



Head of Year

Subject Preference: Science, Geography, PE

Start: April/September 2025

MPS/UPS (Outer London)

TLR 1B (£11,415)

Application Pack



Wanstead High School

Education with Character

Redbridge Lane West, Wanstead, London E11 2JZ

- Tel: 020 8989 2791 • Email: whs@wansteadhigh.co.uk
- Website: www.wansteadhigh.co.uk



Headteacher: Miss E Hillman

February 2025

Dear Prospective Candidate

Thank you for showing an interest in our school.

I have been Headteacher since September 2022, and love the school, the pupils and the commitment to 'Education with Character'. This is a great place to be, with great staff, a welcoming atmosphere, opportunities for growth and development via a robust CPD programme at all levels, and strong links with local schools; including being part of the Seven Kings Teaching Alliance. Behaviour for learning is very good and pupils are polite, engaging and motivated. They really are truly amazing young people with bags of character and creativity.

The school is 100 years old this year and we strive, as then, to be the best local school for the community, providing unparalleled opportunities for our pupils to find their interests and develop a passion for learning, as well as growing to be lovely human beings! The school is clear about its development priorities and aspires to be outstanding in all areas over the next 3-5 years. This is currently a 'good' school and we are clear about our strengths and areas for development. We seek to enable all pupils to achieve the highest academic standards, with a particular focus on narrowing the disadvantaged gap and continuing to develop adaptive teaching. We encourage you to visit or call and learn more about the school and get a better understanding of what we are, what we stand for and the journey we are on.

We introduced a new Behaviour Policy last year, which is being further embedded this year, and have bold plans ahead to ensure all our young people are supported and developed during challenging times and a growing backdrop of mental health needs. We are exploring exciting new models of monitoring, evaluation and review and appraisal to make sure staff really do grow and develop - a high challenge, low threat approach supported by line management and instructional coaching. This is an exciting place to grow and develop as a teacher, staff member or leader.

Whilst we want to ensure change as per our School Development Plan, we are also committed to ensuring this is a truly great place for staff to work - we constantly consider well-being and offer great perks for teachers like the opportunity to leave school if staff have free periods for the rest of the day, as long as directed time is made up elsewhere. We also offer free tea and coffee in the staff room and are looking to develop a much more active staff social life in the future for those who like this sort of thing!!

I am a huge believer in how Heads of Year can shape young people's lives and ensure that all pupils have equality of opportunity regardless of background. Each Head of Year has a significantly reduced teaching timetable and support from a wider pastoral team. We hope that Heads of Year can be strategic as well as operational and lead their pupils through the journey of school providing the right support, opportunities and advice and guidance on the way.

Wanstead High School seeks to enable all pupils to achieve the highest academic standards, with a particular focus on narrowing the disadvantaged gap. The current Ofsted grade is "Good" and we need to endeavour to retain this in the next inspection and ultimately aim for the stars!

As outlined above, we welcome visits to the school and I am happy to talk over the phone to anyone about the role and/or school. We currently have a large building project taking place, which will add 14 new classrooms and associated facilities, with a dedicated dining hall and commercial kitchen. I hope you will have the vision to look beyond the temporary facade. Please do not hesitate to get in touch and learn more about this amazing school. The summary School Development Plan is available on the website. This is potentially an Easter start so would encourage interested staff to contact me via email - e.hillman@wansteadhigh.co.uk and we can interview in the week after half-term, week beginning 24th February 2025.

Yours sincerely

Emma Hillman
Headteacher

Application Requirements

Please write a statement in support of your application.

This must address the Person Specification

Statements in support of your application should be no longer than two sides of A4.

The closing date for this post is 23:59 on Thursday 06 March 2025 although outstanding candidates may be interviewed before the closing date.

Please note, interviews for an Easter start will be before the resignation date of 28 February 2025. Please be mindful of this, when submitting your application.

Completed applications should be returned by email to recruitment@wansteadhigh.co.uk.

Candidates should be advised that if they have not received a response within 2 weeks of the closing date, they should assume that they have not been shortlisted.

If you would like to speak to the Headteacher or Department Leader regarding this post or if you have any questions, please contact HR (recruitment@wansteadhigh.co.uk).



Further Information

Full/Part time: Full time

Start Date: April/September 2025

What We Are Looking For

We are looking to appoint a creative, passionate and dynamic professional to join our exciting Head of Year Team. We seek a candidate who understands what it takes to provide the right conditions for pupils to thrive and is committed to improving the life chances of young people. We give our leaders permission to lead and hope they will set the highest standards for our pupils. Each Head of Year is line-managed by an experienced pastoral member of the Senior Leadership Team.

What We Offer

This is a great opportunity for an enthusiastic and diligent candidate who is keen to develop their skills in a successful school that will provide great support and encouragement. We offer an outstanding opportunity for the right person to make a real impact on children's lives, and to develop their career in a very pleasant, successful and innovative school. We hope that you will decide to pursue your application and that you will consider a future with us at Wanstead. Whilst you will need to work hard, we value well-being and support all staff with flexible ways of working where possible.

Some of our key benefits are:

- Short walking distance of Wanstead (0.4 miles) and Redbridge (0.6 miles) Central Line stations;
- Close to vibrant high street with cafes, independent shops;
- Close to Wanstead Green and local parks;
- Subsidised access to the Leisure Centre and upcoming Swimming Pool;
- Free parking in the Leisure Centre for staff;

At Wanstead High School, we are committed to staff wellbeing and provide the following benefits:

- Contribution to Eye Care and Cycling Scheme;
- Free access to Counselling Services;
- Free breaktime tea and coffee;
- Termly, free staff breakfasts;
- Catered Inset Days;
- Subsidised school lunches;
- Support of flexible working, where possible;
- Recruitment and Retention;

As part of Seven Kings Teaching School Alliance, Wanstead is able to provide a wide variety of CPD opportunities for staff at all stages of their career, both within Wanstead and the Teaching School Alliance. The post offers an excellent opportunity for the right person to develop their career within an exciting and supportive department and school.

Headteacher's Welcome From [Website](#)

I am an experienced and successful Headteacher having been Head of Heathcote School for 5 years prior to joining Wanstead High in September 2022. I have worked for 27 years in, and with, London schools and love the diversity and ambition of young people in our capital city. I have a 14-year-old daughter, and she drives my passion and ambition for children, ensuring that all pupils have an opportunity to be the best they can be; finding their interests and talents and ensuring they are nurtured.

Wanstead High has so many strengths, not least the inclusive and warm ethos, that I have experienced from day one, as well as the strong academic foundations and exam results. In a pre-Ofsted review in September 2023, a Lead Inspector stated that staff at Wanstead High '*hold children's lives in their hands and hearts*'.

At GCSE in 2024, 31% of entries were assessed at grades 9-7, compared to a national figure of 21.7%, whilst 81% of entries were graded at 9-4 compared to 67.4% nationally. Maths and English results were strong with 65% of pupils achieving a grade 5 or above in Maths and English and 83% a 4 in both subjects. Provisional progress score for GCSE is 0.21.

At A level, there is still some work to do to ensure the best and most consistent outcomes in all areas but there were some excellent subject results.

There was so much positive feedback from our pupil survey in July 2024, for example, one pupil said that what they love most about the school is that 'All the teachers care about how you feel and how you are progressing in class.' Others loved the 'lunch, staff, food, opportunities' and 'the learning in which teachers make the learning most effective and find fun ways to learn to encourage children.'

Parents also rate highly the discipline, diversity, friendship, good education, care from staff and inclusive approach and nearly 90% agree or strongly agree that their child is happy in school. In addition, 90% of staff agree or strongly agree that they really enjoy working at the school.

Some other feedback from pupils that helps to get a better understanding of what the school is about:

- ★ *'The ability to feel accepted.'*
- ★ *'The school achieves good results and there are kind, caring and patient students in the community - you give the school a good reputation.'*
- ★ *'I am proud of being a part of the Wanstead High Community because I am able to learn with the best teachers and I have many learning opportunities to help build a great future.'*
- ★ *'Dance and music opportunities.'*
- ★ *'Definitely the togetherness we have at this school, and it's a really inviting atmosphere.'*
- ★ *'The way how the school runs and makes me feel as if I belong here.'*
- ★ *'Everyone is very nice and supportive especially teachers.'*
- ★ *'Safety and kindness.'*
- ★ *'How close we all are and how much we all support each other.'*

★ *'Being part of a lovely including space where you feel that you can openly talk about your thoughts and feelings, and you feel supported by all members of staff.'*

We know we are not yet perfect, but we will never rest on our laurels. Leaders at all levels in the school are reflective and honest and able to forensically analyse what needs to happen to continually grow and improve. We also encourage feedback to ensure we listen to the voices of our stakeholders. The staff are passionate and dedicated subject specialists, committed to providing 'education with character' for all and capable of ensuring the best quality learning and teaching and results for pupils. It is vital that all pupils have the same opportunities and chances to reach their potential, and we address areas where this is not the case.

We strive to ensure the curriculum is rigorous, but also romantic, and engages pupils at all levels, as well as being diverse and forward-thinking. I am passionate about developing the full person, ensuring enrichment opportunities for pupils of all ages, and enabling excellent mental health and well-being, supporting pupils and staff still, in some cases, affected by after-effects of Covid and for the community to continue to grow and flourish.

School Information

Wanstead High School seeks to enable all pupils to achieve the highest academic standards. Our Progress 8 score has been positive and above average for the past 3 years, and in 2024 is +0.3. We have significantly narrowed the disadvantaged gap over the last year and are now looking to sustain this moving forward.

A large number of our pupils stay on to the Sixth Form and the majority of these gain entrance to universities and other centres of Higher Education, and we also recruit a substantial number of post-16 pupils from the surrounding area.

Our latest OFSTED report confirmed that we are “Good” in all areas.

The school is maintained by the London Borough of Redbridge and is situated in a residential area near Epping Forest, served by the London Transport Underground Central Line and the M11 motorway. It is, therefore, both within easy reach of central London and out-lying areas such as Essex and Hertfordshire.

There are currently approximately 1438 plus pupils on roll including 250 pupils in the Sixth Form. Currently there are 150 teaching and support staff. Eight forms of entry (240 pupils) are admitted at Year 7. The school encompasses a rich social and cultural diversity and 35% of pupils speak English as an additional language. There are over 35 languages spoken by the pupils. The school is heavily oversubscribed.

All pupils wear uniform except in the Sixth Form where pupils are required to wear tailored clothing. After much liaison with 40 linked primary schools (7 main feeders), pupils join one of eight mixed ability tutor groups and the school seeks to maintain the composition of this and the association with the same tutor throughout the pupil's career. The year based pastoral system is central to the discipline and wellbeing of the pupils. Tutors are led and supported by an experienced team of pastoral heads.

The school has some very good facilities, including a good Sixth Form Centre with state of the art study facilities; ten well equipped Science laboratories and a purpose built theatre, a dance studio and music suite. Considerable refurbishment has taken place over recent years, with work still on-going. The school is well-resourced with IT equipment. There is currently a new build project which you will see if you visit - this will be a new Humanities Block and swimming pool and is therefore a joint enterprise between Leisure and Education. This does impact the day to day running of the school and we are very much looking forward to its completion.

The school's sports facilities are used as a local Leisure Centre, which serves the community in the evening, but which is part of the school during the day. It comprises 4 squash courts, a sports hall, a gymnasium, a multi-purpose sports hall, a fitness training room and a floodlit play area.

School Vision and Aims

Who Are We?

Wanstead High School is a modern, forward-looking school with traditional values maintained over the last hundred years. We seek to provide the best, most inclusive, local education for all our pupils and a thriving and collaborative environment for staff, ensuring no one is left behind. We seek to develop a passion for learning which promotes academic and career success, happiness, personal growth and confidence whilst ensuring everyone is safe and everyone is able to benefit from the right help when they need it.

We all achieve in our learning community by being:

- **Ready**
- **Respectful**
- **Responsible**

What Is Our Vision?

A school that creates.....

- A love and passion for creative and collaborative learning - inside and outside of the classroom - which is encouraged to drive progress and ambition within our school: staff, Governors and pupils alike.
- A curriculum on offer that is engaging, relevant, broad and balanced and is implemented equally for every pupil in every classroom.
- The development of character is fostered in all areas of school life and pupils develop to be kind and respectful of others views and opinions and nobody tolerates bullying or discriminatory behaviour. Pupils also strive to achieve specific character virtues that they have chosen, including integrity and teamwork.
- All pupils are challenged consistently to excel in everything they do, from academic study, sport, artistic skill, through to their personal and group behaviour and attendance.
- Pupil, parent and staff voice and strong relationships help to shape our values and development.

Our Learning Community

- A Wanstead High pupil will develop to be a happy, kind, safe and well-rounded character, able to self-regulate, who has been encouraged, supported and challenged in school to maximise opportunities in all areas. They will be able to make confident, positive and informed choices about their life and role in British society beyond Wanstead High School.
- A Wanstead High parent/carer will support the school at all times and be secure in the knowledge that their child will be treated as an individual, exposed to knowledge, skills and character development in an innovative and forward-thinking way and will be supported on the journey from childhood to a confident, successful and happy adult life.
- A Wanstead High School staff member will be given the opportunities, space and support to become reflective, passionate, energetic and positive about their role, always looking to collaborate, grow and develop and expand their experiences both inside and beyond our learning community.
- A Wanstead High School Governor will be enthusiastic, well-informed and motivated to challenge and support our learning community to deliver our vision and values in a productive, successful and collaborative way.

School Ethos

We expect our staff to:

- Play a full part in the life of the school community, supporting its distinctive vision and ethos and leading staff and pupils in doing the same
- Actively support the school's corporate policies and aspirations
- Adhere to the staff professional code of conduct as developed collectively by staff
- Comply with the school's Health and Safety Policy and undertaking risk assessments as appropriate
- Check emails on a daily basis to keep up to date with issues communicated within the school.

All staff are expected to behave in accordance with the school values and a culture of high challenge and low threat.

School Site and Accessibility

Wanstead High School is committed to providing an inclusive and accessible environment for all members of our community. We recognise the importance of diversity and strive to create an atmosphere that accommodates individuals of varying abilities.

While we are actively working towards improving accessibility, it is important to note that currently, certain areas of the school are not wheelchair accessible. We estimate that approximately 70% of the school premises may pose challenges for individuals using wheelchairs.

We encourage candidates to inform us of any specific accommodation needs during the application process. We are committed to working collaboratively to provide reasonable accommodation that facilitate equal participation in the recruitment and employment process.

Wanstead High School is an equal opportunity employer and encourages applications from individuals of all backgrounds, including those with disabilities.

Safeguarding

Wanstead High School is committed to safeguarding and promoting the welfare of children and young people and expects all staff to share in this commitment. This post will be subject to an enhanced DBS check and Overseas Police checks, if applicable. Online searches will also be carried out for shortlisted candidates.

Successful candidates will undergo full Safer Recruitment checks including, if applicable, Children's Barred List check, Right to Work check, Qualifications check, Section 128 check, Prohibition from Teaching check and Professional References.

Shortlisted candidates are aware that their applications and data submitted will be kept on file for a period of 6 months and will not be disclosed to any third parties without their consent.

JOB DESCRIPTION

Job title	Head of Year (HOY)	Salary	TLR 1B (£11, 415)
Reports to	SLT Line Manager		
Responsible for	A Key Stage 3 year group, moving up with them annually		

Characteristics of Leaders at Wanstead

Our work is led by our values and beliefs that tie in with the school vision. We are solution-focused, own our own workload and do not wait to act. We are inspired by our purpose to improve the life-chances of our most vulnerable pupils, create genuine education with character and to develop new expertise in our teachers and ensure all teachers improve.

We build relationships into our work, give to others readily and use other strengths alongside our own, to have greater impact in our work. **We are inspirers and facilitators of our teams; able to influence and advocate. We see the big picture and strive for collaboration across the school.**

We are independent thinkers, willing to speak out to challenge others and any views or actions that are inconsistent with our shared aims and values. We are able to take decisions despite ambiguity and are resilient and persistent in the face of challenge.

We **expect the best from people and do not prejudge**; we value quality work, tangible results and feedback to inform continuous improvement.

We are able to recognise the limitations of ourselves and our work and strive for improvements. We are flexible in our thinking, willing to be proved wrong and able to plan for strategic changes, prioritised over short term shallow goals

We are able to be challenged and to learn from experiences and interactions. We are aware of and respectful of others' experiences, insight and knowledge and **constantly look to recognise unconscious bias.**

Job Purpose

- To ensure that pupils are supported to 'be the best they can be' in all aspects of school life and they embrace the vision of 'education with character'
- To raise standards across the year group resulting in high levels of engagement and success in school (as measured in progress and attainment data, high attendance and low levels of internal/external exclusions)
- To ensure the year group is compliant with all the school's policies and systems

All teachers at Wanstead High School are expected to uphold the highest professional standards, the school vision and ethos on a daily basis through their professional conduct.

All teachers' job descriptions define the responsibilities of the postholder as being:

- Under the reasonable direction of the Headteacher to carry out the professional duties of a school teacher as set out in the School Teachers' Pay & Conditions Document (STPCD)
- To comply with Health and Safety at Work Legislation

Head of Year/s (HOYs), in conjunction with Curriculum Team Leaders, the Senior Leadership Team and the Headteacher are responsible for the general good order and discipline of the school, and in the implementation of the School Improvement Plan (SIP) and all policies.

All staff are expected to have a clear understanding of the vision, aims, and ethos of the school, and an awareness of its role in the community. It is essential that the academic and pastoral frameworks of the school are seen as inter-related.

Main Responsibilities for Head of Year/s

- Implementing the school's vision and ambition for improvement through the implementation of the School Improvement Plan (SIP)
- Producing a self-evaluation report including analysis of data and attend annual and bi-annual review meetings
- Responding to, and having an overview of, behaviour and safeguarding incidents which arise within the year group
- Creating an ambitious ethos for the year group and celebrating success
- Analyse data and ensure equality of opportunity across key groups by working with stakeholders as appropriate to support progress
- Planning and implementing an effective quality assurance programme across the year group including learning walks, pupil voice, book looks
- Analysing participation of all pupils and ensuring equality of opportunity such as pupil leadership
- Having a visible presence around the school during the day, and supporting with movement around the school
- Supporting the management systems of the school by undertaking duties in line with the role, including before and after school duties, being part of the on call rota or other behavioural strategies
- Managing a team which could include a Pastoral Support Manager and HLTA
- Leading strategies to increase parental engagement with support from pastoral staff
- Leading Educational Visits to support the year group
- Ensuring that successes within the year group are recognised and promoted in school marketing
- Leading on Parent Evening and other Information Events as part of directed time
- Being responsible for Health and Safety within the year group area, including Fire Evacuation
- Planning, managing, monitoring and account for any budget for the year group

Quality of Education

- Line managing tutors, and ensuring that the tutor programme is well delivered
- Ensuring all tutors participate in the appraisal process, and contribute in setting appraisal targets linked with their pastoral role
- Ensuring that all tutors within the year team effectively implement school policies and procedures
- Supporting, developing and enhancing the tutoring practice of all others working within the year team
- Leading year team meetings
- Leading the assembly programme (with support from the BAPD team) with an emphasis on SMSC (Spiritual, Moral, Social and Cultural Understanding), careers and delivering effective and impactful whole school assemblies
- Leading on planning and resourcing tutor time activities or a pastoral curriculum within an identified Scheme of Work
- Monitoring Google Classroom and using this as a tool to promote greater engagement
- Contributing to Pupil Passports and attend EHCP meetings as appropriate
- Feeding back and supporting staff with seating plans in Class Charts
- Leading on appropriate trip and enrichment offers for each year group
- Ensuring pupils are supported to reach ambitious goals and pathways by enabling, tracking and monitoring pupil participation in relevant activities such as careers opportunities or other learning outside the classroom
- Ensuring Unifrog/Skills Builder or equivalent platform is used appropriately and use the information to support the year group and ensure equality
- Having an oversight of intervention and enrichment across the year group and playing a part in ensuring the right pupils are in the right places
- Promoting literacy and numeracy and other skills through a year group approach with support of other key staff with responsibility in this area– this may include Accelerated Reader, Revision/Study Skills depending on the year group

Behaviour and Personal Development

- Ensuring high standards of behaviour and implementing the school Behaviour Policy as appropriate

- Monitoring and delivering effective behavioural responses including leading the whole school approach to consistency, ownership and reducing exclusions
- Leading on the rewards strategy for your year group
- Ensuring that behaviour is monitored and strategies implemented across the year group; identifying and addressing patterns at an individual, department or whole school level
- Leading a highly vigilant approach to safeguarding across the year group and be available to respond to safeguarding concerns when directed by the DSL/DDSL
- Ensuring pupils are given every opportunity to get involved in pupil leadership activities
- Monitoring, intervening and leading on attendance and punctuality strategies within the year group with the support of the relevant pastoral staff
- Using KPI data to identify key development needs for the cohort and to plan specific interventions, enrichment opportunities or external workshops to address those needs.
- Working with the Pastoral Support Assistant and directing the allocated time to support pupils in the year group
- Liaising with Senior Leaders from the BAPD team, including attending relevant meetings (such as Social Inclusion and Pastoral Strategy Meetings) to ensure pupils' needs are met either within the school or with the support of outside agencies
- Referring pupils to relevant in house support such as the School Counsellor, Learning Mentors or SENDCO when appropriate
- Managing the process of pupil passports, SSPs and PSPs for pupils in liaison with the Pastoral Manager and other members of staff, including School Leaders.
- Attending any relevant post-exclusion, Governor behaviour Meetings, GDC meetings as required
- Making referrals to and engaging with external services where required
- Identifying pupils who may benefit from Early Intervention both in house and externally
- Completing admissions interviews and relevant paperwork for new admission; ensuring pupils settle well and have a positive transition experience.

Narrowing the Gap

- Raising standards of pupil progress and attainment within the year group, ensuring equality of opportunity for all, and to monitor and support pupils' progress
- Interpreting data for the year group to assess pupils progress and attainment put necessary actions in place including developing a clear action plan/review after each data drop and disseminating this to Line Managers or other School Leaders responsible for progress
- Liaising with DLs or other TLR post holders about intervention/support required
- Being responsible for monitoring progress and outcomes across the year group, and lead intervention strategies where required, analysing the impact of these
- Monitoring progress by key groups, and ensuring strategies are in place to ensure gaps are closed

Specific Additional Responsibilities for Each Year Group – this is not an exhaustive list but highlights the main activities

Year 7

- Leading on primary schools links (with the support from a School Leader) with an emphasis on promoting the school to prospective pupils with a particular focus on year five pupils
- Supporting with the Open Evening
- Lead on the transition of pupils from primary to secondary school working with key post holders to ensure a seamless transition
- Planning and implementing an effective changeover of pupils whom have differing needs and ensuring these needs are met
- Ensuring all relevant safeguarding and key information is transferred and disseminated to relevant staff ie pupil profiles or safeguard
- Working closely with the SENCO to support those transitioning with SEND
- Visiting and liaising with local feeder schools and conduct information gathering to prepare the school
- Leading an induction programme for year 6 pupils
- Planning and lead settling in activities including a residential experience
- Leading on end of year celebrations

Year 8

Ensuring Year 8 does not become a lost year by a focus on pupils:

- Consolidating their Year 7 learning

- Ensuring they can meet the challenges of more complex learning
- Taking greater personal, social and leadership responsibility
- Developing critical thinking skills
- Considering and learning about possible career paths
- Leading on end of year celebrations

Year 9

All of the responsibilities of Year 8 as well as:

- Leading and managing the Options process with the support of the relevant Senior Leader
- Managing transition to Key Stage 4
- Leading on end of year celebrations including an Academic Achievement Event for end of Key Stage

Year 10

- Ensuring pupils begin GCSE and vocational courses successfully
- Managing any changes to Options within half-term one
- Attending RAP meetings
- Leading parent meetings with pupils who are below targets in multiple subjects
- Supporting with EAA applications and identification

Year 11

- Raising attainment and progress across Year 11
- Marketing Sixth Form and ensuring an appropriate curriculum is on offer with relevant senior and middle leaders
- Managing pathway for pupils including transition to our Post 16 including organising transition activities
- Marketing Sixth Form and ensuring an appropriate curriculum is on offer with relevant senior and middle leaders
- Supporting the Exams and assessments team
- Playing a key part in organising Results Day and post 16 enrolment
- Attending RAP meetings
- Leading parent meetings with pupils who are below targets in multiple subjects
- Supporting with EAA applications and identification
- Leading on end of year celebrations including an Academic Achievement Event for end of Key Stage

Year 12

- Supporting the application and enrolment programmer for post 16 pupils
- Ensuring Unifrog continues is used appropriately and use the information to support the year group and ensure equality
- Working with the Careers Lead and mentor to coordinate work experience
- Leading the process of personal statements and UCAS preparation
- Attending RAP meetings
- Leading parent meetings with pupils who are below targets in multiple subjects
- Supporting with EAA applications and identification
- Support the completion and submission of EPQs.
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Year 13

- Co-ordinating the UCAS process with the Head of Sixth Form
- Ensuring Unifrog continues to be used in Year 13 to support with next steps and ensure equality
- Co-ordinating the reference process for pupils for the next steps of their journey
- Attending RAP meetings
- Leading parent meetings with pupils who are below targets in multiple subjects
- Supporting with EAA applications and identification
- Support the completion and submission of EPQs.
- Leading on end of year celebrations

Appraisal & Continuous Professional Development:

- Ensuring adherence to the Teacher Standards
- Participating in any arrangements within an agreed national framework for the appraisal of her / his performance and that of other teachers.
- Reviewing from time to time her / his metDLs of teaching and programmes of work.

- Participating in arrangements for her / his further training and professional development as a teacher.
- In the case of a teacher serving an induction period pursuant to the Induction Regulations, participating in arrangements for her / his supervision and training.
- Working towards meeting of Threshold Standards or UPS standards, where relevant.
- Undertaking any reasonable direction from the Headteacher.

Safeguarding

To ensure the safety and wellbeing of pupils in line with:

- The DFE Teachers Pay and Conditions Document.
- The school's Safeguarding Policy.

The above-mentioned duties are neither exclusive or exhaustive and the post holder may be required to carry out other duties or teach additional subjects as required by the service.

The duties outlined in this job description are in addition to those covered by the latest School Teachers' Pay and Conditions Document. It may be modified by the Headteacher, with your agreement, to reflect or anticipate changes in the job, commensurate with the salary and job title.

The job description is current at the date below but will be reviewed on an annual basis and, in consultation with you, may be changed to reflect changes in the job requirements which are commensurate with the job title and grade.

Name of post holder:

Date:

Signature:

PERSON SPECIFICATION HOY

Essential	Desirable
Qualifications	
<ul style="list-style-type: none"> • QTS or QTLS • Degree in the relevant subject or subjects, preferably at 2.1 or above 	<ul style="list-style-type: none"> • Evidence of recent professional development appropriate to the role
Experience	
<ul style="list-style-type: none"> • At least 2 years relevant, recent experience teaching in a 11-18 school, including post 16 teaching • Evidence of working as a successful tutor and being involved in the pastoral life of pupils as well as working successfully with parents • Evidence of working successfully with colleagues and schools to develop best practice • Proven record as a good/outstanding teacher • Experience of robust self-evaluation and development • Evidence of contribution to successful improvement strategies that have an impact on narrowing the gap 	<ul style="list-style-type: none"> • Evidence of delivering successful whole school CPD in the relevant area
Skills, Knowledge and Understanding	
<ul style="list-style-type: none"> • A good knowledge and an awareness of developments in the National Curriculum and other statutory requirements at all key stages • A good understanding of behaviour management techniques and impact in this area • A commitment to the highest standards of attendance and punctuality and evidence of impact on this area • An unrelenting and competitive approach to ensure all pupils are the best they can be • Proven administrative and organisational skills including verbal and written skills • Ability to maintain clear and comprehensive records • An awareness of the range of strategies to address the differing needs which exist in the mixed ability classroom • A knowledge of the different staff in schools and external agencies that can support young people and some experience in this area • An understanding of Rosenshine's principles and the impact on progress and achievement • A familiarity with IT, educational software for use with interactive technologies and an ability to use it effectively to fulfil data input requirements • A commitment to raising achievement and experience of devising and implementing successful strategies in order to do this • An understanding of the principles involved in being a successful leader as well as team member 	<ul style="list-style-type: none"> • A sound understanding of the processes of school improvement • A sound understanding of trauma and attachment theory
Personal Qualities	
<ul style="list-style-type: none"> • A 'visible' leader, with a whole school presence, who has the ability to relate well to people at all levels • Ability to inspire, advocate, influence and facilitate our teams 	

<ul style="list-style-type: none"> ● A solution focused approach ● The confidence to lead inspiring assemblies and parent events ● Capacity to develop as a leader including designing and developing resources to support learning ● A decision maker who takes permission to lead ● An expectation of the best from people and a lack of pre-judgement ● Willingness to coach other staff so that their classroom practice develops ● An ability to maintain professional integrity even when under pressure ● An ability to show resilience and flexibility in a rapidly changing educational landscape ● Reliability, honesty and trustworthiness, demonstrating the highest professional standards ● Ability and confidence to communicate effectively both verbally and in writing ● An understanding of the importance of emotional intelligence in managing oneself and others 	
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Safeguarding

<ul style="list-style-type: none"> ● Motivation to work with children and young people. ● The ability to form and maintain appropriate relationships and personal boundaries with children and young people. ● Emotional resilience in working with challenging behaviours 	
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JOB DESCRIPTION TEACHER

London Borough of

Redbridge



Job title	Teacher	Salary Range	MPS/UPS (Outer London)
School	Wanstead High School		
Reports to	Head of Department		
Responsible for	Teaching and Learning of subject area to KS3-KS5		

Main Responsibilities

Specific

To take responsibility for the efficient and effective delivery of a subject area or Key Stage within the department under the direction of the appropriate Head of Department:

- ensuring the curriculum meets the needs of learners;
- coordinating and writing schemes of work;
- leading teaching and learning development.
- To keep up to date with national developments in the subject area and teaching practice and methodology and respond to curriculum development and initiatives at national, regional and local levels.

Teaching and Learning

In accordance with the current DFE Teachers' Pay and Conditions Document you will:

- Carry out the professional duties of a teacher as circumstances may require under the reasonable direction of the Headteacher.
- Perform, in accordance with any directions, which may reasonably be given to you by the Headteacher from time to time, such particular duties as may reasonably be assigned to you.
- Teach lessons across the key stages, using CPD and appraisal to ensure you grow and develop year on year.
- Deliver high quality lessons in accordance with the school's Teaching and Learning policy
- Know your class and ensure adaptive teaching to meet the needs of the classes.
- Mark and feedback in a variety of ways in line with the department's school's policy, including a move towards more 'live' assessment..
- Develop and prepare appropriate resources for all levels of ability in agreement with departmental and school policies.
- Contribute to the development of the curriculum and be able to understand and talk passionately about why pupils are learning what they are.
- Promote the general progress and well-being of individual pupils and of any class or group of pupils assigned to you.
- Take part in any forms of monitoring, quality assurance or growth and development focused initiatives used across the department and school and use feedback to promote your development and that of the team.
- Actively play a part in managing the behaviour of pupils in the class, corridors and other areas and embrace development in this area.
- Follow the Standard Operating Procedures for all duties and other key times/places/roles.
- Contribute to intervention and/or extracurricular activities organised by the department team.
- Help supervise the teaching areas creating high standards and a consistent ethos in line with school policy
- Allocate resources, and to undertake the various administrative tasks required.
- Be responsible to the appropriate Head of Department.

The above-mentioned duties are neither exclusive or exhaustive and the post holder may be required to carry out other duties or teach additional subjects as required by the service.

Name of post holder:

Date:

Signature:

**PERSON SPECIFICATION
TEACHER OF MEDIA**

London Borough of

Redbridge



Essential	Desirable
Qualifications	
<ul style="list-style-type: none"> ● Degree in the relevant subject or subjects, preferably at 2.1 or above ● Relevant teaching qualifications ● Evidence of continuing professional development 	
Teaching and Learning	
<ul style="list-style-type: none"> ● High quality teaching skills ● Evidence of very good examination outcomes for classes taught if applicable or other evidence of pupil progress ● Experience of adaptive teaching leading to narrowing the gap for groups of learners ● A clear understanding for assessment for learning and live feedback and marking 	<ul style="list-style-type: none"> ● Ability to use data effectively to evaluate pupil teaching group progress and achievement ● Flexibility to teach an additional subject within the department or other departments in the school
Personal Qualities and Skills	
<ul style="list-style-type: none"> ● An optimistic and solution-focused approach ● Evidence of high-level communication skills with the ability to communicate effectively with a variety of audiences. ● The ability to build productive professional relationships with pupils, staff and parents. ● An ability and evidence of a willingness to empathise and listen, and to be self-critical and reflective. ● Enthusiasm, hard-work, integrity, creativity, flexibility and resilience. ● An understanding of and commitment to equal opportunities in its widest sense and a commitment to inclusive education. ● A sense of humour 	
Safeguarding	
<ul style="list-style-type: none"> ● Motivation to work with children and young people. ● The ability to form and maintain appropriate relationships and personal boundaries with children and young people. ● Emotional resilience to meet the demands of working in a busy school with many children, some with diverse needs. 	