for each unit taught and includes the powerful concept vocabulary that needs to be taught.
4. We follow a five-step sequence of learning: retrieval, content, model, application, assessment
5. Literacy routines are embedded:
 - We use routine reading strategies: the reading skills grid for comprehension, text dependent questions for close reading and control the game' for reading aloud
 - Oracy strategies are part of lesson routines: students use art of the sentence as part of structured discussions and are talk for different purposes. Listening routines are embedded.
 - Explicit teaching of (Tier 2 + Tier 3) vocabulary
 - Sentence and paragraph level writing instruction is integral (using the Art of the Sentence)
 - We offer explicit instruction on planning for extended writing at paragraph and whole text level