



Westfield School

Key Stage 4 Leader

Applicant Pack



Outstanding Achievement for All

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The vacancy

Post advert

Deadline for applications:	11.59pm on Sunday 16 th of March
Interviews to be held:	Week beginning 17 th of March
To start:	September 2025 or earlier.

We are looking to appoint a teacher with aspirations to progress into pastoral leadership and take on the challenging and rewarding role of Head of Key Stage 4.

The successful candidate in addition to the responsibilities of a Class Teacher will:

- Work as part of the Strategic Inclusion Team to lead strategies to maximise achievement, attendance and attitudes to learning for students.
- Be a very effective communicator who can lead a team of Form tutors and 2x Pastoral Managers to implement and achieve strategic improvement objectives.
- Role model positive behaviours to colleagues and students within your year and beyond, demonstrating a high level of professionalism, organisation, energy and care.
- Have the highest expectations of the students and staff team you lead
- Focus on a culture of success

We are happy to receive applications from across all subject areas.

The successful applicant will lead our Key Stage 4 team overseeing the pastoral care of Y10 and Y11 students.

The Key Stage Leader will be responsible for the behaviour, attendance and safety of students and will design and implement support strategies to maximise achievement. They will implement school procedures and monitor and track student pastoral and academic performance.

The Key Stage 4 Leader will work with pastoral managers, form tutors, well-being and safeguarding practitioners and senior leaders to ensure all students achieve their full potential, particularly learners most in need of support.

The Key Stage Leader will also have a teaching timetable to ensure the delivery of a broad and balanced curriculum.

Role summary

Post title:	Key Stage Leader
Group:	Teacher with TLR 1a (£9782)
Payscale:	MPS-UPS plus TLR1A
Reporting to:	Deputy Headteacher – Behaviour & Engagement
Line Manager:	Assistant Headteacher - Inclusion
Responsible for:	Key Stage 4

Purpose of post:

In addition to the requirements of a class teacher, the postholder will provide strategic leadership of the Key Stage, focusing on securing a culture of success through:

- o Excellent Behaviour
- o Exceptional Attitudes to Learning
- o Excellent attendance
- o Outstanding progress

Version revised:

February 2025

Contract:

Permanent 100% FTE

Job description

The post holder must at all times carry out their responsibilities within the spirit of the school and trust policies and within the framework of legislation relating to academies and education, with particular regard to the statutory responsibilities of the trust and the governing body of the school.

The job description should be read alongside the range of professional duties of teachers as set out the Teachers' Pay and Conditions Document. The post-holder will be expected to undertake duties in line with the professional standards for qualified teachers and uphold the professional code of the Department for Education.

The specific duties and responsibilities include but are not limited to:

Excellent Behaviour

- Regularly and systematically analyse data relating to behaviour & rewards and use this data strategically and reflectively to improve behaviour.
- Lead the systematic celebration and rewarding of excellent behaviour.
- Lead the Key Stage's pastoral team to support timely and impactful interventions to support and improve behaviour, where necessary liaising with the Inclusion Manager, SENCO, faculty leaders, teachers, parents/carers.
- Lead the Key Stage's pastoral team to apply sanctions as appropriate, in line with Westfield's behaviour policy and the Chorus Trust exclusions policy.
- Report on the impact of work to secure excellent behaviour at regular meetings of the Strategic Inclusion Team. Maintain the 'SIT tracker' as evidence of interventions and impact.

Exceptional ATL:

- Regularly and systematically analyse data relating to Attitudes to Learning and use this data strategically and reflectively to improve attitudes to learning.
- Lead the systematic celebration and rewarding of excellent ATL.
- Lead the Key Stage's pastoral team to support timely and impactful interventions to support and improve ATL, where necessary liaising with the Inclusion Manager, SENCO, faculty leaders, teachers, parents/carers.

- Report on the impact of work to secure excellent ATL at regular meetings of the Strategic Inclusion Team. Maintain the 'SIT tracker' as evidence of interventions and impact.

Excellent Attendance

- Regularly and systematically analyse data relating to attendance and persistent absence, and use this data strategically and reflectively to improve attendance and reduce persistent absence.
- Lead the systematic celebration and rewarding of excellent attendance.
- Lead the Key Stage's pastoral team to support timely and impactful interventions to support and improve attendance and reduce persistent absence where necessary liaising with the Attendance Team, Deputy Head Inclusion, Safeguarding Team, Learning Support Team, faculty leaders, teachers, parents/carers.
- Report on the impact of work to secure excellent attendance reduce persistent absence at regular meetings of the Strategic Inclusion Team. Maintain the 'SIT tracker' and attendance early help tracker as evidence of interventions and impact.
- Liaise closely with the attendance, inclusion, Learning Support and safeguarding teams to ensure effective support for students with significant attendance issues.

Outstanding Progress:

Year 7

- Systematically analyse attainment and progress data on entry and use this data to support effective grouping of students
- Support any internal whole school assessment required to establish academic baselines (E.g. CATS testing)
- With the DHT for progress, use FFT Aspire to gain an understanding of the risks factors that may form barriers to progress for key students and implement strategies to overcome these
- Evaluate the impact of progress strategies

Years 8 and 9

- With the DHT for progress, use FFT Aspire to gain an understanding of the risks factors that may form barriers to progress for key students and implement strategies to overcome these
- Evaluate the impact of progress strategies for key students and groups of students

Years 10 and 11

- Systematically analyse data track evidence to identify individuals and groups requiring pastoral intervention/support to improve attainment and progress
- With the DHT for progress, implement support strategies (including curriculum changes)
- Lead elements of the SPAR process to ensure faculties and teachers focus their efforts on individuals and groups of students requiring support.
- Evaluate strategies used based on their impact on progress and attainment

All Key Stages

- Lead the systematic celebration of excellent progress and attainment
- Lead the parent facing aspects of the parents' evenings to ensure that participation levels are consistently high for all groups of students
- Liaise with the Deputy Head Inclusion to support the successful integration of Mid Term Entrants.

- Liaise with SLT, Pastoral and Learning Support Teams in order to support student with Key Stage specific challenges. For example, Transition, Options Process, Work Experience and Post 16.

Leading the Key Stage Team:

- Lead the Pastoral Team linked to the Key Stage and the team of form tutors, ensuring a common commitment to the school vision of 'Outstanding Achievement for All'.
- Lead teams of form tutors, ensuring that a relevant and engaging curriculum and programme of form time activities is implemented consistently.
- Lead the appraisal process for pastoral managers within the Key Stage team.
- Lead quality assurance of the application of school policies relating to uniform, behaviour, attitudes to learning and attendance within designated year groups.
- Lead the quality assurance of form time and the work of pastoral managers.
- Lead the process of reviewing the Key Stage Improvement Plan at milestone review points.
- Lead assemblies for year groups within the key stage.
- Lead the transition of students into your designated year groups and into their next stage of their education as they exit your year groups.
- Lead opportunities for parents/carers to regularly engage with teachers and other key staff in school around the progress, ATL, behaviour and attendance of their child, ensuring parents/carers are kept up-to-date with regard to events relevant to their child's year group.
- Facilitate opportunities for teaching staff to best understand how to support/make reasonable adjustments for individual or groups of students with SEND or who are vulnerable to underachievement.
- Contribute to the induction of new colleagues within the form/pastoral team.
- Ensure effective and timely communication/consultation from your team as appropriate with the parents/carers of students, especially in relation to progress, attendance, Attitudes to Learning and behaviour.
- Liaise and work positively with partner schools, agencies, further education, industry, examination boards, awarding bodies and other relevant external bodies
- Manage the available resources of staff, finance, space and equipment efficiently adhering to current guidance and procedures.

Support for the trust/school

- Be aware of and comply with policies and procedures relating to child protection, health, safety and security, confidentiality and data protection, reporting all concerns to an appropriate person.
- Work in a flexible way to respond to the needs of the trust and to fulfil other duties and responsibilities appropriate to the grade and role as and when required.
- Be aware of and support difference and ensure equal opportunities for all.
- Appreciate and support the role of other professionals.
- Attend and participate in relevant meetings as required.
- Contribute to the overall ethos/work/aims of the trust/schools.

- Participate in relevant training, other learning activities and performance management as required.
- Team responsibilities: all staff are considered part of the overall trust team and may be required to provide assistance to colleagues in other areas from time to time commensurate with the role, skillset and grade.

Changes to these duties

The above duties are not exhaustive and the post holder may be required to undertake tasks, roles and responsibilities as may be reasonably assigned to them by the Headteacher/Principal.

The job description and allocation of particular responsibilities will be kept under review and may be amended via consultation with individuals, the governing body or board of trustees and/or senior leadership team as required. Trade union representation will be welcomed in any such discussions.

Person Specification

Job Title: Key Stage Leader

REQUIREMENTS	Essential	Desirable	Assessment method A = application I = interview R = reference
Qualifications			
A relevant degree together with a PGCE or equivalent teaching qualification (or currently an ITT/GTP trainee).	✓		A
Evidence of commitment to CPD to support areas of the job role.	✓		A / I
Professional qualifications associated with pastoral care, safeguarding and inclusion.		✓	A / I
Experience			
Successful teaching record including very good exam results.	✓		A / I
Successful and sustained impact in providing pastoral care for students.	✓		A / I
Experience of working in teams.	✓		A / I / R
An understanding of developing strategies and procedures beyond own classroom.	✓		A / I

Knowledge and understanding regarding safeguarding, child protection and Prevent.	✓		A / I / R
A track record of collegiate working in support of student progress.	✓		A / I
Use of student performance data to inform classroom teaching and interventions.	✓		A / I / R
Professional knowledge and understanding			
An established knowledge of effective intervention strategies to support pastoral development.	✓		A / I
Outstanding behaviour management.	✓		A / I
Understanding of how to tackle underachievement and raise engagement.	✓		A / I
Detailed knowledge of current developments in pastoral care and education.	✓		A / I
Insight into school improvement and development.		✓	A / I
Knowledge and understanding of effective pedagogy in the classroom.	✓		A / I
Professional skills			
A high commitment to learning and achievement.	✓		A / I / R
A passion for education and making a difference.	✓		A / I
Excellent interpersonal, planning and organisational skills.	✓		A / I / R
The ability to collaborate with other staff and lead teams.	✓		A / I
Willingness to contribute to the wider life of the school outside the classroom.	✓		A / I
Commitment to safeguarding and promoting the safety and welfare of young people.	✓		A / I / R
Ability to inspire confidence in and establish excellent relationships with pupils, teachers, parents, and all stakeholders.	✓		A / I

Westfield School

Westfield School has a strong local reputation and has recently been oversubscribed. We are an ambitious and improving secondary school, with expanding 11-16 provision. We currently have over 1300 students and seek to provide outstanding achievement for all.

We are really proud of our school and our students. Our expanding curriculum is ambitious and enriched with our exam results improving year on year.

The environment in which we work is modern and vibrant with great facilities including generous grounds, bright classrooms with modern IT, fabulous sports facilities including astroturf and swimming pool.



In addition to trust-wide benefits for all staff, those at Westfield School also have access to:

- Supportive and friendly staff and leadership team.
- Excellent public transport links and free staff parking.
- Free access to on-site leisure facilities including swimming pool and gym.
- Opportunity to be part of the varied extracurricular offering, including Duke of Edinburgh's Award programme.
- Staff wellbeing and fitness programme, run in conjunction with Sheffield United.

You can view the school website at: www.westfield.chorustrust.org.

Chorus Education Trust

Chorus Trust is a growing trust, committed to providing every child with the best education in both primary and secondary schools across South Yorkshire and Derbyshire. We train and develop teachers, giving our children access to the very best educational thinking and practice.



Our vision is 'Outstanding Achievement for All'. We want to create a culture of success in which our children and young people can succeed. We do this through the provision of safe and supportive schools, collaborating to ensure our children benefit from a more effective spend of public money.

As part of the Chorus Trust Team, all staff have access to:

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An ethos of being a **force for good**; of being part of a team that enables 'outstanding achievement for all'.
- 

Leading edge **training and development** through the South Yorkshire Teaching Hub.
- 

A **collaborative environment** encouraging knowledge sharing and support.
- 

Discounted **health schemes** through Westfield Health and Westfield Rewards Schemes.
- 

Competitive **pension schemes**: Teacher's Pension Scheme (teaching staff) and local government pension scheme (support staff).
- 

Term-time only contract postholders have the freedom of having **school holidays** off.
- 

Career progression opportunities within a growing, local trust.
- 

Support for **flexible working** arrangements.

You can read more about Chorus Trust at www.chorustrust.org.

To apply

- Full application pack and application forms available from: www.chorustrust.org/vacancies
- Completed application forms are to be sent to: Trish Hughes at: recruitment@westfield.chorustrust.org
- Please note that CVs and council application forms will not be accepted.
- Deadline for applications: 11.59pm on Sunday 16 March 2025.
- Interviews to be held: week beginning 17 March 2025.

Disability confident

Chorus Trust is part of the disability confident scheme. We guarantee to interview all disabled applicants who meet the minimum criteria for the vacancy.



Safeguarding

At Chorus Trust we are committed to the safeguarding of all our pupils, please visit our website to access our safeguarding and child protection policy at www.chorustrust.org/policies.

The trust will conduct an online search of the successful candidate in line with the DfE's keeping children safe in education advice.

The successful candidate will be required to complete a Disclosure and Barring Service (DBS) check in line with the Rehabilitation of Offenders Act (ROA) 1974 (Exceptions) Order 1975 and the Police Act Regulations.