



Twyford
CofE
Academies Trust

Twyford Church Of England Academies Trust

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



William Perkin
CofE
High School

William Perkin Church of England High School

Job Description

Job Title:	Assistant Headteacher: Tackling Disadvantage (with responsibility for leadership of Maths Dept. & whole school Numeracy)
Grade:	L10 – L14 (£74,479-£81,120)
Line Manager:	Headteacher
Supervisory Responsibility:	Post holders in maths

Main purpose of Post

To support the school to achieve a co-ordinated, consistent & evidence-based approach to targeting disadvantage – modelling best practice in implementing Trust strategy.

To lead the maths dept in implementing consistent, outstanding practice which has been developed across the Trust and results in outcomes in line with Trust KPIs at all key stages.

The post-holder will work as a key part of the Senior Leadership Team to ensure that quality-first teaching and targeted interventions, including for numeracy, have high impact, particularly for disadvantaged pupils (with a focus on E&D and PP cohorts).

Outcomes

Leadership of whole school strategy for tackling disadvantage

Inclusion

- Pupil premium strategy written in conjunction with HT, co-ordinated effectively & impact measured
- Pupil premium strategy, and its implementation, fully understood by all staff
- Equality & Diversity action plan updated annually, fully understood by all staff
- SLT supported in training HoDs & HoYs to secure adaptive teaching in response to individual student needs
- Consistent awareness of and effective responses to the learning needs of disadvantaged pupils in all classrooms results in minimal to no ISV for PP, E&D and other pupils who may face barriers to their attainment

- Progress and progression intervention programmes for disadvantaged pupils (e.g. Raising Attainment Cohorts) planned and coordinated effectively across all year groups

Attainment

- Minimal to no ISV in progress indicators for disadvantaged pupils (% OT, progression stages, FFT, ALPs)
- Pupil progress outcomes evaluated and MLT / SLT supported in identifying evidence of underachievement and targeting root causes at classroom delivery level

Curriculum & Teaching

- Inclusive curriculum is in place (or is in development) and is fully understood by all staff
- Best practice in Literacy/AfL secured in the classroom and tutor time through CaLM framework
- Effective CEIAG ensures the correct pathways /courses are available & students are supported to achieve appropriate pathways (curriculum choices/setting)

Behaviour and Attendance

- Minimal to no ISV in progression indicators (pastoral stages, attendance, punctuality, suspensions)
- Learning routines and habits are as well developed for disadvantaged pupils as for their non-disadvantaged peers
- Additional interventions implemented / targeted as required and are effective in minimising ISV

Personal Development & Wellbeing

- Employability skills and readiness for next steps are formally developed and monitored as part of whole school personal development programmes (PSHE, CIAG) – additional intervention is provided for disadvantaged pupils where necessary

Leadership and Governance

- School strategy for closing the gap between the attainment, progress and progression of disadvantaged pupils and their non-disadvantaged peers is clearly understood by all staff and governors
- Learning Reviews and duty lesson looks used effectively for quality assurance and to drive improvement
- Direct Line management of depts TBC

Leadership of the Maths dept. & Numeracy intervention

Inclusion & Attainment

- Attainment at all key stages and for all cohorts is effectively monitored; areas of weakness are identified and addressed
- Attainment is outstanding at all key stages and for all cohorts

Curriculum & Teaching

- Curriculum and assessment frameworks are clear, well-pitched and support outstanding progress

- All staff are confident and consistent in the delivery of good and outstanding lessons: teachers deliver lessons in line with the principles of CaLM
- Lesson resources are outstanding: all lessons, for all tiers, are planned in line with Trust policies and practices

Behaviour & Attendance

- Learning behaviour across all lessons in the department is outstanding
- Teachers in the department are well-trained in behaviour management and highly effective in ensuring outstanding learning behaviour

Personal Development & Wellbeing

- The maths Wider learning Programme is a model of outstanding practice

Leadership & Governance

- There is a clear vision for the enjoyment of maths and the development of the maths curriculum
- Recruitment to KS5 maths and further maths ensures viable class sizes
- Post-holders within the department are well supported to carry out their roles
- Post-holders within the department are effectively held to account for outcomes in their area of responsibility
- Responsibilities for staff development, training and mentoring are fulfilled

Specific responsibilities and tasks

Leadership of whole school strategy for tackling disadvantage

Inclusion

Pupil premium strategy written in conjunction with HT, co-ordinated effectively & impact measured

- Undertake annual review of outcomes for disadvantaged pupils alongside HT and DHT curriculum & assessment
- Undertake annual review of PP statement in conjunction with Head Teacher
- Ensure PP statement is available on the school website
- Make and maintain contact with parents to ensure close working relationship between home and school

Pupil premium strategy, and its implementation, fully understood by all staff

- Provide training for SLT to ensure comprehensive understanding of current PP statement and its implementation
- Provide training for all staff to ensure secure understanding of current PP statement, its implementation and impact

Equality & Diversity action plan updated annually, fully understood by all staff

- Undertake annual review of action plan for E&D cohort with SLT
- Provide training for all staff to ensure secure understanding of current E&D cohort (selection criteria and action plan), its implementation and impact

SLT supported in training HoDs & HoYs to secure adaptive teaching in response to individual student needs

- Work closely with DHT staff development, AHT Literacy and WSLT staff development to ensure Learning Reviews and duty lesson looks used effectively for quality assurance and to drive improvement for disadvantaged pupils
- Provide training for MLT to ensure comprehensive understanding of whole school strategy for closing the disadvantage gap
- Work with relevant members of SLT and WSLT to monitor implementation of strategy in classroom practice, including through duty lesson looks and learning reviews
- Ensure the outcomes of routine monitoring feeds into staff training as required

Consistent awareness of and effective responses to the learning needs of disadvantaged pupils in all classrooms results in minimal to no ISV for PP, E&D and other pupils who may face barriers to their attainment

- Implement systems to ensure all staff are aware of the individual learning needs of disadvantaged pupils in their classes / tutor group
- Work with relevant members of SLT and WSLT to ensure regular training provides staff with the knowledge and skills to effectively meet the needs of disadvantaged pupils
- Ensure monitoring systems accurately identify any areas and/or classes requiring additional support / intervention in a timely manner

Progress and progression intervention programmes for disadvantaged pupils (e.g. Raising Attainment Cohorts) planned and coordinated effectively across all year groups

- Establish relevant, high-impact intervention programmes for disadvantaged pupils in conjunction with relevant MLT and SLT
- Monitor the impact of intervention programmes and refine as required
- Monitor and report on progress and progression of PP intervention cohort students in regular (fortnightly) vulnerable group meetings with AHTs/HOYs, with changes to provision made as appropriate
- Liaise with HODs regarding additional intervention sessions as necessary
- Oversee the set-up and running of whole school daily study club, ensuring PP students are prioritised for access

Attainment

Minimal to no ISV in progress indicators for disadvantaged pupils (% OT, progression stages, FFT, ALPs)

- Liaise with DHT to ensure setting arrangements ensure optimal targeting and support of students within at-risk groups
- Conduct evaluation of most recent quarterly data (progress and progression) in order to agree PP intervention cohorts in Y7-11 for the start of the academic year and review quarterly thereafter
- Liaise with Director of 6th Form to ensure programmes are in place to support disadvantaged pupils in Years 12 and 13
- Liaise with inclusion team to ensure appropriate academic support is in place for LAC, PLAC and children known to social care
- Ensure staff are made aware of current PP intervention cohorts & intervention programmes
- Ensure staff are made aware of current E&D intervention cohorts & intervention programmes
- Provide training for staff in appropriate strategies to support progress and progression of PP and E&D cohort students
- Liaise with Head of Inclusion and DHT pastoral to ensure attendance for PP students is closely monitored; ensure systems to intervene with students at-risk of or already displaying persistent absence are followed in a timely and effective manner
- Produce quarterly report on the progress and progression of at-risk groups as part of HT's report to Governors

Pupil progress outcomes evaluated and MLT / SLT supported in identifying evidence of underachievement and targeting root causes at classroom delivery level

- Analyse progress of disadvantaged students in conjunction with HOYs/AHTs/DHTs, including but not exclusively, as part of quarterly data analysis reviewing adaptive teaching approaches as required
- Provide training according to need indicated by the above

Behaviour and Attendance

Minimal to no ISV in progression indicators (pastoral stages, attendance, punctuality, suspensions)

- Analyse progression of disadvantaged students in conjunction with HOYs/AHTs/DHTs, including but not exclusively, as part of quarterly data analysis reviewing pastoral approaches as required
- Provide training according to need indicated by the above

Learning routines and habits are as well developed for disadvantaged pupils as for their non-disadvantaged peers

- Work with HOYs to ensure disadvantaged pupils are well supported to develop excellent learning habits, including additional intervention e.g. provision of equipment, priority access to SC where necessary
- Ensure form tutors fully aware of how their disadvantaged tutees are and how to support them effectively

Additional interventions implemented / targeted as required and are effective in minimising ISV

- Establish relevant, high-impact intervention programmes for disadvantaged pupils in conjunction with relevant MLT and SLT

Personal Development & Wellbeing

Employability skills and readiness for next steps are formally developed and monitored as part of whole school personal development programmes (PSHE, CIAG) – additional intervention is provided for disadvantaged pupils where necessary

- Work closely with AHT CIAG and AHT SMSC to ensure disadvantaged pupils are given priority / additional support to take full advantage of personal development opportunities e.g. student leadership, extra-curricular activities

Leadership and Governance

School strategy for closing the gap between the attainment, progress and progression of disadvantaged pupils and their non-disadvantaged peers is clearly understood by all staff and governors

- Present to SLT / MLT / LGB and whole staff on 'closing the gap' strategy in order to ensure whole school ownership

Direct Line management of depts TBC

Leadership of the Maths dept. & Numeracy intervention

Inclusion & Attainment

Attainment at all key stages and for all cohorts is effectively monitored; areas of weakness are identified and addressed

- Take responsibility for quality assurance of curriculum & assessment resources, in conjunction with Trust Lead, and effective deployment by the department
- Lead and manage department tracking systems across all key stages
- Ensure internal system of progress reporting to department meetings by post holders / teachers effectively identifies areas of weakness / risk to facilitate intervention

- Undertake systemic identification of student cause for concern and implementation of interventions (in class and additional extra-curricular measures) to address under-performance
- Systematically identify pupils at risk of under-performance / vulnerable to under-performance e.g. disadvantaged pupils and implement proactive systems to mitigate the risk of this
- Use established systems to identify any concerns relating to staff performance, and subsequent performance-related support as required in conjunction with DHT
- Evaluating prior attainment of pupils on entry in conjunction with transition and data teams (with additional 'setting' test if required) and implement maths inclusion programme based on the results of this
- Ensure setting arrangements are effectively set up and sustained

Attainment is outstanding at all key stages and for all cohorts

- Monitor progress at all key stages in conjunction with key stage coordinators; ensure key stage coordinators implement effective intervention following quarterly assessments and/or standardised assessments to address weaknesses/emerging weaknesses
- Undertake purposeful analysis of quarterly assessment data with a focus on disadvantaged cohorts
- Agree and monitor intervention strategies for individuals / cohorts where appropriate
- Lead / Manage interventions as required (at individual or group level)
- Ensure the progress of disadvantaged pupils in maths at all key stages is closely monitored; ensure interventions are in place (including but not limited to following quarterly assessments) to close any gap between the progress of disadvantaged and non-disadvantaged pupils
- Manage post-holders effectively to ensure that the quarterly analysis and subsequent interventions facilitate progress for disadvantaged pupils in line with their non-disadvantaged peers
- Provide additional support for disadvantaged pupils in the completion of out-of-lesson work
- Provide extra-curricular opportunities for disadvantaged pupils to develop their love of and confidence in maths

Numeracy intervention, particularly at KS3, ensures pupils with lower-than-expected numeracy on entry are supported to attain in line with their peers

- Establish and implement a clear and differentiated programme of extra-curricular numeracy intervention for KS3 pupils with lower-than-expected numeracy on entry, with a focus on disadvantaged pupils
- Monitor the progress of pupils in numeracy intervention closely, with changes made as and when required
- Evaluate the impact of independent work set in Maths on disadvantaged pupils and ensure adequate support / intervention is put in place to ensure strong impact including with students unable to access a computer from home or who struggle with progress from independent work

Curriculum & Teaching

Curriculum and assessment frameworks are clear, well-pitched and support outstanding progress

- Review and maintain the curriculum framework for the department at all key stages and for all maths pathways
- Ensure all unit overviews and unit planners are clear and provide an appropriate framework for the delivery of outstanding lessons
- Ensure that schemes of work for each of the three differentiated pathways within the curriculum are in line with Trust expectations and refined as necessary, in conjunction with the Trust Lead
- Agree the strategy for the development of resources when required, in conjunction with the Trust Lead
- Ensure that the correct lesson power-points and other teaching and learning resources are available on Copia
- Ensure Copia for the department is well utilised to support pupils of all abilities to make progress and develop effective independent learning behaviour

- Ensure Whole School policy on lesson prep, homework and essential study is consistently and effectively used by all teachers, including completion and recording of standardised assessment tasks and assessed homework tasks
- Liaise with Trust Lead and Head Teacher over any proposed course changes
- Provide training and support for staff teams in the context of curriculum change or development

All staff are confident and consistent in the delivery of good and outstanding lessons: teachers deliver lessons in line with the principles of CaLM

- Ensure curriculum and teaching and learning policies for the department are in place and well understood by staff teams
- Ensure regular training forms part of dept meetings, including good practice guidance / exemplars in relation to CaLM
- Ensure effective AfL in lessons informs teachers' practice both in the lesson and on a longer-term basis
- Ensure self-assessment and review is fully integrated into schemes of work
- Ensure pupils make highly effective use of self-assessment and are supported to learn to manage their own progress to the highest standard
- Develop a culture of sharing best practice in teaching and learning and active engagement with the coaching programme
- Lead the programme of lesson looks for the department, along with KS coordinators; feed the results of lesson looks into dept training
- Audit the quality of delivery via learning reviews, work scrutiny, formal and informal reviews
- Contribute to the training programmes for staff as appropriate (department level and Whole School)

Lesson resources are outstanding: all lessons, for all tiers, are planned in line with Trust policies and practices

- Work with/as directed by the Trust Lead to ensure lessons are of a consistently high quality and are appropriate for the needs of the tier
- Undertake regular training in the department to ensure all teachers are confident in adapting the lesson for the needs of their individual classes

Behaviour & Attendance

Learning behaviour across all lessons in the department is outstanding

- Undertake routine monitoring of learning habits via formal measures (e.g. lesson looks / work scrutiny / book looks) and casual monitoring (e.g. lesson drop-ins / corridor checks / checks on student planners)
- Agree department behaviour policy (in line with whole school policy) and ensure it is consistently used
- Support department post-holders in enforcing behaviour rules
- Monitor pupils' learning conduct and behaviour as a measure of their engagement with maths

Teachers in the department are well-trained in behaviour management and highly effective in ensuring outstanding learning behaviour

- Ensure dept. meetings include ample, effective training on effective behaviour management in line with school systems
- Address emerging issues in behaviour through modification to department systems, approaches (including to teaching and learning) and staff training

Leadership & Governance

There is a clear vision for the enjoyment and the development of the maths curriculum

- Overall responsibility for department development planning (including post holders development plans)
- Responsibility for 3-year strategic planning overview
- Responsibility for budget planning
- Development and management of the department wider learning offer
- Support and encourage pupils to progress to further and higher education or training in maths related courses (including organisation of wider learning programmes support of pupils preparing for additional university tests)

Post-holders within the department are well supported to carry out their roles

- Overall responsibility for performance management of staff
- Undertake regular coaching and mentoring of post holders
- Ensure all post holders are confident and consistent in their use of department-wide systems
- Effective management of support staff (Teaching Assistants / Technicians)
- Responsibility for all Health and Safety procedures

Personal Development & Wellbeing

The maths Wider learning Programme is a model of outstanding practice

- Maths clubs & competitions are available at KS3-5
- Maths extension curriculum courses e.g. GCSE further maths, GCSE statistics are run to provide stretch opportunities for HAPs in maths, with equal representation from all pupil cohorts
- Additional support is provided for pupils targeted to achieve a Grade 8 / 9 as required.
- The Maths Stretch KS5 programme operates effectively to support students planning to take maths-related courses post-18
- Take responsibility for Maths element of APP (Ada Pathways Programme), along with KS5 coordinator maths
- Maths wider learning programmes actively target and include pupils from Ada Lovelace as part of the drive to ensure pupils from Ada Lovelace apply to WP 6th form

Other

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

Key measures of success

Leadership of the whole school strategy for closing the disadvantage gap

- Eliminating gaps in progress and attainment between pupil groups
- PP/Disadvantaged students meet end of year targets in all core subjects
- PP/Disadvantaged progress at all three key stages (75% of students on target & 0+ Value added)
- PP/Disadvantaged progression at all three key stages (minimal ISV)

Leadership of the Maths dept. & Numeracy intervention

- Public Examination results - Headline target figures (KS3, 4 and 5)
- % of pupils on target in internal assessments
- External Evaluation Systems (Alps at KS5 and FFT at KS4)
- Internal VA measures
- Uptake of maths at KS5
- Progression of pupils to maths related courses in Training, FE or HE

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
Qualifications	<ul style="list-style-type: none"> • University graduate with a good degree • Qualified Teacher Status 	NPQSL or further professional qualification such as equivalent MA
Knowledge, Skills and Experience	<ul style="list-style-type: none"> • 5+ years' experience of specialist teaching at Key Stages 3 and 4 • 3+ years as MLT in a Good/Outstanding school • Direct contribution to achieving / driving towards outstanding pupil progress • Sustained & successful leadership & management of large/complex teams • An understanding of recent curriculum and teaching/learning developments (e.g. Ofsted subject reviews, EEF research) • An understanding of the processes and techniques required to assess, record and report students' learning effectively. • Effective use of results analysis to inform practice and target improvement in a whole school context • An understanding of the strategies required to motivate and enthuse all students across the age and ability range to progress • Direct or indirect responsibility for inclusion (whole school, within a curriculum area or year team) • Robust understanding of statutory safeguarding requirements 	<ul style="list-style-type: none"> • 5+ years' experience of specialist teaching at Key Stages 3 - 5 • MLT within a MAT with experience of collaborative working between schools • Leadership within a CoE school • Experience of Year 11 to 12 transition • Experience of leading a significant improvement project • Experience of managing change
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 & equality of access / opportunity • A resolute commitment to academic excellence within a comprehensive context • A proven commitment to comprehensive education • Active engagement with professional development • Supports 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 • Ability to contribute to stretch programmes supporting students to access the most competitive post 18 pathways / provision.
Personal Attributes	<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 	<ul style="list-style-type: none"> • A practising Christian

	<ul style="list-style-type: none"> • 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 interpersonal skills • Ability to set challenging and achievable targets and ensure their delivery • Good time management / able to multitask • Clarity of vision/strategic thinker 	
Any Additional Factors	<ul style="list-style-type: none"> • Willing to contribute to the rich life of the school, including its extra-curricular offer 	