



Edmonton County School

Educating our Community for Success

Year Progress Leader

MPS/UPS Outer London TLR 2b

Full Time

Start: September 2023

Cambridge Campus
Great Cambridge Road,
Enfield EN1 1HQ

Bury Campus
Little Bury Street,
Edmonton,
London, N9 9JZ

Tel: 020 8360 3158 Email: recruitment@edact.org.uk

Head of School: Paul Miller

About EdAct



EdAct

www.edmontoncounty.co.uk

Our Trust comprises Edmonton County Secondary School (Bury and Cambridge Campuses), Lea Valley Academy, Edmonton County Primary School, and from September 2022 both Salmon's Brook School (Special) and the EdAct Therapy Centre.

Our Academies provide an education for children aged 4-18 in North London. We have been educating young people in this part of London since 1919 and throughout that time our approach has been epitomised by high standards and academic excellence, a tradition that continues today.

Our values of aspiration and achievement, personal responsibility, self-discipline and mutual respect are evident in all our work and result in young people who develop and grow as independent, resourceful and resilient individuals.

The Trust has set out the following vision for its work:

Excellence in all we do

Developing a shared understanding of teaching and learning by sharing strengths and best practice

Ambitious and Accountable to our community for the better use of public funds so more resources are available to address the challenges we face

Creative in our approach to achieving the best for the children

Trusted by the community to provide a high-quality education and a great place to work

As a Trust we are committed to providing the best for the children in our schools but also to offer excellent professional development to our wonderful team of staff. If you join us you will enjoy excellent conditions of service and teach children who are keen to learn and succeed. The success of our Trust means that you will have great career prospects either within the Trust or beyond.

We look forward to hearing from you

Dr Susan Tranter

Chief Executive



Edmonton County School

www.edmontoncounty.co.uk

[Ofsted Report](#)

Edmonton County School (ECS) is a 4-18 mixed, community, comprehensive school with a long history of providing a high-quality education to the communities of Enfield and Edmonton. Although we are a large organisation, with nearly 1800 students and around 250 staff making up our school community, our dual-campus structure means that the young people in our care have the experience of being in a caring and supportive environment that much smaller schools can offer.

ECS has a hard-working and high-calibre staff working as teachers and members of the wider workforce. Together, we share the aim that we are 'Educating our Community for Success'. The governors, staff and myself share a passionate commitment to meeting the varied individual needs of all our students, in order to ensure they leave ECS with the best possible academic qualifications. We want them to enjoy every aspect of their learning and we want them to develop as individuals, so that they leave us as confident and socially-responsible young people who are well equipped to contribute to society and enjoy success in whichever field they choose for themselves.

At Key Stage 4 (GCSE), the progress of our students is consistently good, whilst post-16 the progress of our students studying A Levels puts the school in the top 10% of Sixth Forms nationally. Whilst we continue to enjoy increasingly high standards of academic achievement, we are always ambitious to do even better and we are continually looking for ways to raise the level of achievement of our students.

Research has shown that strong partnerships between parents and school staff have a positive impact on a child's progress and helps them to feel good about school and their education. I have been teaching in north London schools for over 25 years and have been a senior school leader for over 15 years. I know that a successful school and happy children depend on all of us working together.

Working together also ensures that children are getting a consistent message about good behaviours. Our school is a calm, orderly place and we have high expectations regarding attendance, punctuality, attitudes towards learning, showing respect to members of the school community and the wearing of our uniform, both in school and in the local community.

I look forward to hearing from you.

Paul Miller

Head of School



Year Progress Leaders TLR2b

Reports to: Assistant Headteacher for Key Stage, and ultimately the Head of School and Executive Headteacher

Job Purpose:

To lead and manage student progress across the curriculum, attendance and behaviour for an assigned year cohort. It is intended that the Progress Leader will lead the year group as they progress through the school.

- To line manage a tutor team
- Day-to-day line-management of a Student Manager
- To support teaching and learning in accordance with school policies regarding academic progress, attendance, behaviour ('Behaviour Matters' Policy), homework completion, equal opportunities and other pastoral matters
- To be accountable for student progress across the curriculum
- Ensuring student performance and behaviour data is used effectively to facilitate transition between key stages.
- To track progress and behaviour records, identifying underachievement and behaviour concerns, liaising with other Year Progress Leaders and Heads of Faculty to identify and provide whole school interventions for targeted groups
- Monitoring daily detention data and classroom behaviour hotspots to identify concerns, provide early intervention and support Heads of Faculty.
- Ensuring that student achievements are celebrated and rewarded, using celebration assemblies, communication with parents and reward trips
- Administering sanctions in line with policy and SOPs, investigating incidents, reporting findings and acting to secure the orderly running of the school; Issuing sanctions up to and including 1-day internal exclusion; Giving recommendation for greater sanctions to the relevant Assistant Headteacher based on evidence and student records.
- Supporting the student manager in the production of exclusion files and other files and documentation as required
- Monitoring the appropriate attendance and punctuality records for the cohort and providing interventions for students with poor attendance, supporting the attendance officer.
- Leading the tutor team, including the Student Manager, in ensuring close monitoring of school expectations and subsequent action – celebrating success as well as sanctioning students, according to the school behaviour policy.

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Job Description: Year Progress Leader



- To lead a year-specific role across the school, such as the following examples:
 - Year 9 – Developing students' understanding of GCSE study and ensuring that they are developing the skills required to be successful Key Stage 4 students
 - Year 10 – Continuing to develop students' understanding of successful GCSE independent study and preparing them for internal and public examinations.
 - Year 11 - Supporting the relevant Assistant Headteacher in the delivery of the 'Year 11 strategy'; coordinating study support and pre-exam interventions for students in preparation for GCSE public examinations; Year 11, Supporting the process of Sixth Form applications.
- Participating in quality assurance year reviews, including Learning Walks and Standards Audits of lessons and tutorial sessions.
- As part of the Progress Leader team, planning a relevant and engaging tutor time curriculum. Lead the tutor team in their delivery of the curriculum as part of a structured daily tutor time programme.
- Ensuring up to date records are kept on all students in the designated cohort including details of contact home, involvement of outside agencies, meetings held and other matters.
- Managing the student manager in producing the profiles for internal examinations, and reporting to parents
- Developing positive and effective working relationships with relevant internal and external agencies
- Communicating effectively with parents and ensuring parental engagement at parent evenings, Academic Review Days and year-specific events.
- Contributing to the day-to-day arrangements, assembly and school detention rotas, including lunch, am/pm duties as necessary
- Attending relevant meetings concerning the designated cohort of students – including 'link meetings' with the Inclusion team.
- Any other reasonable duties as directed by the Head of School or Executive Headteacher.

All teaching staff are required to carry out their general teaching and pastoral responsibilities in accordance with the provisions of the Schoolteachers' Pay and Conditions Document and are subject to the Conditions of Service for school teachers in England and Wales.

Job Description: Teacher



Teachers are expected to secure high standards of learning and achievement for all students through the delivery of excellent teaching.

They should plan, teach and assess to ensure that all students achieve in line with or better than key stage value added estimates.

It is essential that they give active support to the vision and ethos of Edmonton County School (ECS).

This Job Description is in addition to the national standards expected of all who have attained Qualified Teacher Status.

Job Purpose

The primary purpose of the teacher is to ensure that the standard of teaching and learning is of the highest quality for all students so that they are able to achieve to the best of their ability.

Key Tasks

To create lessons which inspires students to become effective lifelong learners by:

1. Ensuring high standards of teaching and learning for all students.
2. Planning lessons which address the full range of learners' needs.
3. Planning for progression and designing effective learning sequences within lessons that develop understanding and skills.
4. Having high expectations of all students so that they are able to achieve their academic potential.
5. Adopting high standards of behaviour in their professional role and setting a positive example in dress, punctuality and attendance.
6. Having a good, up to date working knowledge and understanding of a range of teaching, learning and assessment strategies and know how to use them to personalise the learning of ECS students.
7. Playing a role in the delivery of the school's enrichment curriculum, and Enrichment Days.
8. Creating a purposeful and challenging classroom environment that encourages students to become more effective learners through interactive display.
9. Liaising with colleagues to deliver schemes of learning in a collaborative manner.
10. Planning for the involvement of teaching assistants and other support staff to ensure targeted impact on the achievement of students on the EAL, SEND, Looked After Children and Inclusion registers.
11. Monitoring and evaluating the quality of learning within each lesson.

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12. Being an enthusiastic user of the school's information technology systems.
13. Providing written feedback and learning targets for all students within the agreed time span.
14. Meeting all report writing deadlines set throughout the year and ensuring that they are of a high quality.
15. Designing opportunities for learners to develop their literacy, numeracy, ICT and thinking and learning skills.
16. Setting work for students who are absent from school.
17. Planning cover work that has clear objectives and expected outcomes if absent from school.
18. Using every opportunity to engage colleagues and parents in the learning of ECS students.
19. Maintaining an up to date understanding of the professional duties of teachers and the statutory framework within which they work.

To provide a secure and safe learning environment for all students so that they develop into self confident and self motivated learners by:

1. Being an enthusiastic and effective form tutor who is fully committed to embracing an inclusive and safe environment.
2. Building respectful, supportive and constructive relationships with all students.
3. Having a strong commitment to promoting equality of opportunity and high quality pastoral care.
4. Maintaining the highest standards of behaviour so that all students are able to learn effectively.
5. Providing a proactive presence around the school embodying the school's high expectations to students.
6. Knowing when to draw on the expertise of colleagues who have responsibility for safeguarding children and individual learning needs.
7. Attending and participating in parent evenings and open evenings.
8. To uphold and actively support the school's policies and procedures on the safeguarding of young people.

Teachers will be line managed by their Head of Department or Head of Faculty.



Person Specification – Teacher Professional Skills and Experience

1. Possess a good degree and QTS.
2. Be an excellent teacher with the ability to inspire students to become effective, self directed learners.
3. Have the skills and experience necessary to achieve outstanding examination results.
4. Possess a thorough understanding of the requirements and opportunities of the secondary curriculum.
5. Have experience of teaching a range of year groups including examination classes.
6. Show evidence of having developed the learning capacity of students.
7. Be able to support and role model on delivery of school ethos and policies.
8. Show evidence of continued professional development.
9. Have relevant experience of working in comprehensive and multicultural environments.
10. Know how to use, with guidance, statistical information to evaluate the effectiveness of their teaching and to monitor the progress of those that they teach.
11. Be willing to act upon advice and feedback and being open to mentoring and coaching.
12. Be receptive and constructively critical of whole school innovation which will lead to benefits and improvements in teaching and learning.
13. Demonstrate the ability to set up and operate effective self-evaluation systems.
14. Have a commitment to extra-curricular activities and be able to follow procedural and safeguarding guidelines to ensure these run smoothly.

People, Relationships and Communications

1. Be committed to maintaining a distinctive and inclusive vision in the school.
2. Be able to relate to all students in a positive and constructive way and inspire them to achieve more than they think possible.
3. Have qualities which earn the trust and respect of students, staff, parents and governors.
4. Demonstrate the inspiration to motivate and the ability to build on the strengths and expertise of each staff member.

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5. Possess integrity, optimism, credibility, resilience, calmness and a sense of proportion.
6. Possess excellent written and verbal communication skills.
7. Have the ability to relate positively to parents and other stakeholders and engage them successfully in the life of the school.
8. Be able to build constructive working relationships with local schools and colleges, employers and the local authority.
9. Appreciate the balance between the academic, social and emotional development of young people, needed to create an outstanding school.
10. Embody our vision and values every day work and practice, particularly those of justice, kindness and humility.

How to apply

You can apply online by completing the application form:

www.edmontoncounty.co.uk/trust/vacancies/careers/current-vacancies/

We look forward to hearing from you.



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Bury Campus

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Head of School Paul Miller