



Royal Greenwich
Trust School



Candidate Information Pack

Head of Year

Learning Today, Leading Tomorrow
Responsibility | Grit | Teamwork | Success



“ Providing transformational educational opportunities for all children...”



Deputy Headteacher Royal Greenwich Trust School

University Schools Trust

Contents

Welcome	5
The University Schools Trust	6
Professional Development	8
Staff Benefits and Wellbeing	9
Job Description	10
Person Specification	16
Application and Selection Process	17





Welcome



Thank you for interest in the advertised post at the Royal Greenwich Trust School. We are proud to be a part of the University Schools Trust, a cross-borough multi-academy trust which includes St Paul's Way Trust School and St. Paul's Way Trust Foundation School in the London Borough of Tower Hamlets.

As part of the University Schools Trust, we have strong partnerships with 6 world-leading universities and other key organisations. Together we are working collaboratively to deliver the best outcomes and life chances for our students.

Our staff are our greatest asset and we are working with the UST to develop an exciting people strategy, focused on purposeful practice, bespoke professional development and meaningful staff wellbeing.

The UST provides staff in all its schools with a wide range of accredited courses, training opportunities and networking events to support collaborative practice.

Our website will give you a broader picture of our school including key information and a sense of what our community stands for:

www.rgtrustschool.net

If you are interested in applying for the post and would like to arrange an informal discussion, please contact Angie Smith on 020 8312 5480

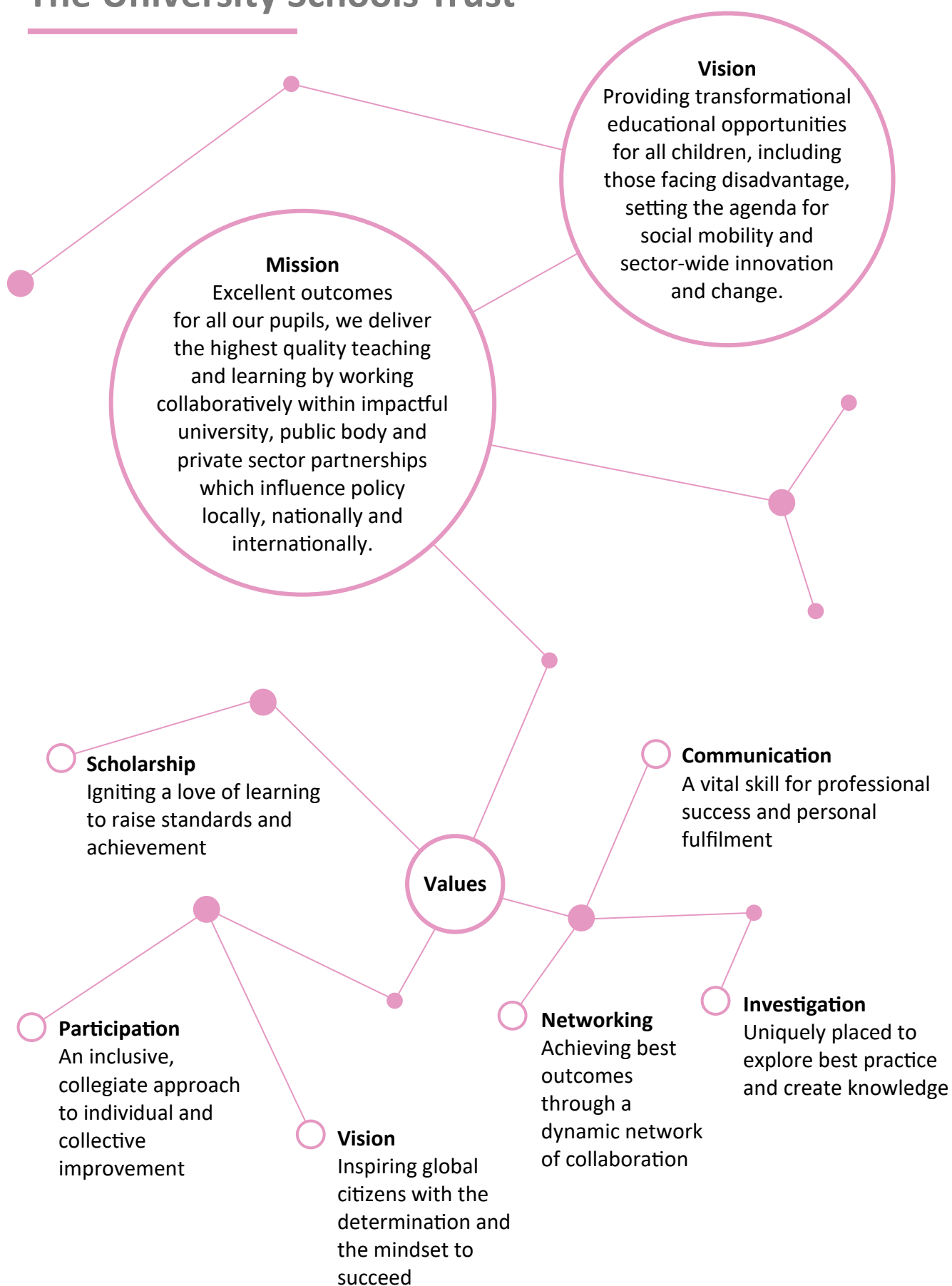
or email Recruitment@rgtrustschool.net.

Caroline Longhurst

Headteacher

Learning Today, Leading Tomorrow

The University Schools Trust





The University Schools Trust (UST) and our schools provide excellent education, derived from exceptional teaching and learning, for thousands of pupils each year.

UST is a unique partnership of six world-leading universities and five sector-leading bodies who are working together to deliver a shared vision of inclusive, high quality and transformational education delivered by schools which are deeply rooted in the communities they serve.

We take a rigorous approach – educating from nursery to university and beyond – to all aspects of our work. Our teaching practice is effective, our students are academically challenged and we use our resources efficiently. The inspirational staff at UST are our greatest resource, and they are encouraged to innovate, share and continually raise our standards.

The UST School of Education, our innovative centre of excellence for school improvement, supports all our teaching and learning.

Our university links enable us to co-commission and participate in research to stretch our knowledge of what works and why, and our culture of open collaborative partnership encourages staff to share and learn with other education professionals.

By developing a culture of growth and excellence, the School of Education adds value to our greatest resource – our staff.

For more information about our School of Education please see:

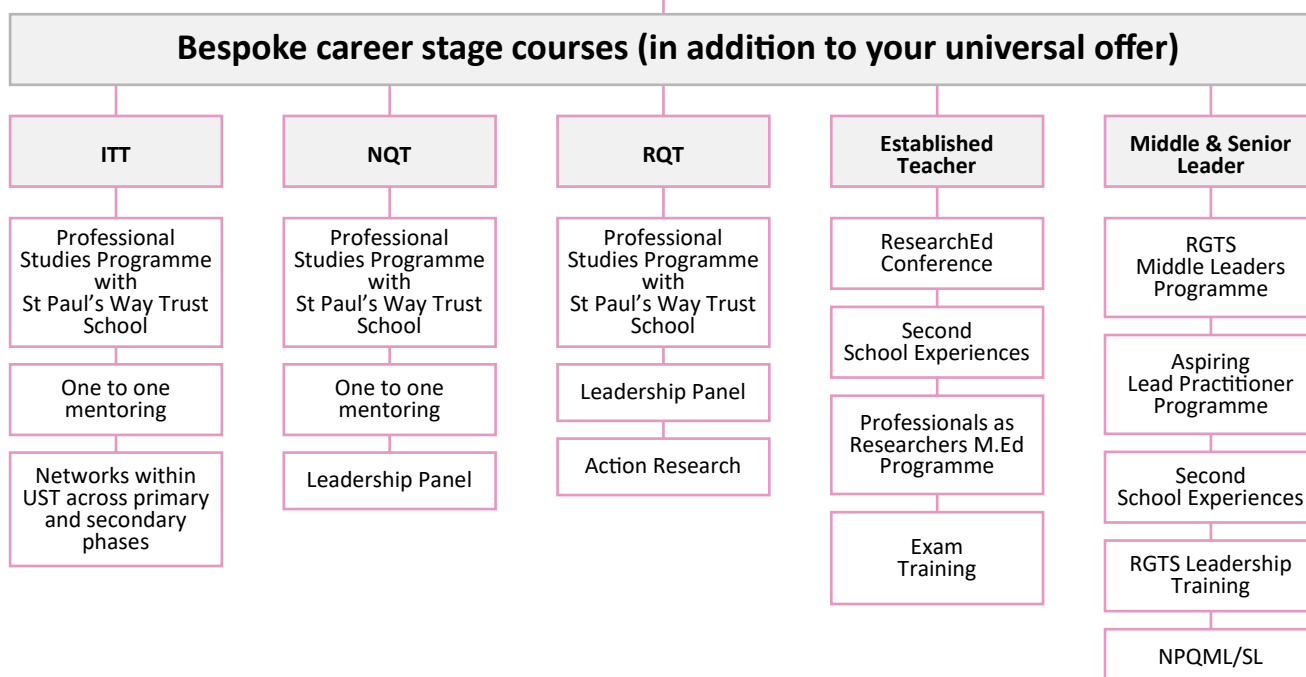
www.ust.london/444/school-of-education

Continual Professional Learning

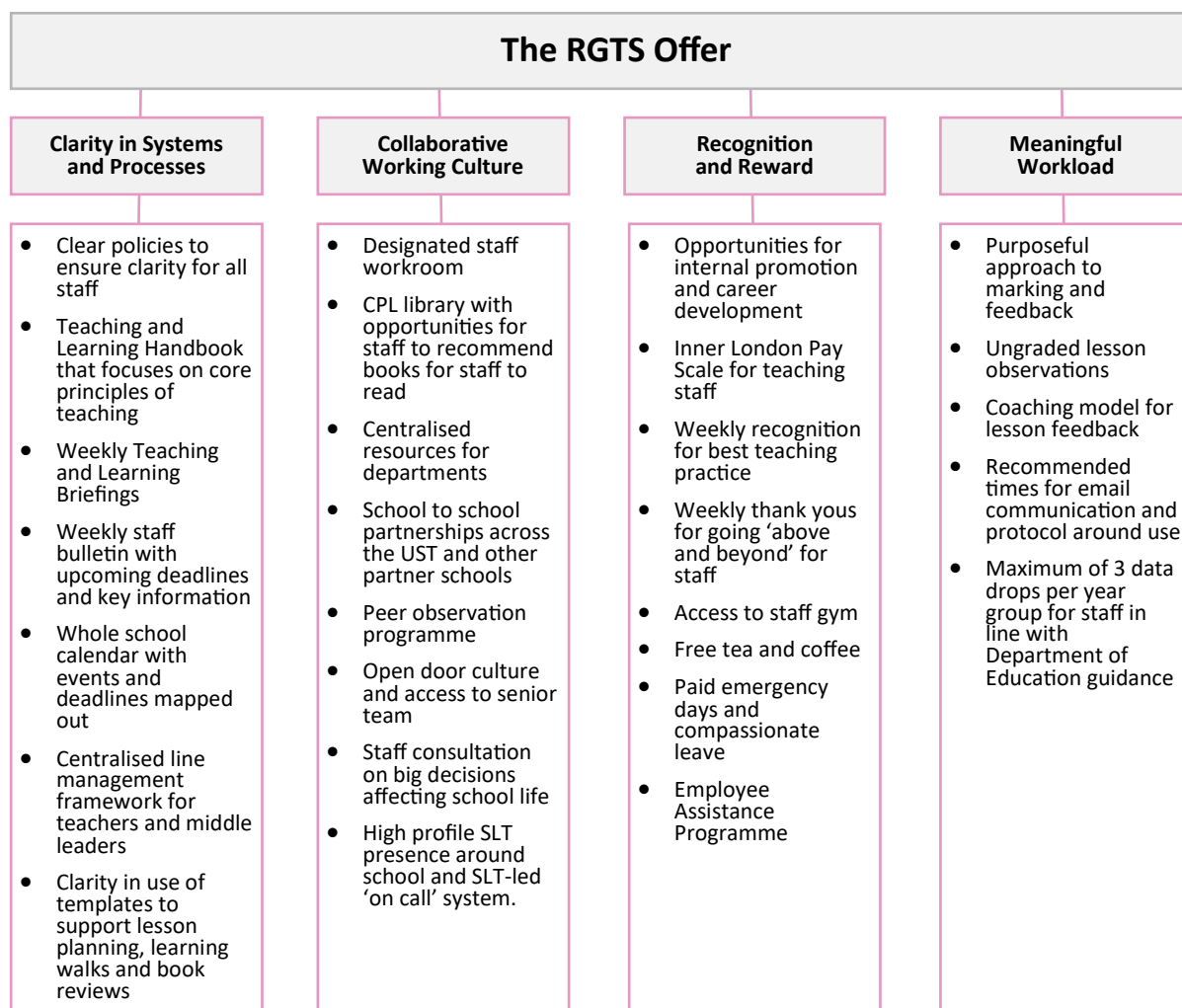
At RGTS we are committed to ensuring that all staff across the school are given opportunities to develop their practice in order to excel as professionals. Through a programme of internal and external training through a wide network of training providers across London, our staff have access to the highest quality of training available.

All teachers at RGTS have access to regular opportunities for training and development, both as individuals and as part of their wider faculty teams. This includes:

- Weekly teaching and learning briefings where colleagues share best practice
- Masterclasses for specific areas of pedagogical development
- Twilight sessions for extended faculty-based training
- Learning labs that allow teachers to conduct peer to peer observations
- Coaching from a team of external coaches



Staff Benefits and Wellbeing



RGTS is committed to ensuring that staff are supported and that their wellbeing is considered at school. To that end, strategies to support staff are grouped into four broad areas:

- **Clarity in Systems and Processes** - staff are given clear direction and that time can be managed effectively.
- **Collaborative Working Culture** - staff are able to access peer to peer support and work together to minimise personal workload.
- **Recognition and Reward** - staff feel valued for their contributions to the school and that staff are encouraged to go the extra mile.
- **Meaningful Workload** - decisions are mindful of staff workload and efficient working practice.

Job Description

Job title:	Head of Year	Full/Part time:	Full time
Location:	Royal Greenwich Trust School	Grade:	Teachers' pay scale (inner London) + TLR 2d £7,017

Job description:

INTRODUCTION

The University Schools Trust (UST) is a unique partnership of six world-leading universities and four sector-leading bodies who are working together to deliver a shared vision of inclusive, high quality and transformational education delivered by schools which are deeply rooted in the communities they serve.

We take a rigorous approach – educating from nursery to university and beyond – to all aspects of our work. Our teaching practice is effective, our students are challenged to achieve their best and we use our resources efficiently. Our values of communication, investigation, participation, networking, scholarship and vision are core to all our work.

As a small, growing and dynamic trust, we are small enough to know and care about the professional development of every single employee, and through our influential trust partners we have increased the scope of our work and the opportunities available to students and our staff.

OUR VISION

To provide transformational educational opportunities for children across London, setting the agenda for social mobility and sector-wide change.

MISSION STATEMENT

Our mission at UST is to improve the outcomes of all our pupils by ensuring we train, recruit and retain the highest calibre of staff across our workforce. Our teaching practice will be research led in partnership with our academic Trust sponsors and the evidence collated will influence local, national and international policy. We will share our best practice with others, extending our success and influence. A critical mass of schools will enable a flexible, school-to-school support structure which will ensure a platform to develop school leaders. Leaders at all levels will provide a systematic succession plan for our schools.

JOB PURPOSE

- The Head of Year is responsible for ensuring the effective leadership of the team of tutors to ensure the highest quality of pastoral support is provided for our pupils
- Monitoring and strategically responding to a range of performance data including but not limited to; academic attainment and progress, attendance, rewards and sanctions
- Establishing and maintaining constructive relationships with pupils and their families to ensure there is joint partnership working in the best interests of the pupil.
- Working alongside colleagues to support students in the year group to access the curriculum, make informed decisions about their next stages in education and engage fully with the range of opportunities available to them both within and beyond lessons
- Engage and liaise with outside agencies as required to support students and their families through an inclusive approach to partnership working.
- Under the overall direction of the Headteacher carry out the professional duties of a teacher as set out in the School Teachers' Pay and Conditions Document.

SPECIFIC RESPONSIBILITIES

Student behavior, attitudes and personal development

- Maintain and promote the highest expectations of and for pupils in relation to their conduct.
- Contribute to the design, planning, co-ordination, quality assurance, monitoring and evaluation of the PSHE curriculum for the year group, ensuring that it meets the aims of the school and the needs of all pupils and that the statutory requirements of the National Curriculum are met.
- Deliver assemblies which engage pupils, reinforce key messages and support the delivery of the PSHE curriculum agenda.
- Monitor and strategically respond to data in relation to student conduct and welfare.
- Work collaboratively with colleagues to respond to the needs of individual students in the implementation of pastoral support plans, EHCPs and any other conduct or welfare related intervention.
- Lead on activities and events specific to the year group in partnership with other post holders within the school, external agencies and partner organisations.
- Liaise with external agencies to meet the needs of pupils maintaining an approach which puts the interests of the pupil at the heart of decision making.
- Carry out the duties of a school teacher as set out in the schoolteachers' Pay and Conditions Document.

Student Progress

- Maintain and promote the highest expectations of and for pupils in relation to their academic achievement and progress.
- Work in collaboration with colleagues to monitor and evaluate student progress against their targets and support intervention where necessary.
- Engage in the student progress review model to ensure strategic plans are in place to address underperformance or concerns over individual students or sub-groups.
- Implement strategic plans to prepare students for the transition to the next key stage or post-18 pathway.

Leadership of Tutor Team

- Create an environment where there is visible acknowledgement that everyone's contribution is valued.
- Lead quality assurance measures e.g. learning walks and reviews to ensure that high quality teaching and learning is in place across the team in relation to the delivery of PSHE.

- Lead the Tutor Team in the approach taken to meet the pastoral needs of the students in Year 9 and promote their engagement with education and growth as individuals in line with the vision and values of RGTS.

Teaching responsibilities

- Undertake a designated programme of teaching across all key stages.
- Plan teaching in accordance with faculty schemes of work and National Curriculum programmes of study.
- Liaise with relevant colleagues on the planning of units of work for collaborative delivery.
- Teach consistently high-quality lessons informed by the school's teaching principles.
- Set expectations for students in relation to standards of achievement and the quality of learning and teaching.
- Teach to ensure knowledge is retained in long term memory of students.
- Assess and adapt teaching to the strengths, weaknesses and misconceptions of classes.
- Follow the school's policies on feedback, providing formative feedback in every lesson and whole class feedback for set pieces of work.
- Maintain discipline in accordance with the school procedures, and to encourage good practice with regard to punctuality, behaviour, standards of work and homework.
- Work in collaboration with Learning Support Assistants, Special Educational Needs team and wider inclusion team.
- Be familiar with the Code of Practice for identification and assessment of Special Educational Needs and keep appropriate records on Individual Education Plans for students.
- Be a role model for students, inspiring them to be actively interested in the subject
- Update professional knowledge and expertise as appropriate to keep up to date with developments in teaching practice and methodology, in general, and in the curriculum area of the subject
- Promote learning through out of hours activities such as enrichment
- Promote aspects of Personal Development, cultural capital, CEIAG and enrichment related to the subject
- Assess, record and report on the attendance, progress, development and attainment of students and to keep such records as are required
- Undertake assessment of students as requested by external examination bodies, curriculum areas and school procedures
- Follow the school policies and procedures

Finance and resources

- Ensuring that budgets are used in line with school procedure and that resources are recorded and monitored.
- Seek to ensure the effectiveness of the department's equipment, proper maintenance of the materials and observance of relevant health and safety regulations.
- Be responsible for the registration, maintenance and recording of all assets and resources within the department.

Staff Development

- To continue personal development in the relevant areas including subject knowledge and teaching methods.
- Engage actively in the Performance Management process.
- Participate in whole school and Continuous Professional Learning (CPL) programmes.

General administration

- Check that information required by various internal and external bodies is produced within the given time scale and is of excellent quality.
- Assist the Head of Faculty to maintain the interior and exterior of the classrooms and displays to a high standard that reflects the ethos of the school.

Wider Professional Responsibilities

- Make an active contribution to the policies and aspirations of the school.
- Seek to share your expertise with colleagues.
- Contribute effectively to the work of the wider team.
- Play a critical role in the life of the school.
- Promote the general progress and well-being of individual students.
- Provide guidance and advice to students on educational and social matters and on their further education and future careers.
- Provide a wide range of enrichment and personal development opportunities that are embedded into your curriculum offer.
- Communicate and consult with the parents/carers of students in line with school procedures;
- Participate in meetings arranged for any of the purposes described above;
- Provide or contribute to oral and written assessments, reports and references relating to individual students and groups of students.
- Participate in meetings at the school which relate to the curriculum for the school or the administration or organisation of the school.

Qualification Criteria

- A fully qualified teacher with evidence of QTS for secondary teaching.
- Qualified to at least degree level in subject area and/or good A Levels or equivalent.
- Qualified to teach and work in the UK.

COMMON ROLES OF ALL TRUST MEMBERS**Leadership: Vision and Values**

- Lead by example, providing inspiration and motivation, and embody for the students, staff, governors, parents and wider community the vision, purpose and leadership of the Trust.
- To ensure equal opportunities for all.

- To be committed to safeguarding and to promoting the welfare of all young people.
- To assist in the development of a culture and environment in which young people thrive and to drive forward innovation.
- To drive educational standards, promote life-long learning and continually improve outcomes for all.
- Lead and contribute to an ethos in the Trust where well-being and respect are at the heart of the Trust and each student is valued and nurtured to develop personally and educationally.

Leading and Managing Others and Self

- Take responsibility for the day-to-day management of designated staff.
- Develop and maintain a culture of high expectations for self and others.
- Regularly review own practice, set personal targets and take responsibility for own development.
- Actively engage in the performance review process.
- Work within the Trust's Health and Safety policy to ensure a safe working environment for staff, students and visitors.
- Maintain high professional standards of attendance, punctuality, appearance, conduct and positive, courteous relations with students, parents, colleagues and visitors.
- Adhere to Trust policies and procedures.

Additional requirements:

- The post holder must demonstrate a flexible approach in the delivery of work. Consequently, the postholder may be required to perform work not specifically identified in the job profile but which is in line with the general level of scope, grade and responsibilities of the post.
- Carry out the work of the job in a way that is consistent with the culture, ethos, Equalities and Inclusion policies of the school and the University Schools Trust.
- The Trust is committed to safeguarding, child protection and promoting the welfare of children and young people and expects all staff and volunteers to share in this commitment, recording and reporting all concerns to the appropriate person and disclosures to the relevant professional.
- Undertake all duties with due regard to the provisions of health and safety regulations and legislation, Data Protection/GDPR, the Trust's Equal Opportunities policy and Use of ICT policy.
- Complete any training required to improve performance and take part in the school performance management systems (where relevant).
- Undertake such other duties as are commensurate with the post and which may reasonably be required by the Trust.
- Lead and contribute to an ethos in the Trust where well-being and respect are at the heart of the Trust and each student is valued and nurtured to develop personally and educationally.

Leading and Managing Others and Self

- Take responsibility for the day-to-day management of designated staff.
- Develop and maintain a culture of high expectations for self and others.
- Regularly review own practice, set personal targets and take responsibility for own development.
- Actively engage in the performance review process.
- Work within the Trust's health and safety policy to ensure a safe working environment for staff, students and visitors.

- Maintain high professional standards of attendance, punctuality, appearance, conduct and positive, courteous relations with students, parents, colleagues and visitors.
- Adhere to Trust policies and procedures.

Additional requirements:

- The post holder must demonstrate a flexible approach in the delivery of work. Consequently, the postholder may be required to perform work not specifically identified in the job profile but which is in line with the general level of scope, grade and responsibilities of the post.
- Carry out the work of the job in a way that is consistent with the culture, ethos, equalities and inclusion policies of the school and the University Schools Trust.
- The Trust is committed to safeguarding, child protection and promoting the welfare of children and young people and expects all staff and volunteers to share in this commitment, recording and reporting all concerns to the appropriate person and disclosures to the relevant professional.
- Undertake all duties with due regard to the provisions of health and safety regulations and legislation, Data Protection/GDPR, the Trust's Equal Opportunities policy and Use of ICT policy.
- Complete any training required to improve performance and take part in the school performance management systems (where relevant)
- Undertake such other duties as are commensurate with the post and which may reasonably be required by the Trust.



Person Specification

	Essential
Knowledge and Experience	<ul style="list-style-type: none">• Successful teaching experience at secondary level, preferably within a multi-ethnic urban school (not essential)• Understanding of current theory and practice of effective teaching and learning• Relevant experience/proven success in teaching at all Key Stages and confidence in developing the curriculum• Evidence of excellent classroom practice with a proven ability to teach to a consistently high standard
Skills and Abilities	<ul style="list-style-type: none">• The ability to work as part of a team and to develop and maintain positive relationships with all colleagues• Good level of ICT skills• Knowledge of strategies that can be used effectively at Key Stages 3, 4 and 5 to raise attainment• Ability to lead and manage own work effectively in line with school the school's priorities, meeting all agreed deadlines• Ability to accurately reflect on practice and identify professional development needs• Strong leadership skills and evidence of motivating students and staff• Ability to monitor the quality of teaching and learning across all Key Stages and provide appropriate support as required• Ability to recognise and respond to the needs of students of different learning needs and backgrounds• Ability to analyse and interpret both internal and external data accurately and to use this to inform future planning and intervention
Personal Qualities	<ul style="list-style-type: none">• Passionate about developing and working within a culture of academic excellence• Committed to providing an inclusive transformational education for all students• Motivated to contribute directly to the creation and growth of a thriving new secondary school• Enthusiasm for and commitment to the achievement of the school's overall vision for success at all levels.• Committed to contributing to school life as a whole and willingness to be involved with enrichment activities and community projects.• A positive approach to hard work and collaboration within a team• Passionate belief in the success of young people in the subject and in teaching and obtaining high standards• Responsive to and resilient when faced with the management of change or challenge

Application and Selection Process

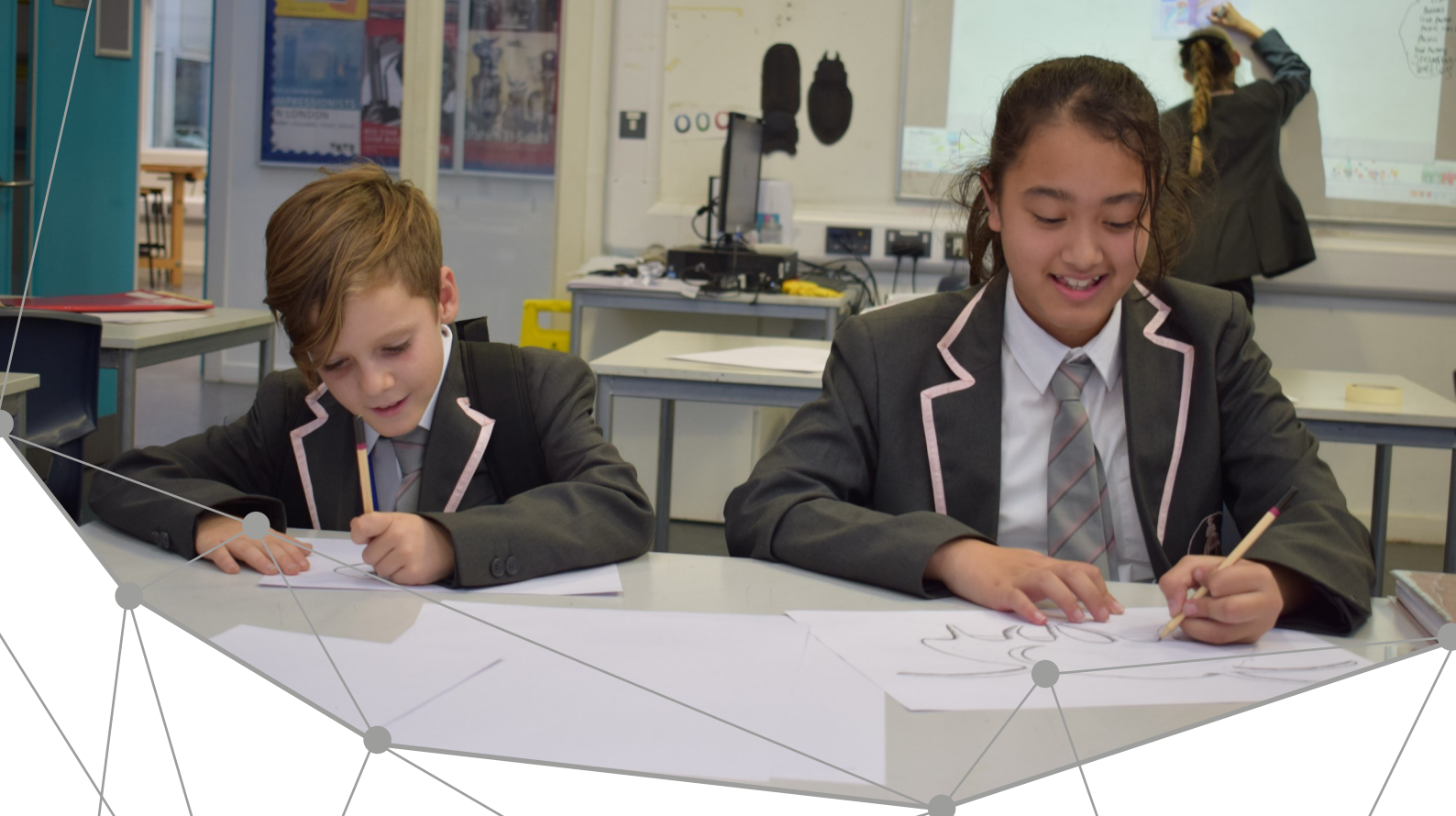
All applications will be acknowledged and there is a nominal closing date for this role. Candidates are encouraged to submit their applications as soon as possible as preliminary shortlisting may begin as soon as they are received.

To apply please:

- Visit www.rgtrustschool.net/recruitment and follow the link to complete your application form.
- Provide a personal statement (no more than 2 sides of A4) which demonstrates your suitability for this role based on your experiences and achievements to date.
- Provide two professional references, one of whom must be your current Headteacher.

Deadline for applications to be received is 14th May 2021, 09:00am.





Royal Greenwich Trust School

765 Woolwich Road, Charlton, London SE7 8LJ

T 020 8312 5480
E Recruitment@rgtrustschool.net
W www.rgtrustschool.net/recruitment

