Twyford CofE Academies Trust

Associate Headteacher

Recruitment Pack



Information Pack Contents:

- Information about Ealing Fields CofE High School (page 4)
- Priorities for further development (page 5)
- Background to the Twyford Trust (page 6)
- Job Description & Person Specification (attached)
- Trust Quality Standards (attached)
- Trust Annual Report (link)

Recruitment Timeline

- Advertise: Thursday 26th November 2026
- Close: Tuesday 5th January 2027
- Interview: Week beginning Monday 11th January 2027
- Make recommendation to Directors: Friday 15th January 2027

Summary of the Role

The main purpose of the role of Associate Headteacher is to provide clear, positive and effective leadership for Ealing Fields CofE High School through the delivery of the Trust's quality standards in Curriculum, Assessment, Pastoral, Wider Learning, Staff Development and Resources. The relatively small size of the school (6FE) and its position within an established and high functioning Multi Academy Trust means that the Associate Headteacher role is a well-supported one. It is suitable for a motivated and aspirational professional who has already gained successful experience as a Deputy Head and seeks to broaden his/her experience across the full range of Headteacher standards. It is however essential that the post-holder is able to build on the very strong ethic of moral courage in leadership amongst both staff and students which is core to the Christian ethos of the Trust at Ealing Fields. This is captured in the school motto of '*Leading with Courage and Compassion*'.

Ealing Fields is a high achieving school which in its first year of formal exams in 2022 achieved a Progress 8 score of +1.32. It has achieved consistently well in every year since then. It has a well-developed curriculum which it shares with the other three secondary schools within the Twyford Trust. It has invested heavily in the principle of agency across the whole school community, encouraging students to have high ownership of their own progress and a strong metacognitive awareness of how to learn well. This has been achieved through consistent and high quality staff training and development built on a culture of peer-to-peer review and self-evaluation. This commitment to quality first teaching has resulted in a very strong and consistent classroom culture and has made the school an effective training environment for developing teachers and leaders.

As well as high academic standards, Ealing Fields places a high emphasis on extra-curricular engagement particularly in Music and Sport. Community Service and Student Leadership is also an important feature of the school's identity. There is a well-established house system and a commitment to supporting house charities. The rewards and sanctions policy is also house-based in order to encourage students to be aware of their impact on the lives of others within the community. The school is strongly committed to prioritising British values and celebrating diversity and inclusion. Ealing Fields has a strong Senior Leadership Team, many of whom have been part of the growth and establishment of the school. It is a key part of the role of Associate Head to understand the challenges of each operational area of the school in order to be able to

develop and support the team in the delivery of their individual responsibilities and the sustaining of school standards.

Ealing Fields has a strong working relationship with the other schools in the Twyford Trust, as well as the Trust's Teaching School Hub, Teach West London. The hub has been very successful and supports over 300 schools across Ealing, Hillingdon, Harrow and Hounslow in the delivery of the Early Careers programme and NPQ courses. It is an accredited as an ITT provider and launched an Initial Teacher Training programme for its schools in September 2024. As part of the Trust, Ealing Fields is a core school delivering Intensive Teacher Training Placements which provides further opportunity for the Associate Head and the school's Senior and Middle Leaders.

The Trust is committed to family friendly working and Ealing Fields has in the past piloted a job share in the case of two similarly qualified candidates. Individuals interested in applying may wish to visit the school before the end of the Autumn term. Please contact: dlarge@twyfordacademies.org.uk

Ealing Fields Cof E High School Background

Ealing Fields CofE High School was opened as a Free School in 2016, and became part of the Twyford Church of England Academies Trust on 1st September 2017. Ealing Fields is the smallest of the four existing Twyford Trust secondary schools, with an intake of 168 into Year 7 and therefore it has a very compact community identity which Governors are keen to sustain. The school now has five year groups (years 7 - 11) totalling 840 students. The school has an excellent reputation and is rated 'Good' by Ofsted (June 2019) with Leadership and Management being rated as 'Outstanding'. Its most recent Ofsted recommended consideration for a higher overall grading. The school has a diverse student body that represents the different communities within Ealing, which it serves (see ethnicity breakdown of the school below).

The school has admissions criteria which are based on distance from the school site and 10% of the places available are awarded to students with specific aptitude in Music. Music has a high profile in whole school worship and events; all assemblies and tutor times use the same Christian framework which is part of the Trust SMSC Policy and whole school singing is a key feature within this. There is a well-developed pastoral programme which uses biblical narratives as its core but has a broad and inclusive coverage running from PSHE topics to CIAG.

The representation of students with EHCPs has increased significantly and is 4.3% in Years 7-11 overall. In general terms, 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 a strong SEN / Inclusion team and setting arrangements which allow for smaller group sizes for students with very low prior attainment. The SEN and English departments also coordinate to run intensive literacy support for students identified on entry as having a low reading age.

Ethnicity	Students	%
White	**463**	**56.3%**
White-British	**310**	**37.7%**
White other	59	7.2%
White Eastern European	55	6.7%
White Western European	35	4.3%
White-Irish	4	0.5%
Mixed or multiple ethnic groups	**115**	**14.0%**
Any other mixed background	**59**	**7.2%**
White and Asian	**36**	**4.4%**
White and Black African	**11**	**1.3%**
White and Black Caribbean	**9**	**1.1%**
Asian, Asian British or Asian Welsh	**90**	**10.9%**
Indian	**30**	**3.6%**
Chinese	**17**	**2.1%**
Pakistani	**17**	**2.1%**
Other Asian	15	1.8%
African Asian	1	0.1%
Asian-British	**9**	**1.1%**
Bangladeshi	**1**	**0.1%**

Ethnicity	Students	%
Black, Black British, Black Welsh, Caribbean or African	**71**	**8.6%**
Black-Somali	25	3.0%
Other Black African	17	2.1%
Black Caribbean	**10**	**1.2%**
Any other black background	**9**	**1.1%**
Black-Nigerian	6	0.7%
Black-British	**4**	**0.5%**
Other ethnic group	**69**	**8.4%**
Arab	28	3.4%
Afghan	11	1.3%
Other ethnic group	11	1.3%
Iranian	9	1.1%
Latin/ South/ Central American	4	0.5%
Japanese	3	0.4%
Iraqi	2	0.2%
Arab other	1	0.1%
Refused	**14**	**1.7%**

Progress and Progression

Ealing Fields has a very aspirational approach to the curriculum and over 85% of students in Year 11 are entered for the full EBACC suite of subjects.

	%EBACC Entry	% Attaining EBACC (Grade 5+)
2024	87%	61%
2025	88%	63%
2026	89%	64%

The school's first set of GCSE results were awarded in Summer 2021 as part of the Covid-related teacher assessed grades process. Ealing Fields benefitted from the experience of other schools in the Twyford Trust to ensure these grades were set rigorously as part of this process. In Summer 2022 we were pleased to see exceptionally strong grades from our students in the first post-Covid set of national examinations.

In 2022 both attainment and progress exceeded FFT5 targets:

- School Attainment 8 score of 65 (FFT5 target 53)
- Progress 8 = +1.32 (FFT5 target 0.7)

Since then, the school's results have continued to be exceptionally strong:

	Attainment 8	Progress 8
2022	65	+1.32
2023	65	+1.34
2024	66	+1.31
2025	66	Not available
2026	66	Not available

Post-16 progress and attainment are also very strong and progression rates are positive:

- All learners are tracked to next destinations.
- In 2026, 58% of Year 11 students progressed on to study at Twyford Trust Sixth Forms (Ada Lovelace, Twyford or William Perkin)
- 74% of students progressed to level 3 courses at local school sixth forms (including those who progressed to Twyford Trust Sixth Forms) with the remainder progressing onto level 2 or 3 courses at local colleges with alternative programmes to align with individual progression pathways.

Sixth Form

Whilst not large enough to run its own sixth form, Ealing Fields works closely with the three larger Trust schools to ensure the majority of its pupils progress on to post-16 courses at William Perkin, Twyford and from September 2023, Ada Lovelace. The period between 2023-26 consolidated the relationships between the four schools in terms of sixth form provision. From August 2023, the Trust put in place a part-time specialist post-holder to give continuity over aspects of student recruitment and capacity planning as the post-16 strategy matured.

Nonetheless, the new post-holder's ability to understand issues of curriculum progression from Yr 7 – Yr 13, to have an incisive understanding of data and to manage the resource implications of this will be essential.

School Leadership

Each school within the Trust has its own senior leadership team led by the Associate Headteacher as well as its own Local Governing Body. The Associate Headteacher has full responsibility for delivery at school level, ranging from the day-to-day running of the school to decisions over staffing, budget management and the delivery of the school improvement plan. Within the Trust, Headteachers operate autonomously over the management of the curriculum and deployment of staff. Any candidate for the role must be very confident in giving direct leadership in these specific areas. S/he must also be very experienced and skilful in the use of the assessment to inform effective teaching and identify systemic weaknesses (at class / cohort / subject or school level). The Associate Headteacher will have regular and active support from the CEO who has responsibility for the strategic direction of all of the schools and the design of its policies.

The role of the Associate Headteacher is made significantly more manageable through full use of Trust systems and approaches within the individual school context. S/he will also lead and manage the Senior Leadership Team, delegating responsibility to them for their areas and supporting the growth of the team. This team at Ealing Fields currently includes: two acting Co-Associate Headteachers, two acting Deputy Headteachers (Pastoral and Staff Development) and three acting Assistant Headteachers (KS3, Curriculum and Lesson Mastery and SMSC).

Areas for Development

Ealing Fields is in a very strong position financially and in terms of its outcomes. There remain small pockets of relative underachievement to be addressed, these are particularly in the area of MFL and the underachievement of a small cohort of students from black heritage backgrounds. The new post-holder will be expected to prioritise these areas as part of the development planning which they will undertake ahead of their first year. S/he will also invest strongly in approaches to distributive leadership to ensure there is robust expertise and ownership at SLT and MLT level creating a sustainable talent pipeline for the medium and long term.

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 5,100 students and employs over 600 staff.

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 Curriculum and Assessment, Literacy, Pastoral, SMSC and Post-16. 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. Our 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.

Collaborative Approaches

The Trust has been keen to protect school autonomy as well as giving strong Trust frameworks within which its schools work. The alignment of the schools via the frameworks enable the schools to work in close collaboration. The system of Trust Working Parties and aligned conferences / staff development sustains a co-ordinated and collaborative approaches to problem solving / emerging issues / future plans. In addition the Executive Team undertakes an annual review of the 5-year strategic plan together and identify areas for improvement. There is therefore high ownership of the strategy at school level also.

Teach West London

Staff development is a very important factor within the success of the Trust. Internal training programmes are well established and these have now been aligned with the two-year ECT programme as well as the NPQ programmes. The Trust has many years' experience of running School Direct programmes as well as hosting PGCE placements and many of the graduates who train with us continue their professional careers with us also.

In June 2021, the Twyford Trust launched the Teach West London Teaching School Hub. This now serves over 300 schools within its designated area of Ealing, Harrow, Hillingdon, Hounslow as well as from neighbouring boroughs and each year engages over 2,500 teachers and education leaders. We are proud to have played a significant part in system leadership through the network of Primary, Secondary and Special schools which we have developed. This has also provided opportunities for our middle and senior leaders to model excellence in a range of outreach opportunities. In September 2022, Teach West London was approved to develop its own Initial Teacher Training programme building on the partnership working with Lampton and Hillingdon SCITTs. In 2026 Ofsted inspected this provision rating it to be exceptional in 8 of the 10 judgement areas across the primary and secondary ITT phases.

From its set up in 2011, TCEAT has enjoyed a period of sustained growth guided by a strategic development plan and supported by a committed team of Governors and Directors, clergy and parents. This has which has established it as a positive contributor to the London Diocesan family of schools and the wider educational community in West London. We look forward to further strengthening our outreach.

Job Description and Person Specification

The job description and person specification are attached.

The job description has been drawn up around the National Standards for Headteachers, with some modifications where strategic responsibilities are held by the CEO.

Prospective candidates are strongly encouraged to make contact ahead of submitting an application and consider visiting the school if time allows. Please contact Dave Large on 0208 752 0141 ext. 5610 or email dlarge@twyfordacademies.org.uk.