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Twyford Church of England High School

**Job Description**

<b>Job Title:</b>	<b>Deputy Headteacher – Pastoral With responsibility for Leadership of Year 11 progress &amp; progression</b>
<b>Grade:</b>	<b>L14 – L18 (£81,120 - £88,496)</b>
<b>Line Manager:</b>	<b>Associate Headteacher</b>
<b>Supervisory Responsibility:</b>	<b>Head of Year 11 Assistant Headteacher KS4 Assistant Headteacher KS3 Department identified by Headteacher</b>

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**Main purpose of Post**

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

To ensure all matters linked to safeguarding are dealt with in line with statutory and Trust policies and practices.

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**Outcomes**

**Quality of Education**

*Curriculum & Teaching*

- All students are on curriculum programmes which allow them to engage fully and stretch
- Progress of a students at GCSE is outstanding (eg well within FFT5)
- Areas of underachievement in Department and Year group areas or within specific cohorts are successfully identified and addressed, with support intervention effective in improving outcomes
- Independent learning routines are outstanding
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*Achievement*

- Target setting ensures that expectations of students are very high
- All students make or exceed expected progress
- Lead tracking, reporting and intervention systems to raise attainment
- Learning Behaviour is consistently strong as a result of clear routines and coherent pedagogy
- Students have a coherent understanding of assessment-in-class as an expression of their wider self-regulation and self-evaluation through the 10:10 Ethic
- No ISV of vulnerable groups including PP, SEND, E&D (Equality & Diversity), Ethnicity groups and LAC

## **Attendance and Behaviour**

### *Pastoral*

- All students are able to take ownership of their own progress
- Monitor and ensure all pupils make secure progress to appropriate post-16 destinations
- Learning behaviour is consistently outstanding across all lessons
- Success of students is consistently celebrated
- Whole school rewards and sanctions policies are consistently applied throughout the school
- At risk students are well supported and throughout the school to minimise the risk of exclusion/suspension
- Attendance and punctuality systems are implemented effectively

## **Personal Development and Wellbeing**

### *Wider Learning*

- Christian ethos and SMSC of the school is strongly articulated and manifest in the day to day running of the student support systems of the school & in the wider life of the school
- Student leadership is high profile and effective
- Wider learning programmes ensure high levels of positive engagement

## **Leadership and Governance**

### *Staffing*

- Outstanding leadership and management of the SLT/MLT pastoral team
- Routine training around Pastoral elements of CaLM (Curriculum and Lesson Mastery) and quality assurance ensures that the responsibilities are effectively delivered

### *Resources*

- Liaison with Learning & Inclusion Department over specialised/ extra provision is effective to support students with additional needs
- Chairing vulnerable student meetings to ensure extra provision is effective to support students with additional needs and at-risk students

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## **Specific responsibilities and tasks**

## **Quality of Education**

### *Curriculum & Teaching*

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

- Support the Curriculum & Assessment lead in ensuring differentiation at KS4 aligns with distinctive pathways run in all subjects at KS4
- Ensure all students are appropriately set
- Support the AHT CIAG & Wider Learning to provide training & support to Heads of Key Stage and pastoral teams to ensure that Year 11 to 12 transition process and CIAG/Gatsby framework is understood and implemented

#### **Progress of all students at GCSE is outstanding (eg well within FFT5)**

- Highly effective classroom delivery of CaLM, AfL, Literacy and Lessons Prep enables all pupils to make outstanding progress
- Ensure all teaching staff are fully aware of the students most at risk of under achievement and of routine 'first wave' interventions.
- Maintain consistent monitoring of these cohorts.

- Middle leaders' analysis at assessment points accurately identifies students most at risk of underachievement and ensures appropriate steps are taken to bring about improvement
- Ensure pastoral, SEN and CIAG interventions are triggered for students at risk of failing to progress
- Ensure students who are not meeting their Yr 11 target grades plus parents are aware of the need to work harder on Plan A or formulate B/C

**Areas of underachievement (in Department and Year group areas or) within specific cohorts are successfully identified and addressed, with support intervention effective in improving outcomes**

- 10:10 ethic used as overarching ethic to encourage transparent self-review & self-improvement as part of Pastoral Curriculum
- Individual training needs for teams/individual staff are identified in order to bring about improvement
- Liaison with Coaching and Training AHT to put in place Pastoral training to develop practice of HOYs and Form Tutors

#### **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

#### **Achievement**

**Target setting ensures that expectations of students are very high**

- Liaise with Key Stage AHTs and Head of Trust standards to set & review individual student attainment targets
- Manage the student target meetings/processes

**All students make or exceed expected progress**

- Monitor pupil progress on a whole school basis termly with reports made to student committee & Local Governing body
- Ensure pupil premium strategy is agreed making full use of budget available
- Ensure pupil premium strategy is effective in meeting the needs of this cohort and outcomes are reported to student committee / SLT via quarterly reports and in annual summary
- Underachieving /at risk cohorts identified in every year group (in liaison with HoDs/HoYs)
- Ensure programmes of support / sanction are agreed for individual & groups
- Oversee the organisation of parent information evenings

**Lead tracking, reporting and intervention systems to raise Year 11 attainment**

- At key quarterly points track, report and evaluate overall, subject-specific and individual pupil outcomes
- Ensure overall intervention programme run by Depts/HoY/pastoral teams are effective in raising attainment.
- Liaise with Heads of Core Departments to ensure that their subject specific intervention programmes are appropriate for the needs identified
- Responsibility for organisation of additional tutoring/catch-up/exam preparation sessions as agreed with Co-Headteacher
- Ensure parents are positively engaged with support programmes and empowered to give consistent support at home

### **Learning Behaviour is consistently strong as a result of clear routines and coherent pedagogy**

- Work collaboratively with Asst Heads /Trust staff Dev't teams to develop coaching programme to support high quality delivery of the pastoral curriculum
- Lead use of learning looks to evaluate consistent learning behaviour & its contribution to student self-regulation
- Showcase Pastoral training items from coaching programmes and lesson feedback to ensure best practice is shared and training is current and meaningful to staff
- Work with AHT Literacy and Training and the Coaching and CaLM Lead to ensure all departments and tutor teams are supported to make outstanding use of CaLM in all tutor times and lessons.

### **Students have a coherent understanding of assessment-in-class as an expression of their wider self-regulation and self-evaluation through the 10:10 Ethic**

- Train HOY, AHOY and tutors in the link between the 10:10 ethic and students self-review process in Tutor Time
- Work with SMSC Lead and Key Stage Assistant Headteachers to ensure that student self-review processes are always meaningfully understanding their curriculum progression (as well as pastoral progression)
- Ensure the students can understand ownership of their own progress as a part of their wider self-regulation
- Review tutor time delivery and evidence of reflection booklets (along with other SLT team members) to be sure curriculum progression is fully understood
- Support Whole School Learning Reviews through scrutiny of student exercise books to ensure CaLM routines are building a secure and accurate habit of self-review.

### **Attendance and Behaviour**

#### *Pastoral*

#### **All students are able to take ownership of their own progress**

- Set and monitor expectations for students' pride in their own work
- Develop Heads of Key Stage, Heads of Year and Form Tutors in their roles of motivating & supporting students to achieve highly
- Liaise with SMSC lead to ensure school self-assessment processes timed to fit alongside termly record sheets and reports
- Ensure students are aware of and own their own progress
- Lead review of format/content of student planners in January/February to ensure they are used effectively in the self-assessment process
- Sustain a formal mechanism of self-review which forms part of the quarterly reporting progress for students in lower school
- Provide training and support for Heads of Key Stage & pastoral teams in supporting effective self-review by students
- Establish system to identify students who are not able to recognise barriers to progress & agree mechanism to include within 'at risk' groups
- Ensure that all students are well placed to meet their pastoral targets (see pastoral curriculum)

#### **Monitor and ensure all pupils make secure progress to appropriate post-16 destinations**

- Support the AHT CIAG (Careers, Information, Advice and Guidance) to lead the pastoral team in post-16 CIAG processes in Year 11 and support the Head of KS4 to do the same in Year 10.
- Ensure all key staff (HoYs, Form tutors, Admin) are well-trained to carry out their roles in CIAG and post-16 transition.
- Communicate effectively with post-16 Trust partners to ensure strong pathways are established for students to progress to appropriate courses at all three post-16 providers.

- Have oversight and leadership of the post-16 progression criteria at different institutions so all pupils, parents and staff are able to own their own progression strongly.
- Work alongside Exams coordinator and AHT CIAG to ensure August results day is well-managed and students receive excellent CIAG on results day
- Support the Exams coordinator in the week of GCSE results in preparing for student transition.

#### **Learning behaviour is consistently outstanding across all lessons**

- Support the process of learning reviews and Duty learning looks to maintain high level of skills within lesson observation
- Ensure that the learning behaviour is outstanding
- Liaise with HoDs / DH Staff Development to support staff training in promoting consistently effective learning behaviour
- Ensure school policy on Lesson Prep and Homework is consistently promoted and enforced.
- Ensure planners are used consistently by students, staff and parents to support independent learning.

#### **Success of students is consistently celebrated**

- Ensure end of year celebration assemblies are high quality and in line with whole school practice
- Ensure that the practice of recognising & sharing achievement in academic, creative & applied areas is maintained in assemblies & school publications in order to ensure commonly high aspirations.
- Ensure a consistent practice of communicating 'good news' to parents is sustained (on an individual student and year group basis)

#### **Whole school rewards and sanctions policies are consistently applied and throughout the school**

- Ensure school behaviour codes & specific etiquettes are clear to staff and students in all year groups
- Lead regular review of behaviour policy
- Lead the planning & delivery of 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
- Ensure consistency in exclusions and suspensions across the school
- Ensure protocols for permanent exclusions are scrupulously managed

#### **At risk students are well supported throughout the school minimise the risk of exclusion/suspension**

- Chair vulnerable student meeting to ensure early identification of students-at-risk of exclusion/suspension (underachievement & behaviour)
- Ensure liaison with L&I is strong & effective and that turnaround programmes for KS4 are in place (particularly in the areas of literacy and numeracy)
- Monitor attendance and liaise with L&I over additional support
- Manage protocols for monitoring at risk students
- Make effective use of internal suspension system
- Support Heads of KS3 and KS4 in making decisions on internal exclusions and suspensions
- Ensure return from exclusions are effectively managed across the school
- Prepare data to inform and report to Governors Student committee & attend meetings student committee meetings as pastoral lead
- Liaise closely with Head of Intervention and School Family Support worker to ensure at risk students are supported to avoid suspension

#### **Attendance and punctuality systems are implemented effectively throughout the school**

- Lead systems to achieve excellent levels of attendance, punctuality (operational monitoring of outcomes and systems review)

- Undertake weekly pastoral audit for SLT meeting on attendance and punctuality data
- Produce reports in conjunction with pastoral SLT for Governors meetings as required
- Ensure rewards and sanction system is implemented effectively
- Ensure quarterly training for new Pastoral members (HOYs, AHOY) linked to Attendance and punctuality systems

## **Personal Development and Wellbeing**

### *Wider Learning*

#### **Christian ethos and SMSC of the school is strongly articulated and manifest in the day to day running of the student support systems of the school & in the wider life of the school**

- Ensure pastoral teams see the connection between the pastoral system and the 10:10 ethic
- Monitor assemblies to ensure provision is excellent and levels of engagement are high
- Ensure Music is well represented in all communal events
- Lead the development of the pastoral curriculum

#### **Student leadership is high profile and effective**

- Ensure lapel badge system is strongly promoted (Tutor reps, Yr 11 Prefects, reading mentors)
- Actively promote the house system
- Actively promote the use of all Tutor representatives
- Ensure there is active celebration of ambassadors & role models from subjects (winning teams etc.)

#### **Wider learning programmes ensure high levels of positive engagement**

- Check the wider learning schedule is appropriate to engage students and provide appropriate stretch
- Ensure WL system training (notice, monitor, intervention) for Pastoral Teams is included as part of start of academic year, and regularly through quarterly Year Team meetings
- Monitor participation and ensure a clear report is made at SLT meetings and every Governors student panel via summaries compiled quarterly as part of the SLT review process

## **Leadership and Governance**

### *Staffing*

#### **Outstanding leadership and management of the SLT/MLT pastoral team**

- Ensure all members of the pastoral teams are confident in all aspects of the Trust Behaviour, Attendance & Punctuality and Safeguarding policies and practices.
- Lead meetings effectively and ensure agendas and minutes are circulated appropriately
- Ensure that the team delivers the pastoral curriculum to a high standard
- Ensure that the team deliver the PHSE workshops effectively and are confident of the RSE policy
- Monitor numbers on roll and liaise with admissions team to offer places as they emerge
- Ensure Heads of Key Stage monitor student planners on a termly basis to ensure they meet expectations
- Ensure parent information evenings and celebration evenings are effective and follow agreed systems and protocols
- Operational responsibility for quality of HOY LM meetings
- Lead and chair the quarterly Twyford Pastoral Committee meeting

**Routine training around Pastoral elements of CaLM and quality assurance ensures that the responsibilities are effectively delivered**

- Support Headteacher to evaluate quarterly progress of Year group using whole school assessment data
- Reports for SLT meetings and Governors are carried out
- Provide additional training for particular staff cohorts as appropriate (HoDs, HoYs, ECTs etc.)
- Ensure reporting to Governors on student progress and progression is clear, accurate and well understood (providing training sessions as required)
- As required provide induction information for parents into accessing live data via G4S, Copia etc

*Resources*

**Chairing vulnerable student meetings to ensure extra provision is effective to support students with additional needs and at-risk students**

- Hold fortnightly vulnerable student meetings with Co-Head, Heads of KS3 & KS4 and Head of SEN/Inclusion
- Take responsibility for ensuring vulnerable student register is kept up-to-date
- Take oversight of most at-risk pupils to support Heads of KS3, KS4 and SEN/Inclusion to direct resource appropriately to meet the needs of at risk students.
- Liaise with Co-Head, Head of SEN & Inclusion, Head of Intervention, school Family worker and outside agencies – from Borough (Ed Psych /College providers) – where additional resource is required
- Attend Borough Fair Access Panel meetings (One term per academic year)

**Other**

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

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**Key measures of success**

- Students meet end of year targets in all core subjects at
- Value added measures in whole school results analysis
- Eliminating gaps in progress and attainment between pupil groups
- Attendance above 95%
- Punctuality rates above 98%
- % of students in pastoral stages above 90%
- Exclusion rates less than 3%
- Gatsby benchmarks met
- 0% Year 11 students NEET when beginning Year 12
- Safeguarding audit targets met
- SIAMS outstanding grade

## Person Specification

*Modified criteria are also included below where a less well qualified member of staff is identified as having development potential and is offered the role as a 2-year development opportunity with additional support.*

	Essential	Desirable
<b>Qualifications</b>	<ul style="list-style-type: none"> <li>University graduate with a good degree</li> <li>Qualified Teacher Status</li> </ul>	NPQSL or further professional qualification such as equivalent MA
<b>Knowledge, Skills and Experience</b>	<ul style="list-style-type: none"> <li>5 years' experience of specialist teaching at Key Stages 3 and 4</li> <li>3+ years as SLT in a Good/Outstanding school</li> <li>Direct contribution to achieving / driving towards outstanding pupil progress.</li> <li>Leadership of SMSC /school values</li> <li>Sustained &amp; successful Leadership &amp; Management of large /complex teams</li> <li>An understanding of recent curriculum and teaching/learning developments (e.g. Ofsted subject reviews, EEF research)</li> <li>An understanding of the processes and techniques required to assess record and report students' learning effectively.</li> <li>Effective use of student results analysis to inform practice and target improvement in a whole school context</li> <li>An understanding of the strategies required to motivate and enthuse all students across the age and ability range to progress</li> <li>Direct or Indirect responsibility for inclusion (whole school, within a curriculum area or year team)</li> <li>Robust understanding of statutory safeguarding requirements</li> </ul>	<ul style="list-style-type: none"> <li>5+ years as SLT in 2 Good/Outstanding schools</li> <li>MLT within a MAT with experience of collaborative working between schools</li> <li>Leadership within a CoE school</li> <li>Pastoral experience in leading a key stage / line managing within the pastoral system</li> <li>Experience of Year 11 to 12 transition</li> <li>Evidence of managing whole school change</li> <li>Detailed knowledge of the SEN code of practice</li> </ul>
<b>Equal Opportunities and Educational Commitment</b>	<ul style="list-style-type: none"> <li>Energy and reflectiveness in their own practice of relating to Teaching and Learning and Curriculum Development</li> <li>A proven commitment to inclusion &amp; equality of access / opportunity</li> <li>A resolute commitment to academic excellence within a comprehensive context</li> <li>A proven commitment to comprehensive education</li> <li>Active engagement with professional development</li> <li>Supports the school unreservedly in its commitment to safeguarding and promoting the welfare of children, young people and vulnerable adults</li> <li>A commitment to support and promote the school's Christian character</li> </ul>	<ul style="list-style-type: none"> <li>Proactive use of professional development to develop quality of teaching</li> <li>Ability to contribute to stretch programmes supporting students to access the most competitive post-18 pathways / provision.</li> </ul>
<b>Personal Attributes</b>	<ul style="list-style-type: none"> <li>A strong commitment to, and ability to articulate and model, the values of the Twyford Trust</li> <li>A firm approach to discipline, and good classroom management skills</li> </ul>	<ul style="list-style-type: none"> <li>A practising Christian</li> </ul>



	<ul style="list-style-type: none"> <li>• An ability to work within, lead and motivate a team</li> <li>• A commitment to the highest standards in all areas of school life (behaviour, academic, enrichment).</li> <li>• A strong grasp of contemporary educational issues</li> <li>• A proven team worker with a very strong commitment to collaboration</li> <li>• Outstanding communication and inter-personal skills</li> <li>• Ability to set challenging and achievable targets and ensure their delivery</li> <li>• Good time management / able to multitask</li> <li>• Clarity of vision/strategic thinker</li> </ul>	
<b>Any Additional Factors</b>	<ul style="list-style-type: none"> <li>• Willing to contribute to the rich life of the school, including its extra-curricular offer</li> </ul>	