



## Twyford Church Of England Academies Trust

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



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### Ealing Fields High School

#### Job Description

|                                    |                             |
|------------------------------------|-----------------------------|
| <b>Job Title:</b>                  | <b>Head of Year</b>         |
| <b>Grade:</b>                      | Main scale + TLR 1a         |
| <b>Line Manager:</b>               | Pastoral Lead for Key Stage |
| <b>Supervisory responsibility:</b> | Team of Tutors              |

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#### Main purpose of Post

To ensure all students in the year group are supported by the pastoral programme, tutor team and teachers to gain robust learning disciplines and therefore make outstanding academic progress within the wider context of their full personal, social and spiritual progression.

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#### Outcomes

##### Achievement

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

##### Teaching

- All students in the year group are supported by consistent teaching and learning to be able to take ownership of their own progress
- Promotion of Ealing Fields learning disciplines ensures consistent expectations are set for all learners across all subjects
- Monitor the duty looks and lesson observation system in conjunction with Teaching & Learning team to ensure learning behaviour is good or outstanding across all lessons for the year group
- Delivery of pastoral programme by form tutors is outstanding
- Copia is used to support independent learning

##### Personal development, behaviour and welfare

- Promotion of the Ealing Fields Etiquette ensures pastoral safeguarding measures are met
- Whole school rewards and sanctions policies are consistently applied
- Students are well supported through the vulnerable group meetings
- PSHE provision is outstanding and meets statutory requirements for the year group
- The House system, student leadership and enterprise are high profile and effective

- Study club and wider learning ensure high levels of positive engagement in the year group
- Enrichment Week is effectively delivered
- Attendance and punctuality systems are implemented effectively
- Exclusions processes are carefully followed
- Child Protection policies are followed carefully

### **Leadership**

- The distinctive ethos of the school is strongly articulated and made manifest in the day to day running of the pastoral systems and in the worship life of the school
  - Outstanding leadership and management of the tutor team
  - Liaison with SEN, Inclusion and outside agencies over specialised/extra provision is effective to support for students with additional needs
  - High profile contribution to the duty rota ensures institutional behaviour management is strong
  - All parents' evenings, celebration evenings and public events are outstanding
  - Quarterly analysis completed for the Pastoral Lead for the Key Stage
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## **Specific responsibilities and tasks**

### **Achievement**

#### **All students develop consistent learning disciplines and make or exceed expected progress**

- Set the expectations of consistent learning disciplines for the year group
- Monitor pupil progress through G4S, Power BI and quarterly through formal reports made as part of the quarterly self-evaluation process
- Identify underachieving and at-risk cohorts in conjunction with the Pastoral Lead for the Key Stage
- Ensure tutors and departments put in place support plans for groups and individuals in line with pastoral intervention stages
- Liaise with the Staff Development team in monitoring lesson observations, duty looks and work scrutinies to identify and intervene on issues undermining progress

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

- Ensure all students are appropriately set, where appropriate, in consultation with SLT
- Maintain awareness of the Year 8, 9 option process and the Year 11 to 12 transition process to ensure CIAG supports students' future progress to appropriate pathways.

#### **Academic intervention programmes are effective**

- Support the academic intervention programme and evaluate its impact quarterly
- Liaise with Heads of core departments to ensure that their intervention programmes are appropriate for the needs identified
- Liaise with Heads of core departments to identify students who are underachieving against target and plan additional interventions in conjunction with the Head of Learning and Inclusion
- Ensure pastoral stage 2+ 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 Year assemblies & school publications
- Ensure a consistent practice of communicating 'good news' to parents is sustained across the year

#### **Target setting procedures are effectively utilised**

- Target setting and communication of targets ensures that expectations of students are very high
- Clear pastoral targets are set and reviewed for the students termly

## **Teaching**

#### **All students are supported by consistent teaching and learning to be able to take ownership of their own progress**

- Support the Staff Development team in inducting tutors in school expectations
- Lead quarterly student self-assessment processes
- Maintain the formal mechanism of student self-review through pastoral portfolios and planners
- Provide training and support for pastoral tutor teams in supporting effective self-review by students
- Ensure pastoral 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 form tutors in their roles of motivating and supporting students to achieve highly
- Ensure that all students are well placed to meet their pastoral targets

#### **Promotion of Ealing Fields Learning Disciplines ensures consistent expectations are set**

- Train new tutors in the learning routines
- Ensure new parents are inducted and trained in how to support student learning disciplines
- Ensure silence is used as an effective tool to promote the listening skills of your year group

#### **Monitor the duty looks and lesson observation system in conjunction with Staff Development team to ensure learning behaviour is good or outstanding across all lessons**

- Liaise with the Staff Development team on a weekly basis for outcomes of lesson observations and duty looks
- Intervene with HoDs and the Staff Development 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 and lesson observation programmes
- Ensure school policy on Lesson Prep and Homework is consistently promoted and enforced

#### **Delivery of pastoral programme by form tutors is outstanding**

- Sustain excellence in pastoral programme using Trust resources to deliver pastoral curriculum
- Programme of tutor training including September induction and year team meetings in place to train tutors in outstanding delivery of the pastoral curriculum
- Monitor the quality of delivery through tutor time observations and support staff where necessary to ensure consistent high quality for the students
- Put in place support for tutors if required and monitor improvement

#### **Copia is used extensively to support 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

## **Personal development, behaviour and welfare (Progression)**

### **Promotion of the Ealing Fields Etiquette ensures pastoral safeguarding measures are met**

- Ensure Ealing Fields Etiquette and lesson expectations are clear to staff and students
- Monitor safeguarding measures on a weekly basis and intervene as appropriate with tutor teams
- Complete quarterly self-evaluations of safeguarding measures

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

- Induct new tutors in behavioural expectations
- Ensure the year group detention system is implemented effectively
- Monitor usage of behaviour policy through formal and informal means
- Play a high-profile role in the duty rota

### **Students are well supported through the vulnerable group meetings**

- Identify at risk cohorts in line with the pastoral intervention stages
- Attend vulnerable groups 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 internal exclusions in before presenting to Pastoral Lead for the Key Stage

### **PSHE provision is outstanding and meets statutory requirements**

- Deliver and ensure tutors are supported to deliver the PSHE pastoral workshops
- Monitor delivery and feedback to ensure workshops are high quality and high impact

### **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)

### **Study club, wider learning and extended elective programmes ensure high levels of positive engagement**

- Conduct a daily check-in with study club and monitor attendance of students in year group
- Check the wider learning programme is appropriate and is engaging students and support with regular visits
- Ensure tutors monitor and intervene to ensure all students are engaged in wider learning
- Monitor participation and feedback Pastoral Lead for the Key Stage via quarterly review process

### **Enrichment Week is effectively delivered (where applicable)**

- Liaise with Wider learning coordinator to ensure high quality Enrichment Week offer is delivered
- Ensure all students are signed up for appropriate activities

### **Attendance and punctuality systems are implemented effectively**

- Monitor attendance in and put in place additional support via vulnerable groups meeting

- Ensure students at stage 2+ for attendance are followed up and conduct parent meetings with tutors and SLT
- Liaise with Pastoral Lead for the Key Stage to 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**

- Liaise with Pastoral Lead to make effective use of internal exclusion system
- Liaise with Pastoral Lead to ensure consistency in external exclusions
- Liaise with Pastoral Lead to ensure return from exclusion reintegration processes are effectively managed

#### **Child Protection policies are followed carefully**

- Support Pastoral Lead & SENCo by following up on CP referrals
- Attend CP conferences or meetings if appropriate

## **Leadership**

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

- Deliver outstanding assemblies following the programme established by the chaplaincy team
- The integrated tutor time curriculum programme including assemblies, tutor time sessions and PSHE workshops is planned for maximum pastoral impact
- Ensure that the 10:10 ethic is articulated and understood by tutors using the corporate parent principle
- Ensure the 10:10 ethic is central to year group assemblies and be high profile in 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 tutor delivery of the pastoral curriculum
- Ensure Music is well represented in events including supporting Tuesday singing, where applicable

#### **Outstanding leadership and management of the pastoral tutor team**

- Ensure that the tutor team delivers the pastoral curriculum to a high standard including workshops, tutor times and IAG events
- Ensure tutors carry out Monday Business and Literacy tutor sessions and insist on the highest of standards in relation to the planners
- Complete quarterly analysis
- Monitor numbers in your year group and liaise with SLT/Admissions team to offer places as they emerge

#### **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 vulnerable groups meetings to direct resource appropriately to meet the needs of at-risk students
- Support Pastoral Lead and SEN team to ensure appropriate use of interventions from outside agencies including Ed Psych, borough services, and social services teams
- Monitor the impact of additional provision on students on EHC plans in the year group

**High profile contribution to the duty rota ensures institutional behaviour management is strong in the year group**

- Undertake a significant number of high-profile duties
- Train tutors and take responsibility for staff understanding the philosophy of institutional behaviour management

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

- Be high profile in supporting events

**Quarterly analysis completed for Pastoral Lead**

- 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
- Attend relevant governors' meetings if necessary to present reports

**Quarterly reports to parents completed**

- Train tutors in writing reports (where applicable) and 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 and visits or support activities).*

*Main scale job descriptions have been drawn up in line with the National Teachers Standards (DFE 2012); these also apply to all management post holders.*

**Key measures of success**

- 75%+ students meet end of year targets in all core subjects
- No in-school variation between pupil groups
- Value added measures in whole school results analysis
- 90%+ at pastoral intervention stages 0 & 1
- Learning behaviour good or outstanding in 100% duty looks
- Attendance above 95%
- Punctuality rates above 98%
- Exclusion rates less than 3%
- Engagement in wider learning 100%
- 80%+ students enjoy school

**Person specification**

|                       | 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> | <ul style="list-style-type: none"><li>• Evidence of further professional development</li></ul> |

|   | Essential   | Desirable   |
|---|---|---|
| <b>Knowledge &amp; Skills</b>                           | <ul style="list-style-type: none"> <li>• Knowledge of the requirements of the National Curriculum</li> <li>• An understanding of recent curriculum and teaching/learning developments</li> <li>• Experience of curriculum design (for example, writing schemes of work)</li> <li>• An understanding of the strategies required to motivate and enthuse all students across the ability range</li> <li>• An understanding of the processes and techniques required to assess, record and report students' learning effectively</li> <li>• Experience of the use of student results analysis outcomes to inform practice and target improvement</li> <li>• An understanding of the importance of, and a willingness to participate in, extra-curricular activities</li> <li>• An ability to work as a member of a team to promote coherent and agreed policies and practices</li> <li>• A degree of ICT literacy and an awareness of its potential</li> </ul> | <ul style="list-style-type: none"> <li>• Understanding of external value added measures</li> </ul>  |
| <b>Relevant Experience</b>                              | <ul style="list-style-type: none"> <li>• Relevant teaching experience, with successful outcomes in public examinations</li> <li>• Experience of teaching the National Curriculum in your subject at Key Stages 3 and 4</li> <li>• Experience of leading a tutor group and student leadership programmes</li> <li>• An awareness of whole school issues</li> </ul>   | <ul style="list-style-type: none"> <li>• A current post holder within a curriculum/ pastoral area or wider school responsibility</li> </ul> |
| <b>Equal Opportunities &amp; 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</li> <li>• A proven commitment to curriculum access and opportunity</li> <li>• A proven commitment to comprehensive education</li> <li>• A proven commitment to professional development</li> <li>• Support for the school's specialist status</li> <li>• To support 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> </ul>                |

|                               | Essential  | Desirable  |
|-------------------------------|--|--|
| <b>Personal Qualities</b>     | <ul style="list-style-type: none"> <li>• A strong commitment to and ability to articulate &amp; model the values of the Twyford Trust</li> <li>• A firm approach to discipline, and good classroom management skills</li> <li>• An ability to work within, lead and motivate a team</li> <li>• Is committed to the highest standards in all areas of school life (behaviour, academic, enrichment).</li> <li>• Has a strong grasp of contemporary educational issues</li> <li>• A proven team worker with a very strong commitment to collaboration</li> <li>• Has outstanding communication and inter-personal skills</li> <li>• Able to set challenging and achievable targets and ensure their delivery</li> <li>• Good time management/ able to multi task</li> <li>• Willing to contribute to the rich life of the school, including its extra-curricular offer</li> <li>• Clarity of vision/strategic thinker</li> </ul> | <ul style="list-style-type: none"> <li>• A practising Christian</li> </ul> |
| <b>Any Additional Factors</b> | <ul style="list-style-type: none"> <li>• A commitment to personal and whole school development</li> <li>• Willing to contribute to the rich life of the school, including its extra-curricular offer</li> </ul>  |  |

*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.*