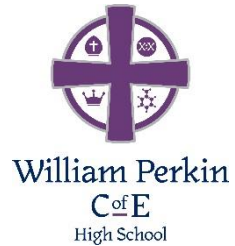




Twyford Church Of England Academies Trust

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



William Perkin Church of England High School

Job Description

Job Title:	Head of Year 8
Grade:	L1 - L5 (£47,517 - £51,670)
Line Manager:	Assistant Headteacher – Head of Key Stage 3
Supervisory responsibility:	Deputy Head of Year 8 Team of Year 8 Tutors

Main purpose of Post

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

Outcomes

Achievement

- All students make or exceed expected progress (monitoring)
- All students are on curriculum programmes which allow them to engage fully and stretch
- Success of students is consistently celebrated
- Intervention programmes are effective

Teaching

- All students are able to be reflective and take ownership of their own progress
- Learning behaviour is consistently outstanding across all lessons
- Independent learning is outstanding

Behaviour

- The promotion of the William Perkin Etiquette ensures outstanding behaviour
- Whole school rewards and sanctions policies are clear and consistently applied
- Student leadership and community engagement is high profile and effective
- Wider learning programmes ensure high levels of positive engagement
- At risk students are well supported to minimise the risk of exclusion

Leadership

- Liaison with SEN department and outside agencies is effective to support students with additional needs
- Outstanding leadership and management of year team

- Delivery of the pastoral curriculum programme is outstanding
 - Christian ethos of the school is strong, clearly articulated and manifest in the day to day running of the student support systems of the school
 - Attendance and punctuality systems are implemented effectively
 - Outstanding leadership and management of all parent/celebration evenings and outstanding communication with parents
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Specific responsibilities and tasks

Achievement

All students make or exceed expected progress (monitoring)

- 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
- Monitor and review individual student attainment targets
- Monitor pupil progress on a whole school basis termly with reports made to curriculum committee and Local Governing Body
- Underachieving / at risk cohorts identified within year group in liaison with Assistant Headteacher KS3
- Ensure programmes of support / sanction agreed for individuals and groups

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

- Support the differentiated pathways to provide appropriate progression in academic, creative and applied subjects
- Liaise with and support Assistant Headteacher KS3 to ensure all students are appropriately set in Year 8
- Liaise with and support Assistant Headteacher KS3 to ensure all students make appropriate Creative option choices from the end of Year 8

Success of students is consistently celebrated

- Ensure the programme of end of year celebration assemblies runs effectively with regular peer review and sharing of best practice
- Ensure that the practice of recognising and sharing achievement in academic, creative and applied areas is maintained in year assemblies and school publications
- Ensure a consistent practice of communicating 'good news' to parents is sustained across all year groups

Intervention programmes are effective

- Support the academic intervention programme and measure its impact
- 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 who are underachieving against target and plan additional interventions as required
- Support Heads of Departments by operating low level interventions (e.g. report cards / academic monitoring etc.)
- Ensure parents are positively engaged with support programmes and empowered to give consistent support at home
- Liaise closely with SENCO over SEN identification, provision and achievement

Teaching

All students are able to take ownership of their own progress

- Ensure students are aware of and own their own progress and use their pride portfolios as the central store for their pastoral self-assessment
- Deliver year group self-assessment processes timed to fit alongside termly record sheets and reports
- Undertake quarterly review of student planners to ensure this is used effectively in the self-assessment process
- Implement the formal mechanism of self-review which forms part of the summative reporting progress for students
- Provide support for your pastoral team to encourage effective self-review by students
- Identify students who are not able to recognise barriers to progress and support the initiatives outlined for them
- Ensure that ALL formal/standardised assessments are high profile and students well supported from a pastoral perspective to achieve highly

Learning behaviour is consistently outstanding across all lessons – core and elective

- Support the process of learning reviews and informal lesson observation observing learning behaviour
- Ensure tutor teams are effective in promoting consistently effective learning behaviour
- Ensure silence is used as an effective tool to promote the listening skills of your year group
- Ensure that student behaviour in the afternoon elective programme is as outstanding as in the morning core curriculum

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

Behaviour

Whole school rewards and sanctions policies are clear and consistently applied

- Ensure school behaviour codes and discipline strategies are clearly implemented
- Ensure the William Perkin Etiquette is clearly understood and the values upheld by your year group
- Ensure tutors are presented with a beginning of year re-fresh as appropriate
- Induct new tutors in the William Perkin Etiquette and behavioural systems and expectations
- Ensure all protocols in external exclusions are followed
- Establish with SENCO an internal exclusion process

Student leadership is high profile and effective

- Ensure effective use is made of student leaders in all tutor groups
- Promote student leadership and community outreach programmes effectively
- Support the effective running of the house system
- Support the Chaplaincy and Music departments in providing positive role models
- Celebrate ambassadors and role models from subjects (winning teams etc.) in assemblies

Wider learning programmes ensure high levels of positive engagement

- Check the wider learning schedule is communicated effectively to your year group to engage students and provide appropriate stretch
- Monitor and celebrate attendance in the wider learning opportunities and ensure a clear report is made to the DH before every Governors Student Panel
- Ensure that the year group understand the elective programme and make informed choices

- Support extended electives with regular visits and assembly promotion

At risk students are well supported to minimise the risk of exclusion

- Identify at risk cohorts in your year group (underachievement and behaviour) alongside Assistant Headteacher KS3
- Ensure liaison with L&I is strong and effective, and turnaround programmes are in place
- Monitor attendance and liaise with L&I over additional support
- Implement protocols for monitoring at risk students
- Ensure the internal exclusion system is consistently run
- Ensure return from exclusions are effectively managed
- Report to DH before every Governors Student Committee

Leadership

Liaison with outside agencies is effective to support students with additional needs

- Ensure formal contact with Learning & Inclusion Department (e.g. HoY/SEN meeting and Every Child Matters meeting) directs resource appropriately to meet the needs of at risk students
- Ensure at risk students are appropriately dealt with at MAP meetings to secure appropriate provision
- Monitor impact of additional provision at School Action or School Action Plus

Outstanding leadership and management of year team

- Lead the year team meetings effectively and ensure agendas and minutes are circulated appropriately
- Ensure that your tutors deliver the pastoral curriculum programme effectively and that the PSHE workshops are used to inform and educate your year group
- Monitor numbers in your year group and liaise with admissions team to offer places as they emerge
- Monitor diaries on a termly basis to ensure they meet expectations
- Ensure that reports are written in a meaningful fashion that follows agreed school systems and protocols

Delivery of the pastoral curriculum is outstanding

- Tailor the existing pastoral curriculum resources for your year group. This includes tutor time sessions, assemblies and PSHE workshops
- Train tutors in the outstanding delivery of the resources at year team meetings
- Monitor the quality of delivery through tutor time observations and support staff where necessary to ensure consistent high quality for the students

Christian ethos of the school is strong, clearly articulated and manifest in the day to day running of the student support systems of the school

- The integrated tutor time curriculum programme including assemblies, tutor time sessions and PSHE workshops is planned for maximum pastoral impact.
- Deliver outstanding assemblies following the programme established by the chaplaincy team
- Ensure your tutors deliver the morning tutor time programme
- Ensure delivery of the William Perkin Learning culture through PSHE workshops.
- Ensure music is well represented in all year events and celebrations
- Communicate the connection between the pastoral system and the 10:10 ethic

Attendance and punctuality systems are implemented effectively

- Undertake pastoral audit each fortnight
- Produce reports for AHT KS3 to serve relevant committee meetings
- Ensure rewards and sanction system is implemented effectively

Outstanding leadership and management of all parent/celebration evenings and outstanding communication with parents

- Ensure effective organisation of all parent evening using agreed protocols and systems
- Deliver one celebration and one year ahead evening each year
- Support your tutors to meet each parent in the Autumn term to set appropriate targets for the year ahead
- Use the VLE to ensure effective communication of the curriculum objectives and core content covered each year
- Ensure all parents understand the key assessments used to set termly grades

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.

****NB – All Leadership roles at William Perkin are paid on the leadership scale and are technically regarded as Assistant Heads***

Key measures of success

- All students within the year group make expected KS2 – 4 levels of progress
- Students meet end of year targets in all core subjects
- Value added measures in whole school results analysis
- Attendance above 96%
- Punctuality rates above 98%
- Exclusion rates less than 3%
- 85% of students remain at stages 0 & 1 of the Trust Intervention Stages

Person specification

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

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

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.