



## 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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### Ada Lovelace Church of England High School

#### Job Description

<b>Job Title:</b>	<b>Head of Year 7</b>
<b>Grade:</b>	<b>L1 - L5 (£48,824 - £53,091)</b>
<b>Line Manager:</b>	Assistant Headteacher – Head of Key Stage 3
<b>Supervisory responsibility:</b>	Deputy Head of Year 7 Team of Year 7 Tutors

This role also offers the new post-holder Senior Leadership training and development opportunities.

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#### Main purpose of Post

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

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#### Outcomes

##### Achievement

- All students make or exceed expected progress in Year 7
- All Year 7 students are on curriculum programmes which allow them to engage fully and stretch
- Academic intervention programmes are effective in Year 7
- Success of Year 7 students is consistently celebrated in assemblies, end of term events and services
- Target setting procedures are effectively utilised in Year 7

##### Teaching

- All Year 7 students are able to take ownership of their own progress
- Promotion of Ada Lovelace Learning Culture ensures consistent expectations are set for all Year 7 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 Year 7 lessons
- Delivery of pastoral programme by form tutors is outstanding
- Copia is used extensively to support independent learning

##### Personal development, behaviour and welfare

- Promotion of the Ada Lovelace Etiquette ensures pastoral safeguarding measures are met in Year 7
- Whole school rewards and sanctions policies are consistently applied in Year 7

- Year 7 students are well supported through the vulnerable groups meetings
- PSHE provision is outstanding and meets statutory requirements in Year 7
- The House system, student leadership and enterprise are high profile and effective in Year 7
- Study club, wider learning and extended elective programmes ensure high levels of positive engagement in Year 7
- Activities Week is effectively delivered in Year 7
- Attendance and punctuality systems are implemented effectively in Year 7
- Exclusions processes are carefully followed in Year 7
- Child Protection policies are followed carefully in Year 7

### **Leadership**

- The distinctive Christian ethos of the school is strongly articulated and manifest in the day to day running of Year 7 pastoral systems and in the worship life of the school
  - Outstanding leadership and management of the Year 7 pastoral tutor team
  - KS2 to KS3 transition process is successfully managed
  - Liaison with SEN, Inclusion and outside agencies over specialised/extra provision is effective to support Year 7 students with additional needs
  - High profile contribution to the duty rota ensures institutional behaviour management is strong in Year 7
  - All parents' evenings, celebration evenings and public events are outstanding in Year 7
  - Year 7 quarterly self-evaluations completed for Assistant Headteacher KS3
  - Year 7 quarterly reports to parents completed
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## **Specific responsibilities and tasks**

### **Achievement**

#### **All students make or exceed expected progress in Year 7**

- Monitor pupil progress within Year 7 through G4S and quarterly through formal reports made as part of the quarterly self-evaluation process
- Identify underachieving and at risk cohorts in Year 7 in conjunction with Assistant Headteacher KS3
- Ensure tutors and departments put in place support plans for groups and individuals in line with pastoral intervention stages
- Liaise with T & L team in monitoring lesson observations, duty looks and work scrutinies to identify and intervene on issues undermining progress

#### **All Year 7 students are on curriculum programmes which allow them to engage fully and stretch**

- Ensure all students are appropriately set for EBAC in Year 7 in conjunction with Assistant Headteacher KS3
- Ensure all students are appropriately set in Year 7 elective groups
- Support the Assistant Headteacher KS3 in leading the creative option choice process in Year 7
- Maintain awareness of the Year 9 option process and the Year 11 to 12 transition process to ensure the Year 7 IAG supports students' future progress to appropriate pathways.

#### **Academic intervention programmes are effective in Year 7**

- Support the academic intervention programme in Year 7 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 from Year 7 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 Year 7 students is consistently celebrated in assemblies, end of term events and services**

- Ensure Year 7 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 7 assemblies & school publications
- Ensure a consistent practice of communicating 'good news' to parents is sustained across Year 7

**Target setting procedures are effectively utilised in Year 7**

- Target setting and communication of targets ensures that expectations of students are very high
- Manage the student target setting process at KS3 (including the appropriate training of KS3 curriculum and pastoral teams)
- Clear pastoral targets are set and reviewed for the students termly

## Teaching

**All Year 7 students are able to take ownership of their own progress**

- Lead Year 7 quarterly student self-assessment processes
- Maintain the formal mechanism of student self-review at Year 7 through pastoral portfolios and planners (which positions students well for self-review at KS4)
- 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 Ada Lovelace Learning Culture ensures consistent expectations are set for all Year 7 learners across all subjects**

- Train new Year 7 tutors and staff in the learning routines expected at KS3
- Ensure Year 7 induction programme (Year 6, September, start of terms) is outstanding and ensures students and parents are trained in learning disciplines at Ada Lovelace
- Ensure 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 Teaching & Learning team to ensure learning behaviour is good or outstanding across all Year 7 lessons**

- Liaise with T & L team on a weekly basis for outcomes of lesson observations and duty looks
- Intervene with HoDs and T & L 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 that the learning behaviour in the afternoon electives is outstanding
- Ensure school policy on Lesson Prep and Homework is consistently promoted and enforced in Year 7

### **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 in Year 7
- All tutors use Copia homepage and students and parents can all access Copia

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

### **Promotion of the Ada Lovelace Etiquette ensures pastoral safeguarding measures are met in Year 7**

- Ensure Ada Lovelace Etiquette and lesson expectations are clear to staff and students in Year 7
- Monitor safeguarding measures on a weekly basis and intervene as appropriate with tutor teams
- Complete quarterly self-evaluations of safeguarding measures in Year 7

### **Whole school rewards and sanctions policies are consistently applied in Year 7**

- Induct new Year 7 tutors in behavioural expectations
- Ensure Year 7 detention system is implemented effectively
- Monitor usage of behaviour policy at Year 7 through formal and informal means
- Play a high profile role in the duty rota

### **Year 7 students are well supported through the vulnerable groups meetings**

- Identify at risk cohorts in Year 7 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 for Year 7 students
- Manage protocols for monitoring at risk students
- Act as first filter on all internal exclusions in Year 7 before presenting to Assistant Headteacher KS3

### **PSHE provision is outstanding and meets statutory requirements in Year 7**

- Deliver and ensure tutors are supported to deliver the Year 7 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 in Year 7**

- Ensure house events and enterprise days are heavily promoted and well supported by tutors and students in Year 7
- Ensure student leaders are chosen across Year 7
- Ensure there is active celebration of Year 7 student leaders in assemblies, end of term services and public events
- Liaise with Head of KS5 to ensure 6<sup>th</sup> formers are well utilised to support wider learning activities at Year 7 (when the school is full)
- Ensure lapel badge system is strongly promoted at Year 7
- Actively promote the school specialisms (Science, MFL, Chaplaincy and Sport)

### **Study club, wider learning and extended elective programmes ensure high levels of positive engagement in Year 7**

- Conduct a daily check-in with KS3 study club and monitor attendance of Year 7 students
- Check the wider learning programme is appropriate and is engaging Year 7 students and support with regular visits
- Ensure tutors monitor and intervene to ensure all students in Year 7 are engaged in wider learning
- Monitor participation in Year 7 and feedback to Assistant Headteacher KS3 via quarterly review process

### **Activities Week is effectively delivered in Year 7**

- Liaise with Wider learning coordinator to ensure high quality Year 7 Activities Week offer is delivered
- Lead Year 7 residential
- Ensure all Year 7 students are signed up for appropriate activities

### **Attendance and punctuality systems are implemented effectively in Year 7**

- Monitor attendance in Year 7 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 Assistant Headteacher KS3 where needed
- Liaise with Assistant Headteacher KS3 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 in Year 7**

- Liaise with Assistant Headteacher KS3 to make effective use of internal exclusion system
- Liaise with Assistant Headteacher KS3 to ensure consistency in external exclusions
- Liaise with Assistant Headteacher KS3 to ensure return from exclusion reintegration processes in Year 7 are effectively managed

### **Child Protection policies are followed carefully in Year 7**

- Support Assistant Headteacher KS3 by following up on CP referrals in Year 7
- Attend CP conferences or meetings if appropriate

## **Leadership**

### **The distinctive Christian ethos of the school is strongly articulated and manifest in the day to day running of Year 7 pastoral 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 Year 7 tutors using the corporate parent principle
- Ensure the 10:10 ethic is central to Year 7 assemblies and be high profile in formal acts of worship to ensure provision is excellent and levels of engagement are high
- Ensure Year 7 pastoral programme supports the Spiritual, Moral, Social & Cultural development of all students
- Monitor the tutor delivery of the Year 7 pastoral curriculum
- Ensure Music is well represented in all Year 7 events including supporting Wednesday singing

### **Outstanding leadership and management of the Year 7 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 diary and equipment checks carefully and that Year 7 diaries meet expectations
- Hold tutor briefings and meetings and circulate minutes as appropriate
- Complete quarterly self-evaluations
- Monitor numbers in your year group and liaise with Assistant Headteacher KS3/Admissions team to offer places as they emerge

### **KS2 to KS3 transition process is successfully managed**

- Support the Assistant Headteacher KS3 in leading the induction process for Year 7
- Establish a strong and coherent culture of high expectations from the start of Year 7
- Liaise with key feeder primary schools and undertake visits along with the Assistant Headteacher KS3 / SENCO
- Take responsibility for Year 7 Open Evening in conjunction with Assistant Headteacher KS3

### **Liaison with SEN, Inclusion and outside agencies over specialised/extra provision is effective to support Year 7 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 Assistant Headteacher KS3 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 Year 7 students on EHC plans

### **High profile contribution to the duty rota ensures institutional behaviour management is strong in Year 7**

- Undertake a significant number of high profile duties
- Train tutors and take responsibility for staff understanding the philosophy of institutional behaviour management
- Undertake a daily sweep of the building to ensure Year 7 students are engaged in electives or off site

### **All parents' evenings, celebration evenings and public events are outstanding in Year 7**

- Ensure parent information evenings and celebration/Junior awards evenings are effective
- Lead the Year 7 Year Ahead evening with Assistant Headteacher KS3
- Be high profile in supporting Year 7 musical events and concerts

### **Year 7 quarterly self-evaluations completed for Assistant Headteacher KS3**

- Undertake self-evaluation of all aspects of Year 7 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

### **Year 7 quarterly reports to parents completed**

- Train tutors in writing reports and ensure that Year 7 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).*

*Mainscale 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% of KS3 duty looks and lesson observations
- Attendance above 95%
- Punctuality rates above 98%
- Exclusion rates less than 3%
- Engagement in wider learning 100%
- 80%+ students enjoy school

### Person specification

	<b>Essential</b>	<b>Desirable</b>
<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>
<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>Essential</b>	<b>Desirable</b>
<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>
<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 interpersonal 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>.*

*The post-holder will also be expected to read and adhere to the Trust's Child Protection Policy, and any other Safeguarding documents stated within this.*