



Twyford Church Of England Academies Trust

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



Ada Lovelace Church of England High School

Job Description

Job Title:	Pastoral Lead KS5
Salary:	Leadership scale 1-5
Line Manager:	Deputy Head Teacher
Supervisory Responsibility:	Team of Year 12/13 Tutors

Main purpose of the job

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

Outcomes

Quality of Education

- All students make or exceed expected progress (monitoring)
- Intervention programmes are effective
- Success of students is consistently celebrated
- Independent learning is outstanding

Behaviour

- Sixth Form rewards and sanctions systems are clear and consistently applied

Personal development

- All students are on curriculum programmes which allow them to make appropriate progression Post-18.
- All students are engaged with the school ethos and systems
- All students are able to be reflective and take ownership of their own progress
- Student leadership and community engagement is high profile and effective
- Wider learning programmes ensure high levels of positive engagement

Leadership

- Outstanding leadership and management of year team
- Attendance and punctuality systems are implemented effectively
- Outstanding leadership and management of all parent/celebration evenings and outstanding communication with parents
- Safeguarding at KS5 is effective
- 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
- All new tutors effectively inducted into the school ethos and systems

Specific responsibilities and tasks

Quality of education

All students make or exceed expected progress (monitoring)

- Target setting and communication of targets ensures that expectations of students are very high
- Monitor and review individual student attainment targets
- Monitor pupil progress each quarter
- Underachieving students identified within year group in liaison with DHT
- Ensure programmes of support and intervention are in place

Success of students is consistently celebrated

- Ensure the programme of end of year celebration assemblies runs effectively
- Ensure that the practice of recognising and sharing achievement is maintained via year assemblies
- Ensure a consistent practice of communicating 'good news' to parents is sustained

Intervention programmes are effective

- Liaise with Heads of Departments and subject leads to ensure that their intervention programmes are appropriate for the needs identified
- Liaise with Heads Departments and subject leads to identify students who are underachieving against targets and plan additional interventions as required
- Ensure parents are positively engaged and empowered to give consistent support at home
- Liaise closely with SENCO over SEN identification, provision and achievement

Independent learning is outstanding

- Ensure that the expectations for lesson preparation are understood
- Monitor lesson preparation to ensure it is completed effectively
- Promote the use of COPIA by students, parents and staff to support independent learning

Behaviour

Whole school rewards and sanctions systems are clear and consistently applied

- Ensure school conduct systems for sanctions and rewards are clearly implemented
- Ensure the school etiquette is clearly understood and the values upheld by Year 12 and 13
- Induct new tutors in the school etiquette and behavioural systems and expectations
- Ensure all protocols for internal and external suspensions are followed

Personal development

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

- Ensure all students have been given the right guidance and support with post 18 applications to UCAS, apprenticeships, employers.
- Organise programme of support and preparation for Post 18 courses including University entry/career progression/apprenticeships (including tutorial programme, visiting speakers, taster sessions at University, UCAS evening for parents and visits to University Fairs)
- Co-Ordinate all UCAS and Apprentice applications through UCAS apply
- Create a leavers process whereby all destinations are recorded and an alumni process is established

All students are engaged with the school ethos and systems

- Develop a positive identity for the 6th Form
- Consciously welcome and engage parents into the school community

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

- Deliver year group self-assessment processes timed to fit alongside Quarterly progress sheets and reports
- Ensure students are aware of and own their own progress
- Implement the formal mechanism of self-review which forms part of the summative reporting progress for students

Student leadership and community engagement is high profile and effective

- Ensure effective use is made of student leaders
- Promote leadership effectively using external agency input
- Promote community outreach programmes effectively

Wider learning programmes ensure high levels of positive engagement

- Check the wider learning schedule is communicated effectively to your year group and parents to engage students and provide appropriate stretch
- Monitor and celebrate attendance in the wider learning opportunities

Leadership

Extended learning and wider learning offer is effectively managed

- Extended learning offer coordinated and managed
- Community service programme coordinated and managed

Outstanding leadership and management of year team

- Lead the year team meetings effectively
- Ensure that your tutors deliver the tutor programme effectively

Attendance and punctuality systems are implemented effectively

- Undertake pastoral audit each fortnight

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

- Ensure effective organisation of all parent evenings using agreed protocols and systems
- Deliver one celebration assembly each term and one year ahead evening each year
- Support your tutors to meet each parent in the Autumn term to set appropriate targets for the year ahead
- Ensure all parents understand the key assessments used to set Quarterly progress grades

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

- Liaise with the Chaplaincy team to ensure excellent levels of engagement in Communion & other formal acts of worship
- Ensure your tutors deliver the Pastoral programme effectively
- Ensure delivery of the Trust Post 16 PSHE workshops
- Communicate the connection between the pastoral system and the 10:10 ethic

All new tutors effectively inducted into the school ethos and systems

- Support the training of tutors who are new to the school / year team

Leadership and management of safeguarding at KS5

- Workshops prepare students to make good choices
 - Leadership and management of all safeguarding concerns at KS5 alongside effective engagement with external agencies
-

Key measures of success

- All students within the year group make expected levels of progress
- Students meet end of year targets
- Attendance above 95%
- Punctuality rates above 98%
- Safeguarding at KS5 is effective

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 and Skills	<ul style="list-style-type: none"> • Knowledge of the requirements of the National Curriculum • An understanding of recent curriculum and teaching/learning developments • Experience of curriculum design (for example, writing schemes of work) • An understanding of the strategies required to motivate and enthuse all students across the ability range • An understanding of the processes and techniques required to assess, record and report students' learning effectively • 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
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 and 4 • Experience of leading a tutor group and student leadership programmes • 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

	Essential	Desirable
Equal Opportunities and 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 • 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
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 • Is committed to the highest standards in all areas of school life (behaviour, academic, enrichment). • Has a strong grasp of contemporary educational issues • A proven team worker with a very strong commitment to collaboration • Has outstanding communication and interpersonal skills • Able 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

