



Twyford
CofE
Academies Trust

Twyford Church Of England Academies Trust

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



Twyford
CofE
High School

Twyford Church of England High School

Job Description

Job Title:	Assistant Headteacher: Progress & Progression Key Stage 4 (Year 9 and 10)
Grade:	L10 – L14 (£74,479 - £81,120pa)
Line Manager:	Pastoral Deputy Headteacher
Supervisory Responsibility:	Heads of Year 9 and 10

Main purpose of Post

To ensure students at Twyford CofE High School are supported by the pastoral programme and the pastoral teams to make outstanding academic progress within the wider context of their full personal, social and spiritual progression.

Outcomes

Attainment

- All students make or exceed expected progress
- All students are on curriculum programmes which allow them to engage fully and stretch
- Academic intervention programmes are effective
- In school variation in key cohorts is minimised
- Success of students is consistently celebrated in assemblies, end of term events and services
- Target setting procedures are effectively utilised

Curriculum & Teaching

- All students are able to take ownership of their own progress
- Promotion of Twyford High School Learning Culture ensures consistent expectations are set for all learners across all subjects
- Monitor the Duty Learning Looks to ensure learning behaviour is good or outstanding across all lessons
- Delivery of pastoral programme by Heads of Year 9 and 10 and form tutors is outstanding
- Copia is used extensively to support independent learning

Behaviour and Attendance

- Promotion of the Twyford Etiquette ensures pastoral safeguarding measures are met
- All pupils are well-equipped for their next stage of education through CIAG programmes

- Key cohorts are targeted to ensure full engagement in both academic and wider learning offer
- Whole school rewards and sanctions policies are consistently applied
- Pastoral intervention programmes and resources are carefully managed via vulnerable groups meetings to minimise exclusions
- PSHE provision is outstanding and meets statutory requirements
- The House system, student leadership and enterprise are high profile and effective
- Wider learning, extended elective and study club programmes ensure high levels of positive engagement
- Attendance and punctuality systems are implemented effectively
- Suspension and Exclusions processes are carefully followed
- Child Protection policies are followed under the leadership of the DSL
- Activities Week is effectively delivered for Year 9 & 10 students

Leadership and Governance

- The distinctive Christian ethos of the Trust is strongly articulated and manifest in the day to day running of pastoral systems and in the assembly/service life of the school
 - Outstanding leadership and management of the pastoral team – Heads of Year, Form Tutors
 - Options processes are successfully managed
 - Curriculum offer is broad, balanced and affordable
 - Admissions are effectively managed to keep a full roll
 - Liaison with SEN, Inclusion and outside agencies over specialised/extra provision is effective to support students with additional needs
 - Duty rota ensures institutional behaviour management is strong
 - Exam weeks are effectively delivered
 - All parents' evenings, celebration evenings and public events are outstanding
 - Quarterly self-evaluations completed for Pastoral Deputy Head, Associate Headteacher and Governors
 - Quarterly reports to parents completed
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Specific responsibilities and tasks

Attainment

All students make or exceed expected progress

- Monitor pupil progress through G4S and quarterly through formal reports made as part of the SLT self-evaluation process
- Identify underachieving and at risk cohorts in conjunction with HOY
- Ensure tutors, HoYs and departments put in place support plans for groups and individuals in line with pastoral intervention stages
- Liaise with T & L team in monitoring lesson observations, duty looks and work scrutinies to identify and intervene on issues undermining progress

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

- Ensure all students are appropriately set for EBAC and for options groups where relevant

- Ensure differentiation and differentiated pathways in KS3 align with distinctive pathways run in all subjects in KS4
- Provide training & support to Head of Year and pastoral teams to ensure that the options process is well run
- Maintain awareness the Year 11 to 12 transition process to support students' future progress to appropriate sixth form or alternative pathway courses.

In school variation in key cohorts is minimised

- Ensure all facets of school curriculum and extra-curricular offer are fully used to engage key cohorts in their progress and progression and to minimise in school variation
- Support Heads of Year with ongoing tracking of these cohorts, summative quarterly analysis and subsequent interventions

Academic intervention programmes are effective

- Support the academic intervention programmes and evaluate their impact quarterly
- 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 who are underachieving against target and plan additional interventions
- Support Heads of Year in operating pastoral stage 2 interventions
- Ensure pastoral stage 3+ interventions are implemented and monitor effectiveness
- Ensure parents are positively engaged with support programmes and empowered to give consistent support at home

Success of students is consistently celebrated in assemblies, end of term events and services

- Ensure end of term celebration assemblies are high quality and in line with whole school practice making reference to success of individuals and groups
- Ensure that recognising and sharing achievements in academic, creative & applied areas is maintained via HoY and SLT assemblies & school publications including Twyfordian
- Ensure a consistent practice of communicating 'good news' to parents is sustained

Target setting procedures are effectively utilised

- Target setting and communication of targets ensures that expectations of students are very high
- Liaise with Pastoral DHT and Data team to set and review individual student attainment targets
- Support the management of the student target setting process a including the appropriate training of curriculum and pastoral teams
- Clear pastoral targets are set and reviewed for the students termly

Curriculum & Teaching

All students are able to take ownership of their own progress

- Maintain the formal mechanism of student self-review through portfolios and planners
- Provide training and support for Heads of Year 9 and 10 in supporting effective self-review by students
- Ensure Heads of Year and tutor teams identify students who are not able to recognise barriers to progress and put intervention plans in place
- Set and monitor expectations for students pride in their own work through the duty look system
- Develop Heads of Year 9 and 10 and Form Tutors in their roles of motivating & supporting students to achieve highly

- Support SLT in reviewing format and content of student planners in January/February to ensure they are used effectively in the self-assessment process
- Ensure that all students are well placed to meet their pastoral targets

Promotion of Twyford Learning Culture ensures consistent expectations are set for all learners across all subjects

- Train new tutors and staff in the learning routines expected
- Regular input into HoD meetings ensure that consistent expectations of lessons are set and sustained in all subject areas

Monitor the duty looks and lesson coaching system in conjunction with Teaching & Learning team to ensure learning behaviour is outstanding

- Ensure that the learning behaviour in all lessons is outstanding
- Complete quarterly SLT self-evaluations of learning behaviour
- Liaise with T & L team on a weekly basis for outcomes of Duty Learning Looks
- Intervene with HoDs and T & L team as appropriate to support teachers, students or groups who need further support
- Maintain high level of skills within lesson observation through regular duty looks
- Ensure school policy on Lesson Prep and Homework is consistently promoted and enforced

Delivery of pastoral programme by Heads of Year and Form Tutors is outstanding

- Ensure HoYs communicate and share outstanding resources with tutors
- Programme of tutor training including September induction and year team meetings in place
- Monitor outcomes of the Year Team tutor observations
- Ensure HoYs put in place support for tutors if required and monitor improvement

Copia is used extensively to support outstanding independent learning

- Ensure that the expectations for lesson preparation are understood by all students
- 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
- Student planners are used consistently by students, staff and parents to support independent learning
- All tutors use Copia homepage and students and parents can all access Copia

Behaviour and Attendance

Promotion of the Twyford Etiquette ensures pastoral safeguarding measures are met

- Ensure Twyford Etiquette and lesson expectations are clear to staff and students
- Monitor vulnerable students on a weekly basis and intervene as appropriate with Heads of Year 9 and 10 and pastoral teams
- Complete quarterly SLT self-evaluations of safeguarding measures

All pupils are well-equipped for their next stage of education through CIAG programmes

- Ensure appropriate CIAG is embedded in the pastoral curriculum through tutor times, assemblies and pastoral workshops
- Ensure tutors are well trained in programme
- Monitor delivery and ensure statutory areas of CIAG are covered

Key cohorts are targeted to ensure full engagement in both academic and wider learning offer

- Ensure all facets of school curriculum and extra-curricular offer are fully used to engage key cohorts in their progress and progression and to minimise in school variation
- Support Heads of Year with ongoing tracking of these cohorts, summative quarterly analysis and subsequent interventions

Whole school rewards and sanctions policies are consistently applied

- Support Pastoral DHT with regular review of behaviour policy
- Support Pastoral DHT in planning & delivering the beginning of year re-fresh as appropriate
- Induct new pastoral staff in behavioural expectations
- Monitor usage of behaviour policy through formal and informal means
- Support Pastoral DHT in drawing up duty rotas and monitoring delivery
- Ensure Heads of Year manage the detention system effectively in their year groups

Pastoral intervention programmes and resources are carefully managed via vulnerable groups meetings to minimise exclusions

- Support Heads of Year to identify at risk cohorts in line with the pastoral intervention stages
- Hold weekly Pastoral meetings to ensure collaboration between pastoral, inclusion and SEN teams is strong and intervention plans are put in place
- Manage protocols for monitoring at risk students
- Act as first filter on all KS4 suspensions (before presenting to Pastoral DHT and Associate Headteacher)

PSHE provision is outstanding and meets statutory requirements

- Monitor delivery and ensure statutory areas of PSHE are covered

The House system, student leadership and enterprise are high profile and effective

- Ensure house events and enterprise days are heavily promoted and well supported by tutors and students
- Ensure student leaders are chosen
- Ensure there is active celebration of student leaders in assemblies, end of term services and public events
- Ensure lapel badge system is strongly promoted
- Actively promote the school specialisms (Music and MFL)

Wider learning, extended elective and study club programmes ensure high levels of positive engagement

- Check the wider learning programme is appropriate to engage students and provide appropriate stretch
- Ensure KS4 study club is outstanding and monitor attendance
- Ensure tutors monitor and intervene to ensure all students are engaged in wider learning
- Monitor participation in conjunction with Head of Wider Learning and SMSC Lead to ensure a clear report is made to every Governors student committee via summaries compiled quarterly as part of the SLT review process

Attendance and punctuality systems are implemented effectively

- Monitor attendance via weekly Pastoral Team meeting and put in place additional support
- Ensure students at stage 2+ for attendance are followed up and conduct parent meetings with Heads of Year

- Ensure plans are in place for students at-risk of not receiving education
- Ensure rewards and sanctions systems are followed appropriately

Exclusions processes are carefully followed

- Make effective use of internal exclusion system
- Liaise with Pastoral DHT to ensure consistency in external exclusions
- Liaise with Pastoral DHT to ensure protocols for permanent exclusions are scrupulously managed
- Ensure return from exclusion reintegration processes are effectively managed

Child Protection policies are followed carefully under the leadership of the DSL

- Complete CPOMs logs as directed by DSL
- Attend CP conferences and meetings where appropriate

Activities Week is effectively delivered

- Liaise with Activities Week coordinator to ensure high quality Activities Week offer in place
- Ensure all students are signed up for appropriate activities

Leadership and Governance

The distinctive Christian ethos of the school is strongly articulated and manifest in the day to day running of pastoral systems and in the worship life of the school

- Ensure that the 10:10 ethic is well articulated, understood and embedded into pastoral systems and general expectations using the corporate parent principle
- Set expectations for assemblies and formal acts of worship to ensure provision is excellent and levels of engagement are high
- Ensure pastoral programme supports the Spiritual, Moral, Social & Cultural development of all students
- Monitor the delivery of the pastoral curriculum
- Ensure Music is well represented in all communal events

Outstanding leadership and management of the pastoral team – Heads of Year 9 and 10, tutors

- Lead the weekly Pastoral Team meetings effectively and ensure paperwork is kept up-to-date
- Ensure the pastoral curriculum is delivered to a high standard including Pastoral workshops, tutor times and CIAG events
- Ensure Heads of Year monitor diaries on a half-termly basis to ensure they meet expectations
- Ensure Heads of Year manage their tutor teams effectively through briefings and tutor meetings
- Support Heads of Year to complete their quarterly analysis reports

Options processes are successfully managed

- Support the Pastoral DHT and Wider SLT for Year 9 Options Evening
- Ensure successful KS3-4 transition through careful CIAG and well run options process

Curriculum offer is broad, balanced and affordable

- Monitor curriculum offer to ensure differentiated pathways allow all students to engage fully
- Ensure all students have access to a strong academic core and enriching elective courses

Admissions are effectively managed to keep a full roll

- Monitor numbers and liaise with admissions team to offer places as they emerge
- Support Pastoral DHT with the in-year appeals process

Liaison with SEN, Inclusion and outside agencies over specialised/extra provision is effective to support students with additional needs

- Sustain formal communication with SEN and Inclusion departments through Pastoral groups meetings to direct resource appropriately to meet the needs of at risk students
- Liaise with SLT, Inclusion and SENCO to ensure appropriate use of interventions from outside agencies including Ed Psych, borough services, and social services teams
- Measure impact of additional provision on students on EHC plans

Duty rota ensures institutional behaviour management is strong

- Undertake a significant number of high profile duties
- Support Pastoral Deputy Head in designing duty rota
- Lead start of term and refresher training for staff on institutional behaviour management
- Train Heads of Year 9 and 10 in the philosophy of institutional behaviour management

Exam weeks are effectively delivered

- Support Pastoral Deputy Head to deliver Q2 and Q4 exam weeks
- Ensure Heads of Year 9 and 10, tutors and teachers are well-positioned to help students prepare effectively for Q2 and Q4 exam weeks
- Monitor delivery and evaluate the exam weeks for improvements

All parents' evenings, celebration evenings and public events are outstanding

- Ensure parent information evenings and celebration/Junior awards evenings are effective and follow agreed systems and protocols
- Ensure Heads of Year are trained in leading key evenings

Quarterly self-evaluations completed for Pastoral DHT, Associate Headteacher and Governors

- Undertake self-evaluation of all aspects of progress and progression and report on areas of success and areas for improvement in quarterly reports
- Liaise with departments and other stakeholders to complete reports

Quarterly reports to parents completed

- Ensure that reports are written in a meaningful fashion that follows agreed school systems and protocols

Other

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

Key measures of success

- 75%+ Y9 and 10 students meet end of year targets in all subjects
- No in-school variation between pupil groups
- 90%+ at pastoral intervention stages 0 & 1
- Learning behaviour good or outstanding
- Attendance above 96%
- Punctuality rates above 98%

- Exclusion rates less than 3%
- Engagement in wider learning 100%
- 80%+ students enjoy school on school survey

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"> •
Knowledge, Skills and Experience	<ul style="list-style-type: none"> • Relevant successful teaching experience in an outstanding secondary school, and with successful outcomes in public examinations • Experience in Middle Leadership • Experience of pastoral leadership • A proven record of success in raising standards • Experience of monitoring delivery at Middle Leadership • Experience of the use of student results analysis outcomes to inform practice and target improvement • Successful experience of team leadership & management of staff • An understanding of recent curriculum and teaching/learning developments • An understanding of the strategies required to motivate and enthuse all students across the age and ability range to progress as part of a whole school approach to raising achievement. • An understanding of the processes and techniques required to assess record and report students' learning effectively. • A commitment to the principles and practices of Assessment for Learning • Experience of teaching the National Curriculum in your subject at Key Stages 3 and 4 • Experience of leading a tutor group and student leadership programmes • An awareness of whole school issues 	<ul style="list-style-type: none"> • Evidence of further professional development • An understanding of the importance of, and a willingness to participate in, extra-curricular activities. • Experience of teaching the National Curriculum in your subject at Key Stage 5
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 • Support for the school's specialist status • Supports the school unreservedly in its commitment to safeguarding and promoting the welfare of children, young people and vulnerable adults 	<ul style="list-style-type: none"> • Proactive use of professional development to develop quality of teaching

	<ul style="list-style-type: none"> • A commitment to support and promote the school's Christian character 	
Personal Qualities	<ul style="list-style-type: none"> • A strong commitment to, and ability to articulate and 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 • A commitment to the highest standards in all areas of school life (behaviour, academic, enrichment). • A strong grasp of contemporary educational issues • A proven team worker with a very strong commitment to collaboration • Outstanding communication and inter-personal skills • Ability to set challenging and achievable targets and ensure their delivery • Good time management / able to multi task • Willing to contribute to the rich life of the school, including its extra-curricular offer • Clarity of vision/strategic thinker 	<ul style="list-style-type: none"> • A practising Christian
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>

You will also be expected to sign and adhere to the school's SAFEGUARDING CHILDREN & YOUNG PEOPLE and SAFE WORKING PRACTICE AGREEMENT which is available as a download on the school website Vacancies page.