



Twyford Church Of England Academies Trust

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



Ealing Fields High School

The Governors are seeking to recruit an energetic and committed professional with successful experience as a Deputy Headteacher or equivalent to lead the development of the Twyford Trust's third secondary school which joined the Trust in September 2017.

The Twyford Trust is the overarching organisation which supports Twyford CE High School, Acton, William Perkin CE High School, Greenford, and Ealing Fields High School, Ealing. All schools have very high standards and an excellent reputation within the communities which they serve. The post of Associate Headteacher sits within a structure overseen by an Executive Headteacher, and is one of three Associate Headteacher roles within this growing organisation.

Trust Aims

The **Trust Aims** are to communicate the love of God in Christ by providing and resourcing schools that:

- Model Christian distinctiveness within the Church of England family of schools
- Serve the communities for which they are founded
- Help every child gain a secure hope and a future (Jer 29:11)
- Resource the education profession through sharing best practice in innovative teaching and learning

The Trust was set up in 2011 based on the success of Twyford CE High School which has been achieving outstanding outcomes for some time, and continues to be heavily oversubscribed. Working closely with the London Diocesan Board for Schools, Twyford School formed a Multi-Academy Trust in order to launch a second school with the same aspirations for academic excellence and distinctive Christian ethos. This sense of direction emerged in response to demand, and also to meet a specific need within the Borough of Ealing which faces a significantly rising birth rate. William Perkin CE High School was created using the systems and approaches developed at Twyford, with the principle difference that its admission criteria are largely geographic with no requirement for families to be of a practicing faith background. The launch team at William Perkin took on the challenge of creating a school with a strong sense of Christian community, though its members are drawn from many faiths and a very wide range of backgrounds. The school opened in September 2013 in its new and imaginatively-designed building in North Greenford, and visitors are already struck by its strong sense of discipline and high engagement in learning. It has just admitted its fifth year group and is consistently oversubscribed on first choices alone.

In the light of the success of the Trust's first new school, and in the context that Ealing's demographic trend continues to indicate a steep rise in demand for secondary school places, the Trust's original 5 year goals have been revised as follows.

Trust Goals (2015-20)

1. Achieve 'Outstanding' grading (in SIAS & Ofsted inspections) at all Trust schools
2. Establish a centre of excellence for teaching and learning in 5 Trust specialisms (Music & Languages, Science & Computing and SMSC (RE/Ethics/Chaplaincy))
3. Establish the Teaching School as a core function within the Trust schools
4. Expand Trust provision in a managed and sustainable way

The Trust was therefore well positioned to respond positively when Ealing Fields recognised it would be better served by joining an existing Multi-Academy Trust with values which aligned with its own.

Ealing Fields Vision

Ealing Fields was set up by local parents who were keen to develop a local school with aspirational standards which served the local community. The vision was for a small school which embraced strong educational principles cultivating the capacity of students to make accelerated progress as learners. At the outset the school had direct input from Guy Claxton in order to embed the principles of 'Building Learning Power' and it also owes its sense of aspiration to the work of Carol Dweck on 'Growth Mindsets'. These founding principles of committing to the development of learning capacity align strongly with the Twyford Trust ethos and the school will share the Trust's ethos statement -



Students will be trained to develop strong skills and disciplines to allow them to maximise their gifts and potential. Students will also follow an established pastoral programme which will support them to understand themselves as able and positive individuals with a commitment to responsible behaviour and purposeful engagement. Pastoral systems at the school also encourage a high level of self-reflection in a context of clear sanctions when things go wrong and clear guidance (academically and pastorally) to ensure things go well.

The balance of the curriculum will be strongly directed towards success in a core of academic subjects, and the school day will be shaped to support this with an early start at 8am and a long morning of shorter lessons covering the formal teaching in English, Maths, the Sciences, French or Spanish & Latin, History, Geography and RE. Afternoons have longer lessons in the creative Arts, with Music having a high profile. All students in Year 7 will learn a musical instrument and they will also engage in singing both in

assemblies and in music lessons. Afternoon sessions also give students the opportunity to engage in applied subjects such as Sport, Music Art & Design, Creative Technologies and Applied Science. The distinctive feature of the new school is an emphasis on ethical action and thinking from first principles. Like Twyford and William Perkin it will have a house system to encourage responsibility community responsibility, and its houses will support charities which epitomise outward looking philanthropy. It has taken as its strapline *“Brave hearts and Bold minds”* and will aim to develop the habits of debate, enquiry and creativity in all of its students.

These elements are already well supported by resources and principles which exist at the Trust; please see the **Twyford Trust Learning Culture** and the **Twyford Trust Etiquette** in appendices (i) and (ii), and information about Trust core services in appendix (iii).

With this robust and effective framework in place it will be for the newly appointed Associate Headteacher to shape a clear and distinctive identity for the new school community.

The Role

The opportunity to lead the development of this new school within the Trust is an exciting and challenging one. The excitement will come in the building of a new and distinctive community with a growing team of staff, and in designing every aspect of the school's operations within the context of secure policies and practices which are already in existence across the Trust.

The challenge will come in moving forward a project which has to live through a transition period in temporary accommodation – likely to last until the latter part of 2019-20. The successful candidate must therefore have strengths in leading operational / organisational aspects of a school and communicate a confident sense of school identity to parents, staff and students.

In the first year the newly appointed post-holder will have the opportunity to work with the Executive Headteacher who will lead on the design of the new school's permanent site. In order to do this there must be a clear vision for the curriculum and extra-curricular offer, and the new post holder will be appointed at the perfect time to influence this.

Ealing Fields will have a close working relationship with Twyford School and consequently the newly appointed Associate Headteacher will work in tandem with the Associate Headteacher of Twyford, Karen Barrie. This relationship is planned to lead to a joint post-16 offer, shared facilities for students with special educational needs and close collaboration over the development of an outstanding extra-curricular offer in Music and Sport.

The school has already benefitted from the support of William Perkin School and has moved over to a similar curriculum offer and shape of school day. It will therefore have the opportunity to benefit from lessons learnt from the new GCSEs and the further development of pathways in Science and Creative technologies which will be led at William Perkin.

Existing Trust resources will enable the successful candidate to draw on established Trust practices whilst driving Progress and Progression of students at Ealing Fields. Heads of Department at Ealing Fields have already moved across to using the Trust's new and highly effective KS3 programme which provides continuity with the increased demands of the new syllabuses at KS4 & 5, and are in contact with their counterparts at both Twyford and William Perkin. The new Associate Headteacher will also support the development of existing and future members of the staff team in order to build their confidence, first as classroom practitioners and secondly as managers and leaders – so that Ealing Fields has a confident and independent identity as well as drawing from strengths within the Trust. This will contribute to the development of a robust overall training and development programme which will benefit all schools.

The Trust continues to work very closely with the local authority which has a firm commitment to supporting the school as part of its solution to the steeply growing birth rate in Ealing. A number of sites are therefore being pursued and feasibility studies are underway to consider a high quality temporary solution which can allow for the deadline still to be met. The option of a joint Post-16 operation feeding into the Twyford Sixth Form is also under consideration as the possibility of a smaller 11-16 school might improve the feasibility of key sites (and ease pressures on the new school budget). The Associate Headteacher will take a full part in these discussions once appointed.

The role of associate Headteacher of Ealing Fields High School presents a unique professional development opportunity for a candidate who already has proven experience in curriculum development and Teaching & Learning at whole school level as a Deputy Headteacher or equivalent. It will be a chance to develop as a Headteacher within a visionary and enterprising context, and with the support of an experienced Executive team.

Interested candidates should take the opportunity to contact Ealing Fields School and/or Twyford School for an informal visit prior to interview if possible. This can be arranged by contacting Zoe Ruck, HR Manager, at recruitment@twyford.ealing.sch.uk or by calling the school on 020 8752 0141.

The Twyford Trust

The Twyford Trust is the overarching organisation which is responsible for, and supports the schools, within its family. The Trust was set up with the help of the London Diocesan board for schools. Its first Directors are Inigo Woolf (Director of Education for the LDBS) and the Bishop of Willesden. The Trust is therefore an Anglican organisation with distinctively Christian core values but its aims are to support outstanding educational standards for all.

The Twyford Trust

Learning Culture

At Twyford, our whole approach to teaching and learning is based around enhancing students' capacity to think. Our ambition is to create a culture of intellectual challenge which stimulates this. From this vision we have defined our core thinking skills and creative applications.

Thinking Skills

- Listen intently
- Read critically
- Write cogently
- Speak purposefully
- Memorise accurately
- Explore analytically
- Discern logical patterns
- Form coherent arguments

Creative Applications

- Look outward
- Exercise curiosity & enquiry
- Act responsibly
- Engage creatively
- Work co-operatively

The Twyford Trust Etiquette

Our parents brought us up to have good manners. These good manners will help us live our life in a good way whatever the community in which we are living or working. These are the Twyford Trust good manners (or Etiquette)

Good Gifts used in Service

We appreciate what we have been given
We create rather than destroy
We enjoy being good and doing well
We always give of our best
We smile and sit up straight
We thank our teachers at the end of every lesson
We celebrate each other's success

Don't stay in a Bad Place

We say "sorry" when we do wrong
We are not afraid to own-up
We know how to be silent and reflective
We are honest
We learn from our mistakes
We forgive others

Unique Value in Community

We notice the feelings of others
We are helpful
We listen
We control ourselves
We are polite
We treat everyone in school as a friend
We make a positive impact on our environment

Trust Services

The services provided by the Trust to its schools are Finance, Facilities, ICT, Business & Communications, HR & Educational Standards. In each area there is a small team of staff who support the school leadership teams in each institution. The costs of Trust Services are levied to the schools.

Finance

Each school has its own budget, however financial services are orchestrated by a central Finance team. Financial services also support school-based systems such as ParentPay.

Facilities

Both Twyford and William Perkin schools have their own Facilities Manager, and both manage a site team at their own school. Twyford's Facilities Manager is currently supporting the development of a site team at Ealing Fields. The Facilities Managers report to the Director of Finance and Operations who oversees site improvements, supports bids for major capital and acts as project manager on any major capital project.

ICT

The Trust has a single network which enables staff to access resources from either school as appropriate. There is a technician team based in each school and a central helpdesk. 'Copia' is the name of the Trust's Virtual Learning Environment which contains curriculum information and resources, access to progress data and to all school systems (used for a range of purposes from planning a school trip or visit to undertaking performance management).

Business & Communications

The same administrative systems and communication methodologies are used in all schools. Our Admin teams ensure staff are supported with all day to day routines – from attendance and welfare to admissions.

HR

The Trust now employs around 330 staff and this demands consistent and efficient management. HR oversees the recruitment process, and supports payroll and issues relating to staffing procedures as required.

Educational Standards

The Trust sets high standards in terms of pupil progress and staff delivery. A common curriculum with continuity from Year 7 to Year 13 has been developed for use in both schools using a three level model (Core, Higher & Advanced). Resources are regularly reviewed and improved by the curriculum leadership teams in each school working collaboratively. Whilst resources may be varied at school level, the system of assessment is standard across the Trust and students in all schools sit the same assessments at the end of the autumn and summer terms, with parallel assessments in late October and March, which enables the schools to cross moderate and support each other in standards and pupil progress. In Science, Languages and Music a senior member of staff works across all schools to support curriculum development and promote wider learning opportunities.

The ethos statement for the Trust schools is the same, and our pastoral systems have been designed to support this. The Trust employs a chaplaincy team which works across schools to support the Spiritual, Moral, Social & Cultural life of our school communities. A common pastoral curriculum has been developed which is founded on Christian principles and is used in both schools. Trust schools also invest strongly in Music, and particularly singing, to support school ethos.

The Trust has developed training programmes for middle leadership, newly qualified teachers and new entrants to the profession to support the expectations set for staff. Systems for auditing delivery at classroom and leadership level have also been developed as standard across the Trust, as has development planning to support further improvement.

Governance

Each school has its own board of Governors which oversees all pupil issues. The Local Governing Body has a Curriculum & Student Committee. Each Governing Body is also formally represented on the board of Directors. The Board of Directors oversees the strategic direction of the Trust and reviews all resource issues.

Trust Operations

The Trust is also the hub for the Ealing Teaching School Alliance. This alliance has also been developed to be a collaborative model allowing all schools to benefit from strengths within the Ealing family of schools and to purchase services from within this group where required. The Ealing Teaching School Alliance also shares expertise in school based teacher training and staff development.

The Advantages of Functioning within a Trust

Schools within the Trust have the benefit of the services listed. They access a range of high quality resources and training which puts them in a strong position in terms of achieving and sustaining high standards. The Trust aims to be both efficient and effective in its deployment of resource, ensuring a higher quality of delivery within a larger family of schools.