



Twyford Church Of England Academies Trust

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



Ada Lovelace CE High School

Job Description

Job Title:	Wider SLT development post: Whole school Assessment & Curriculum Organisation + Line Management of Science
Salary:	L6 – L10 (£52,771 - £57,494)
Line Manager:	Deputy Head (WP): 2019-20 Headteacher (AL): 2020 onwards
Supervisory Responsibility:	

Aim of the Post

- To drive pupil progress at all key stages through effective curriculum organisation, setting, assessment and school exam weeks.
- To lead the options processes in Yrs 8 & 9 to ensure all students make successful progression.
- Leadership of progress and progression as Line Manager of Science for Ada Lovelace (with specific additional responsibility in 2019-20) for the establishment of science facilities and appointment of the Science team in readiness for the move to the new site in September 2020)

The role has been designed as an SLT training role for a Science specialist who seeks to develop their expertise in whole school assessment & curriculum organisation. In 2019-20, while Ada Lovelace remains at William Perkin school, there will be opportunity to train under the supervision of the Deputy Head & Trust Assessment Lead in order to understand the systems for setting in core and elective subjects and to share responsibility for school organisation in these areas.

The successful candidate will be trained in the use of the Trust assessment system, including the Go4Schools software, and will have responsibility for the training and support of Head of Department / Post holders in both schools. The new post-holder will work with the Deputy Head Pastoral and Assistant Head to set up the school VLE (cloned from the Trust system known as 'Copia') for Ada Lovelace in readiness for a full launch in September 2020.

Ada Lovelace SLT post-holders will work as part of the WP team during 2019-20 and undertake general whole school responsibilities on this basis.

Outcomes

Achievement

- Setting arrangements and course organisation Core & Elective Department allow all students to make outstanding progress
- Target setting and assessment system supports all students to make outstanding progress
- Whole school assessment systems are effective in informing students, parents, teachers, MLT, SLT and Governors

Behaviour

- Staff, students and parents are well informed about differentiated course choices
- Whole school assessment practices are well organised and well understood by staff and students

Teaching

- Departmental assessments are appropriately matched to the differentiated curriculum delivered
- A Science curriculum team is appointed and trained with appropriate curriculum materials in readiness for independent launch in the new school

Leadership

- Whole school assessment systems are effective in informing students, parents, teachers, MLT, SLT and Governors
 - Science resources within the new school are appropriately planned for
 - Routine training and quality assurance ensure that the responsibilities are effectively delivered
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Specific responsibilities and tasks

Department setting arrangements and course organisation allow all students to make outstanding progress

- Heads of Year and Tutor teams are trained to support & understand the progression process.
- Support Heads of Department to make best use of Go4Schools to record and communicate student progress grades
- All subjects makes effective and logical use of data contained in Go4Schools & set changes are made post Q2 & Q4
- Ensure Trust data team are provided with all the setting and pupil information data required to populate the timetable
- Ensure all in-year admissions are placed in the correct sets

Target setting and assessment system supports all students to make outstanding progress in line with the Trust's assessment policy

- Targets are set for all students at the end of the summer term following Q4 assessments / CATS tests for distribution at the start of the following academic year
- All EBAC departments have a transparent assessment overview which includes formal quarterly assessments and the appropriate number of standardised assessments per quarter
- The gradings for each assessment are captured on Go4Schools
- The grade range available for each assessment provides appropriate stretch for the ability range taking it
- In partnership with the HOY all arrangements are made relating to student target setting
- Expected progression rates and all assessment criteria are clearly outlined on Copia
- All SLT are trained to understand the student target / assessment system and progression rates as displayed on Copia

- All Year teams are trained to understand the student target/assessment system and progression rates for their year group
- All Department teams are trained to understand the student target / assessment system and progression rates for the differentiated course offer within their own subject

Whole school assessment systems are effective in informing students, parents, teachers, MLT, SLT and Governors

- Effective delivery of the two off timetable exam weeks in December and June and the two in-class exam weeks
- Student quarterly reports give a clear picture of pupil progress and allow students and parents to identify where the individual student's progress is a cause for concern
- Effective liaison with Trust data team over information required and reporting deadlines
- Departmental assessment systems allow Heads of Department and post-holders to make accurate quarterly judgements on pupil progress on all courses and identify where students or staff may need additional support
- The clarity and accessibility of whole school data allows Heads of Year and Pastoral Leads to identify student groups or individual which are underperforming in a number of subject areas and target additional support as required

Whole school assessment practices are well organised and well understood by staff and students

- Q2 & Q4 Exams weeks are well organised following liaison with SLT & HoDs
- All 4 assessment weeks have a high profile with students and arrangements for assessments are clear
- Deadlines for grade entry are met
- Parents are informed of quarterly progress and understand the significance of grades to student progress and progression

Departmental assessments are appropriately matched to the differentiated curriculum delivered

- Expected entry and exit grades for each differentiated course (e.g. Higher / Foundation Maths & Triple / Higher /Foundation Science) are clearly delineated on Copia for all subjects
- The assessment criteria for all standardised assessments and quarterly assessments are accessible on Copia and clearly matched to the curriculum coverage also displayed
- Definitions of what constitutes 'on track' are clearly delineated for all courses and available on Copia
- Liaise with Assistant Head to provide training in the links between formative and summative assessment ensuring that all departments effectively use summative assessment criteria to support outstanding formative assessment and T and L

Staff, students and parents are well informed about differentiated course choices

- Support the Associate Head leads and Pastoral Lead to ensure progression expectations are made clear in all transition evenings (Yr 8, 9 and Yr 11 IAG evening)
- Support the Associate Head and Pastoral Deputy to ensure progression outcomes are well communicated in start of year information evenings (celebrating successes and including lessons learnt)
- Copia displays the differentiated course choices available at every Key Stage

A Science curriculum team is appointed and trained with appropriate curriculum materials in readiness for independent launch in the new school

- Agree the science recruitment plan for 2019-21
- Support the AL Headteacher in the transfer process of suitably qualified staff from William Perkin to Ada Lovelace as required
- Set up Ada Lovelace Copia for Science

- Review Science materials in order to integrate whole school approaches to Computational Thinking

Science resources within the new school are appropriately planned for

- Review the building designs and ensure all FFE is appropriate for the curriculum planned
- Oversee the ordering of equipment & resources for the new building
- Liaise with the Trust IT team over specialist IT requirements

Routine training and quality assurance ensure that the responsibilities are effectively delivered

- Take a full part in lesson observations, routine learning looks and book sampling
- Support Associate Head and Assistant Head Staff Delivery & Development to evaluate quarterly progress of departments using whole school assessment data
- Ensure all SLT and Middle leadership team members are aware of outstanding curriculum and assessment expectations (matching school and Ofsted)
- Ensure all aspects of whole school and departmental assessment are covered within the Curriculum and Assessment modules of the Trust MLT training programme
- Provide additional training for particular staff cohorts as appropriate (HoDs, HoYs, NQTs etc.)
- Provide training for Governors in effective use of G4S
- Induct parents into accessing live data via G4S

This role sits alongside the responsibilities of HoD of a core subject area, whose responsibilities remain:

- Wider leaning offer 2019/20 for AL science elective
- Performance management of HOD and key post holders

Leadership of Head of Department progression and progression Achievement

- All students make or exceed expected progress
- Academic programmes are effective in all Key Stages
- Success of students is consistently celebrated in assemblies, end of term events and services

Teaching

- Promotion of Ealing Fields Learning Culture ensures consistent expectations are set for all KS3 learners across all subjects
- Delivery of pastoral programme by Heads of Year and form tutors is outstanding and ensures all KS3 students are able to take ownership of their own progress
- Copia is used extensively to support independent learning

Personal development, behaviour and welfare

- Teaching and Learning within the subject area supports the development of transferable learning skills (eg skills for employability)

Leadership

- Outstanding leadership and management of the department
- All parents' evenings, celebration evenings and public events are outstanding

Key measures of success

- Pupil progress at key stages 3 & 4 (75% of students on target & 0+ Value added)
- EBAC entry & Success rate (75% or more of students are entered for EBAC with a 65%+ EBAC success rate at 5+)
- Lesson observation outcomes (show effective use of assessment in planning and demonstrate the impact on pupil progress)
- Go4Schools assessments exactly correlates with Copia curriculum overviews
- All assessment methodology is clearly outlined on Copia in all subject areas and is accessible to all stakeholders
- All aspects of the Science Department set up for September 2020

Person Specification

	Essential	Desirable
Qualifications	<ul style="list-style-type: none"> • University graduate with a good degree • Qualified Teacher Status 	
Knowledge, Skills and Experience	<ul style="list-style-type: none"> • Relevant successful teaching experience in an outstanding secondary school, and with successful outcomes in public examinations • Successful experience of leading a core subject • A proven record of success in raising standards • Experience of monitoring delivery at Middle Leadership • Experience of the use of student results analysis outcomes to inform practice and target improvement • Successful experience of team leadership and management of staff • An understanding of recent curriculum and teaching/learning developments • An understanding of the strategies required to motivate and enthuse all students across the age and ability range to progress as part of a whole school approach to raising achievement. • An understanding of the processes and techniques required to assess record and report students' learning effectively. • A commitment to the principles and practices of Assessment for Learning • 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"> • Evidence of further professional development • An understanding of the importance of, and a willingness to participate in, extra-curricular activities.
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 • A proven commitment to curriculum access and opportunity 	<ul style="list-style-type: none"> • Proactive use of professional development to develop quality of teaching

	<ul style="list-style-type: none"> • A proven commitment to comprehensive education • A proven commitment to professional development • Support for the school's specialist status • Supports the school unreservedly in its commitment to safeguarding and promoting the welfare of children, young people and vulnerable adults • A commitment to support the Trust's Christian character 	
Personal Qualities	<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 • 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 inter-personal skills • Ability 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 School is committed to safeguarding and promoting the welfare of children and young people and expects all staff to share this commitment. The successful applicant will be required to apply for an enhanced disclosure from the DBS (Disclosure and Barring Service), previously the CRB.

For more information visit <https://www.gov.uk/crb-criminal-records-bureau-check>

You will also be expected to sign and adhere to the school's SAFEGUARDING CHILDREN and YOUNG PEOPLE and SAFE WORKING PRACTICE AGREEMENT which is available as a download on the school website Vacancies page.