



**KING EDWARD VI  
HANDSWORTH WOOD  
GIRLS' ACADEMY**

*Educational excellence for our City*



**KING EDWARD VI  
FOUNDATION  
BIRMINGHAM**

*Educational excellence for our City*



Appointment of:

**Pastoral Manager**

Closing date: 9:30AM on Thursday 27th June

# Application Pack

Scholarship-Character-Community

[www.hwga.org.uk](http://www.hwga.org.uk)

# Contents

Welcome from the Head Teacher	3
Vision Mission and Value	3
The Foundation: Our Mission	4
The King Edward VI Foundation	5
Foundation Schools	6
Pastoral Care	7
A Student's Welcome to Handsworth Wood Girls' Academy	8
Curriculum and Beyond	9
Digital Learning	11
Our Staff	12
Wellbeing Commitment	13
Staff Voice	14
Our New School	15
About the Role	16
Job Description	17
Person Specification	20



# Welcome from the Head Teacher



I am pleased you are interested in working with us to deliver our ambitious vision for our students and community.

King Edward VI Handsworth Wood Girls' Academy is proud to serve the community of Handsworth and Northwest Birmingham. We are a non-selective, comprehensive, thriving, diverse and academically successful school for girls aged 11-18. Our Academy is part of the King Edward VI Foundation and we are committed to helping it deliver its mission to make Birmingham the best place to be educated.

Regardless of their background or starting points, we expect all our students will achieve the highest academic standards. We also believe if we equip our students with the universal values of scholarship, character and community it will serve them well at university, in training, the workplace and their lives.

We are committed to the value of a broad and balanced curriculum, which is flexible and responsive to the needs of our students and well-matched to their aspirations.

Finally, we are a technology rich school which provides all students with a 1:1 device at no cost to families to support with their learning both in lessons and at home.

If you would like to come and see the Academy in action please contact us by phone, our website, or via email at [recruitment@hwga.org.uk](mailto:recruitment@hwga.org.uk) and we will be delighted to show you around our Academy, which we are extremely proud of.

Mr Qamar Riaz

Headteacher

## **Vision**

Our vision is to work together to achieve educational excellence and full personal potential.

## **Mission**

Our mission is to unlock a thirst for learning for all so that students can successfully access a range of opportunities in an ever-changing world. To overcome barriers and embrace challenges to enrich themselves and our community.

## **Values**

Scholarship  
Character  
Community

## **Intellectual Virtues**

Reflection  
Critical Thinking

## **Moral Virtues**

Tolerance  
Respect  
Gratitude

## **Performance Virtues**

Resilience  
Ambition  
Confidence

## **Civic Virtues**

Social Justice  
Volunteering

# The Foundation: Our Mission

**The mission of the King Edward VI Foundation is simple: to make Birmingham the best place to be educated in the UK.**

In many ways, this has not changed since King Edward's School was founded in 1552. However, Birmingham has grown from being little more than a village to the nation's second city, with a population of over one million, a proud industrial heritage and rich with diversity and innovation.

If we are to serve the city's children, we recognise that we need to provide a diverse range of schools: independent as well as Academies, selective and also comprehensive. And we believe that those schools need to be accessible to all, regardless of ethnic, religious and social background.

To that end, we have:

- established and grown an Academy Trust, taking on four new schools in the last decade, with more in the pipeline;
- raised over £20m to provide Assisted Places at our fee-paying schools for families that could not otherwise afford a place; and
- provided a guarantee for any disadvantaged child living in Birmingham a place at their local selective Academy if they achieve the qualifying score on the entrance test. This year, nearly 200 Pupil Premium eligible children will be offered selective school places - a year-on-year increase of nearly 30%.

As of today, we educate over 10,000 children: the largest provider of secondary school places in Birmingham outside the city council.

Our commitment to play a constructive, influential role in the life of the city is reinforced by our patronage of the Greater Birmingham Chambers of Commerce and by our determination to work closely with business and cultural organisations and, as appropriate, with local and national government.

We already work closely with other schools and educational bodies, whether through our nationally acclaimed SCITT, through our primary outreach work or through partnerships with other providers.

Of course, to achieve our mission, we need to do even more. In future years, we need to deepen our commitment to work with other schools in the city and establish ourselves as a role model for other educational organisations, responding positively to the challenging demands of our fast-changing academic and employment environments.

**“ To make Birmingham the best place to be educated in the UK ”**

# The King Edward VI Foundation

Our history can be traced back as early as 1392 when gifts of land were made to found the Gild of the Holy Cross, which during the next 150 years provided support for the people of Birmingham.

Whilst The Gild of the Holy Cross saw its properties confiscated by the advisers to the new King Edward VI in the wake of the Reformation, leading local parishioners successfully petitioned the King for the return of the Gild's property assets in order to establish King Edward's School on 2nd January 1552.

When, in 1547, a Royal Commission dissolved the Gild of the Holy Cross, certain influential men of Birmingham petitioned Edward VI for the return of the gild lands in the form of an endowment for a free Grammar School. On 2nd January 1552 letters patent were sealed, granting this request and appointing twenty of the foremost inhabitants of the town as Governors of a School to be held in the old guildhall in New Street. So, King Edward's School was created in a small Midlands town, one of thirty such schools founded by Edward VI in his brief reign.

In 1831, the original charter was superseded by an Act of Parliament. This Act empowered the Governors for the first time to create other schools in addition to King Edward's School itself. Between 1838 and 1853 eight elementary schools were opened. At the same time, the Act broadened the curriculum of the original school by dividing it into separate Classical and English departments, thereby catering for the rising tradesman class. It also authorised the construction of the school's third and most famous home, Charles Barry's building in New Street.

In the 1870's the State started to provide junior education so that the elementary schools had outlasted their usefulness. Now the pressing need was for secondary schools and the structure of the Foundation was changed once more. Grammar schools were created at Aston, Camp Hill (Boys and Girls) Five Ways and Handsworth, whilst King Edward's School acquired a sister – the High School for Girls, housed in an adjoining building. All but Aston and Handsworth now function from sites to which they were transferred after 1936.

Originally independent, financial considerations persuaded the Grammar schools to become voluntary aided in the 1940's.

In 1974 the grammar schools acquired their own governing bodies – appointed by the Foundation, the city, teachers and parents. Until that time twenty-four Foundation governors had been responsible for all seven schools. The formula thus created, of two independent and five grammar schools, the former admitting fee-paying students, the latter offering free education, was a formula for success and under the Direct Grant system which existed from 1944 to 1979, King Edward's School and the High School for Girls were amongst the most successful schools in the country. These successful schools continue to enjoy excellent reputations both in the city and beyond, educating pupils from a complete cross section of society and have produced men and women of distinction in many fields. In 2011 the five grammar schools converted to academy status so that they are funded directly from central government rather than from the Local Authority.

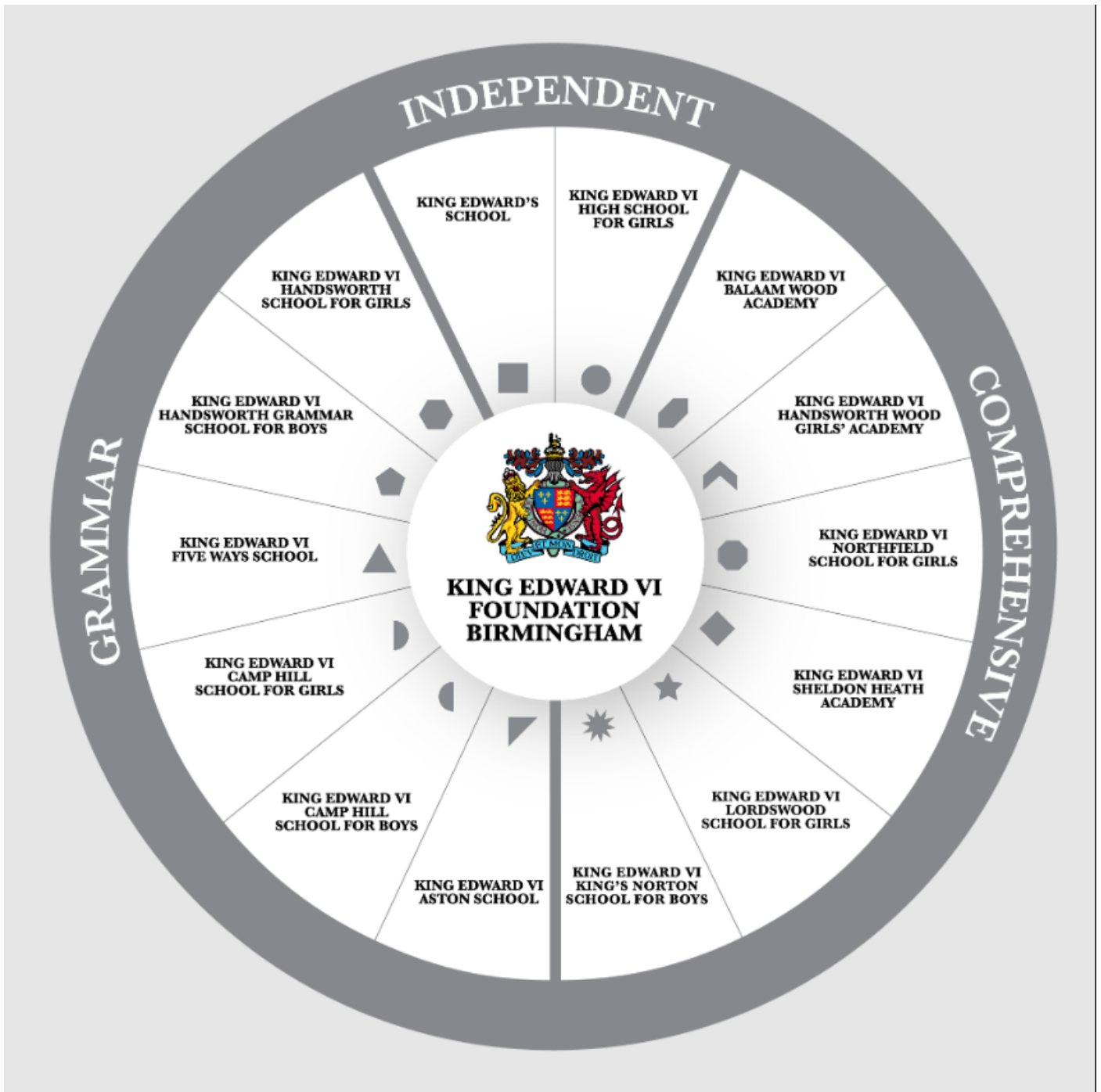
In September 2010 the Foundation sponsored King Edward VI Sheldon Heath Academy, which opened on the site of its predecessor school and has occupied new buildings on that site since September 2013. The sponsorship of this all-ability school serving its local community in east Birmingham fits well with the Foundation's charitable purpose of educating children and young persons living in or around Birmingham. It is a good school which is extremely popular and has a thriving sixth form.

A Multi-Academy Trust was created in September 2017 and Handsworth Grammar School for Boys was welcomed into the organisation.

A period of strategic growth has seen two further non-selective schools added to the Academy Trust. King Edward VI Handsworth Wood Girls' Academy joined in September 2018 and King Edward VI Balaam Wood Academy became the ninth member of the Trust in September 2019.

The Foundation's eleven schools now educate over 10,000 children in the City and we plan to grow the Academy Trust further by adding another three non-selective secondary academies, with a continuing focus on schools that serve disadvantaged communities in Birmingham.

# The Foundation Schools



Number 1, Birmingham based SCITT offering initial teacher training.

Become a teacher, change lives.

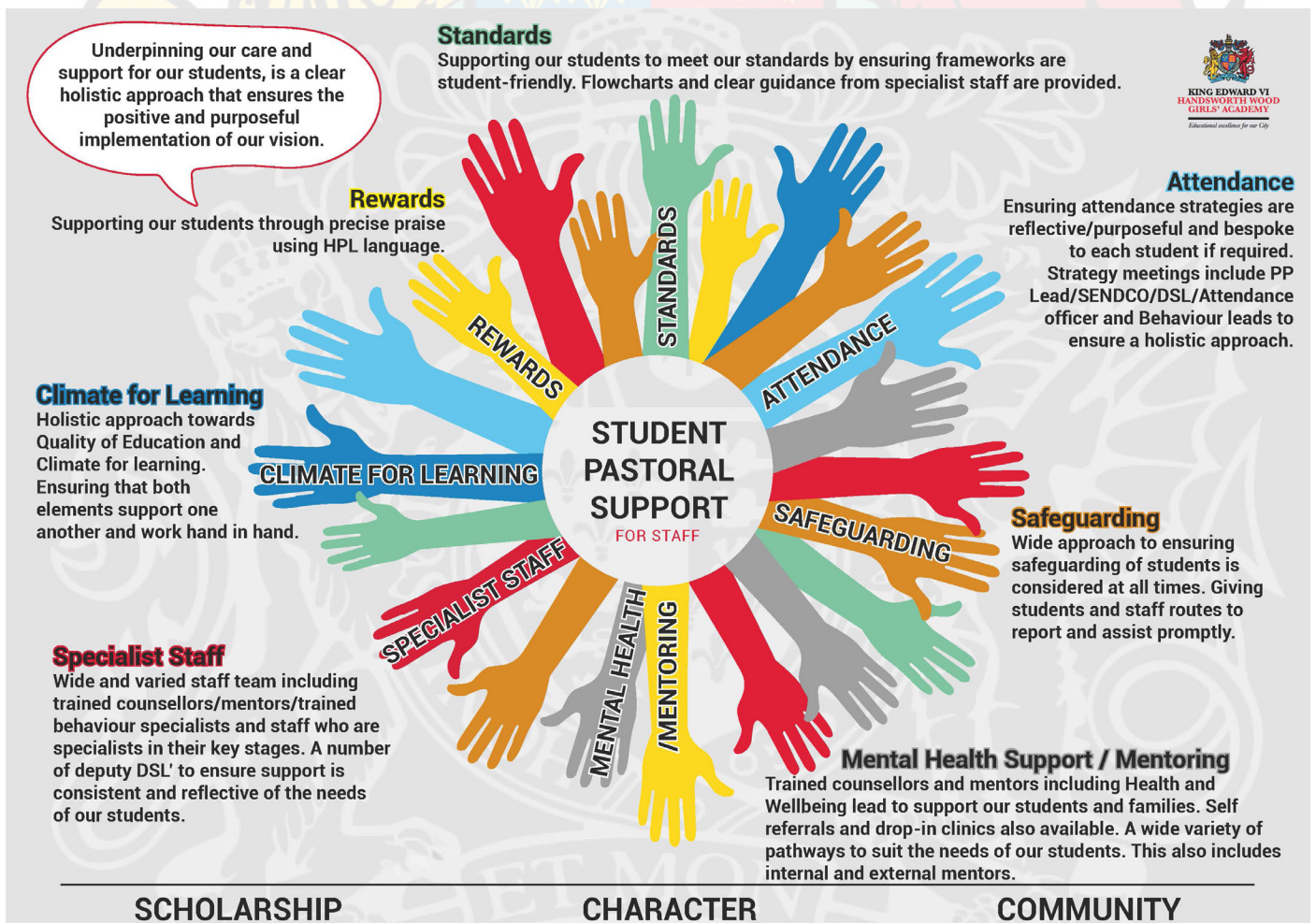
# Pastoral Care

HWGA places a strong emphasis on student well-being and support, evident through our comprehensive pastoral structure and dedicated staff. Each year group is guided by a Pastoral Manager and team of form tutors, ensuring continuous support throughout their academic journey. The Head of Sixth Form, supported by a dedicated pastoral team, oversees the well-being and administrative aspects of sixth form education. Our SENDCO collaborates closely with pastoral managers to ensure holistic support for students.

Daily form periods are scheduled at the end of the day, providing an opportunity to reflect on the day's experiences and offer support if needed. These sessions focus on Academic, Character, and Values Development (ACP and VAA), aligning with our High Performance Learning (HPL) focus. Weekly assemblies further reinforce our ethos and values.

To cater to diverse needs, we provide learning mentors for each key stage and access to external agency support. Additionally, a counselor is available three days a week, with sessions coordinated by the health and wellbeing lead in collaboration with the pastoral team. We prioritize student comfort, nurturing, and resilience, with opportunities for self-referral and a "walk-in wellbeing clinic" during lunchtimes.

Our school culture promotes precise praise and rewards, emphasizing attendance and punctuality. The behavior policy focuses on de-escalation and respectful interactions, modeling positive behavior for students. We are committed to equipping students with the skills they need for successful futures. Recognizing the importance of mental health, we actively address this issue by involving students and families in decision-making and challenging associated stigmas. Our aim is to create a supportive environment where students feel heard and valued, fostering a positive and fulfilling educational experience.



# A Student's Welcome to Handsworth Wood Girls' Academy

Being a student at this academy means embarking on an enriching journey of learning and growth as we're immersed in an environment that fosters critical thinking and creativity from the onset. Teachers are dedicated in ensuring that every student reaches their full potential whilst offering their utmost support in helping us achieve our goals.

Whether it's through in-class learning, or extracurricular activities, students are empowered to explore their passions and become independent and assured learners who are confident in combatting any challenges they face. The diverse and welcoming school community is undoubtedly fitting for any young woman who wishes to immerse herself in the facilities this academy has to offer.

“Being a student at King Edward VI Handsworth Wood Girls Academy is a great experience as it comes with filled opportunities for growth and learning. Here it's not just about the academics but about being part of a community where you can talk to teachers and approach them comfortably.

In such an environment, students are encouraged to explore their interests with teachers being passionate about their subjects and dedicated to helping students succeed.”

Being a student at King Edward VI Handsworth Wood Girls' Academy is a great and wonderful experience. As soon as you enter the school gates you are greeted with big joyful smiles.

The school environment is very pleasant and welcoming to all and we're really diverse. Teachers are very passionate with the subjects they teach and push their students to their fullest because they want what's best for them. Teachers really encourage their students to participate in lessons as it helps develop a student's confidence. The Staff at Hwga are very approachable, so if anything is concerning you at home or at school, you can confide in them, and they will do the best of their abilities to sort it out. At Hwga we often apply ACPs and VAAs into our learning whenever possible, as our school follows the High Performance Learning Framework.

As a student attending HWGA, I can confidently say it is not just a school. It is a community, a community comprised of teachers, school staff and students who are able to communicate with one another and always feel secure within their school. HWGA aims for everyone attending to reach their truest potential whilst being guided along the right path, ensuring all doors are open for us post-16.

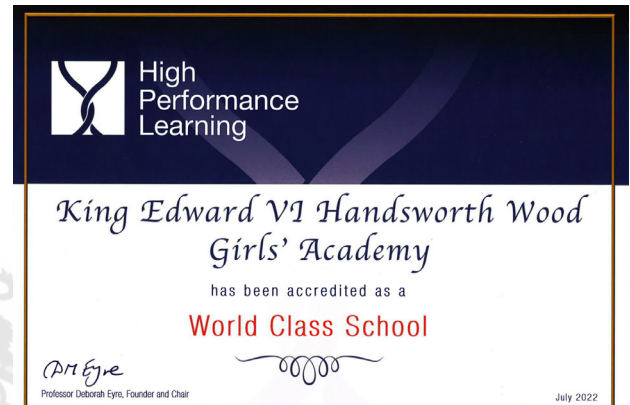
This varies from teachers that are willing to hold interventions after school to enrichment opportunities and clubs, allowing us to connect with our fellow students and have access to new experiences both inside and out of school. We are taught to all be high-performance learners and not to be discouraged by failure as failure is the greatest teacher. Being surrounded by such wonderful staff and students has motivated me to feel more assured with myself and has given me a vast number of opportunities that have moulded me into the person

I am today, someone I can be proud of.



# Curriculum and Beyond

At KEVI HWGA our curriculum is sequenced to ensure that students gain knowledge, connect key concepts, acquire new skills and learn how to apply this confidently in different contexts. Our curriculum leaders carefully consider what knowledge should be secured and plan how best to map knowledge to ensure that pupils learn that knowledge in a way that means they remember it and can use it. Our curriculum vision is intrinsically linked to our academy vision and our academy values of scholarship, character and community which run through our aims.



Our High Performance Learning Philosophy  
As a high performance learning world class school, our core aim is excellence for all. Our vision, mission and values are echoed in the HPL philosophy and framework which means that we believe that all students can be high performers, and we teach with these expectations in mind. We use HPL to develop our core values of scholarship, character and community which focuses on the 5 Advanced Cognitive Performance skills and the 3 Values, Attitudes and Attributes of the HPL framework. The HPL framework ties together the Advanced Cognitive Performance Skills (ACPs) and the Values, Attitudes and Attributes (VAAs) across our curriculum and beyond the classroom. We explicitly teach and foster the framework within all our curriculum areas and within our pastoral framework.

## CURRICULUM VISION

**Curriculum Aims:**

Our curriculum will reflect our academy values: scholarship - character - community and drive us in our mission to unlock a thirst for learning for all to successfully access an ever-changing world.

We explicitly learn through advanced cognitive performance characteristics in our curriculum alongside sequenced declarative and procedural knowledge.	We ensure students are able to remember and apply knowledge readily and in different contexts through deliberate practice.	We actively foster the performance values, attitudes and attributes in our curriculum alongside our character education programme.	Our curriculum is coherent and reflective of the local community, its rich cultural heritage and diversity.	We never tell our students they cannot achieve; it is just they are not doing it yet but with practice and perseverance it will happen.
--------------------------------------------------------------------------------------------------------------------------------------------------------	----------------------------------------------------------------------------------------------------------------------------	------------------------------------------------------------------------------------------------------------------------------------	-------------------------------------------------------------------------------------------------------------	-----------------------------------------------------------------------------------------------------------------------------------------

The overarching aims of our curriculum will underpin the following outcomes:

Increasingly strong academic results year-on-year leading to good post school destinations.	Well-motivated and engaged students; school-ready, college-ready, work-ready and life ready.	Effective citizens that have the cultural capital to be successful, socially mobile and proud of their achievements.
---------------------------------------------------------------------------------------------	----------------------------------------------------------------------------------------------	----------------------------------------------------------------------------------------------------------------------

## Beyond the curriculum

As humans, we learn and grow from new experiences. At King Edward VI Handsworth Wood Girls' Academy, we ensure that all of our pupils have access to the widest range of learning opportunities through our extensive enrichment programme. This provision provides all pupils with the opportunity to learn, develop and master a range of skills that will help to create lifelong interests, whilst building positive relationships, confidence, self-esteem and resilience. We recommend that all students at King Edward VI Handsworth Wood Girls' Academy participate in at least two enrichment activities each week.

## Our pupil pledge

We ensure that every student has access to many experiences during their time at King Edward VI Handsworth Wood Girls' Academy. Our Pupil Pledge provides a 'bucket list' of activities that ensures that our students leave us as well-rounded young people with the skills, knowledge and aspiration to go on to succeed in an ever-changing world.



# Curriculum and Beyond



World Class School

We use the High Performance Learning philosophy and framework in our school. This means that we believe that all the students can be high performers, and we teach with these expectations in mind.

Using the research-based High Performance Learning approach helps us to systematically build the cognitive competencies that lead a young person to thrive in school and in later life.

We embed the HPL philosophy throughout our school. We never tell our students they cannot achieve; it is just they are not doing it yet but with practice and persevere it will happen. If you want to discover more about High Performance Learning please visit [highperformancelearning.co.uk](http://highperformancelearning.co.uk)

**ACPs**  
Advanced  
Cognitive  
Performance  
Characteristics

**How to think**  
Meta-thinking  
Linking  
Analysing  
Creating  
Realising

**VAAAs**  
Values  
Attitudes  
Attributes

**How to behave**  
Agile  
Empathetic  
Hard-working

Alongside the ambitious curriculum there are many support and enhancement opportunities which build currency for our students. These include:

**Impress the examiner masterclasses:** Students have various masterclasses during all Autumn half term, Spring half term, Easter and Summer half terms. These cover core concepts with a specific drive to attainment.

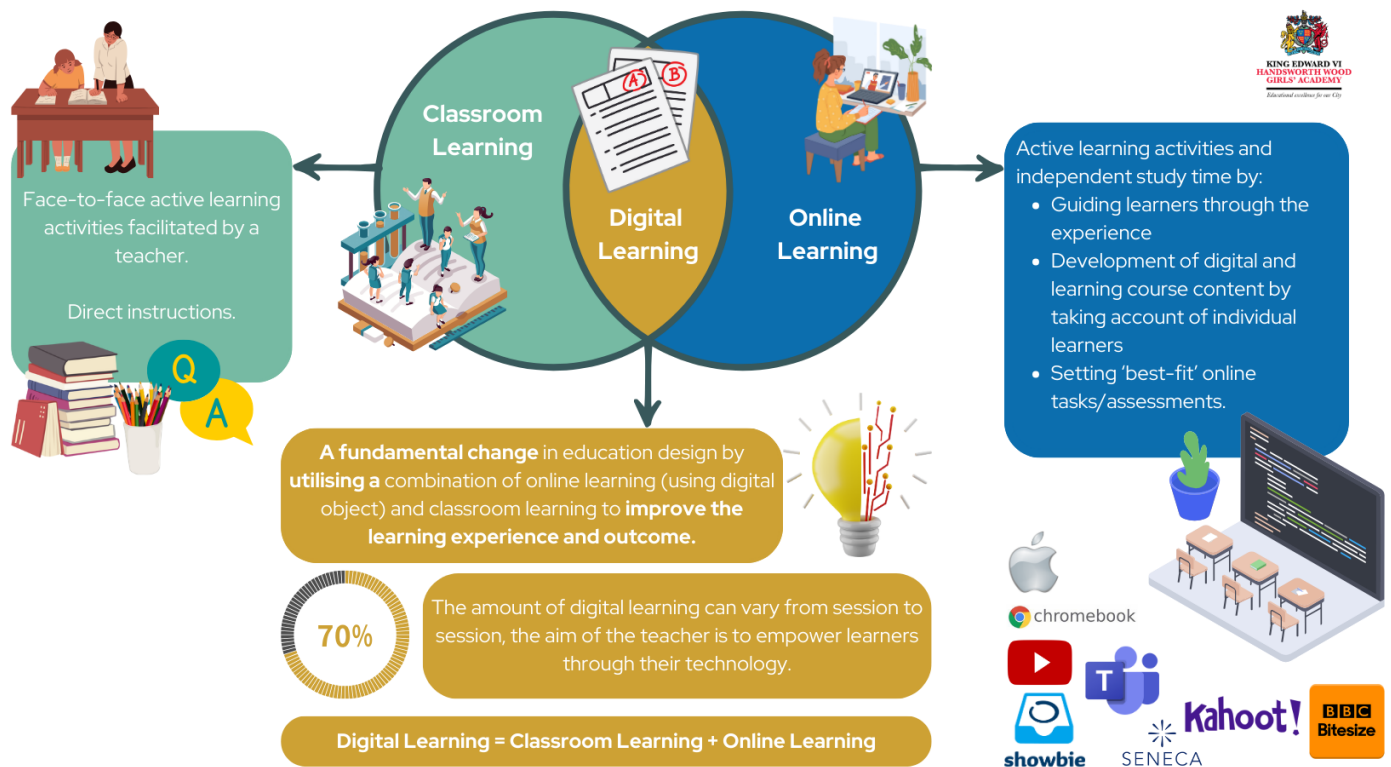
**Saturday school:** Students are invited to attend tailored suited booster classes on Saturdays with the day been broken down into two sessions (morning and afternoon) focusing on key concepts in core subjects. These sessions are delivered by an external professional agency and aims to challenge students to the best of their abilities.

**MyTutor:** KS4 students have taken part in online tutoring broken into either one-to-one or three-to-one groups focusing on exam techniques, with tutoring working on exam questions, walk and talk mocks and model answers.

**Online platforms:** We have invested heavily in many online platforms such as **Seneca, Educake, PiXL, GCSEPod, Kerboodle, UpLearn** and many more – students use this as homestudy and their own independent study programme.

**In person tutoring:** KS4/KS5 students have opportunities to work in small groups or one-to-one sessions with Maths, Chemistry, Physics and Biology tutors – specialising and targeting their areas of development.

# Digital Learning



## One to One Devices

All the students at the academy are given a one-to-one device, this means that the device stays with them, they use it for each class and at home for their homework.

In Key Stage 3 (years 7 to 9) this device is an iPad. An iPad is a tablet device that operates using touch screen technology (including an on screen keyboard for typing), the iPad is an Apple device.

The students are given controlled access to a number of pre-installed education applications, which they can use to learn independently and as directed by their teachers.

When the students move into Key Stage 4 they will swap their iPad's for Chromebooks. A Chromebook operates as a 'mini' laptop using the Google Chrome operating system. There are a number of pre-installed applications for the students to use on the devices, with access to most of the tasks set for the students happening within the Chrome Browser.

Key Stage 5 students are given a Chromebook to use to continue their education.

# Our Staff

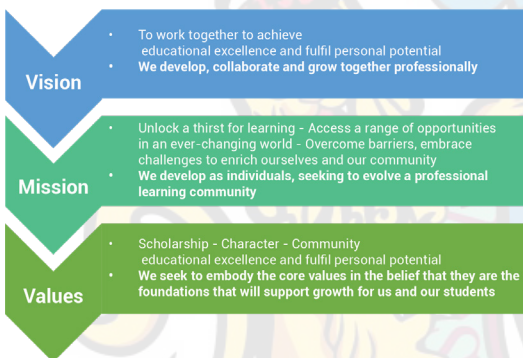
We are a forward-thinking school. We believe in investing in individual staff learning to support scholarship across all members of our community. We work together to ensure that students get a rich classroom experience that secures their knowledge and enhances their understanding.

Our commitment to Continuous Professional Development and Learning

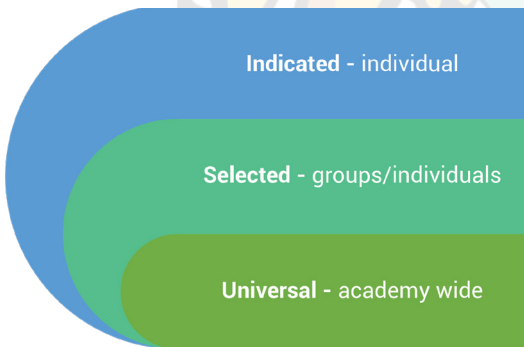
- Membership to high quality professional associations
- Protected time within the school day to meet and develop as subject specialists
- A commitment to the full suite of NPSs, Masters and other higher level qualifications for staff
- Flexible working for professional learning
- A bespoke HWGA professional learning App to support access and progress through learning pathways of choice with complete agency
- Bespoke classroom practice development
- An open, collaborative classroom practice culture for colleagues to learn from each other
- Opportunities to collaborate in professional learning foundation-wide

## Culture of Professional Development (PD)

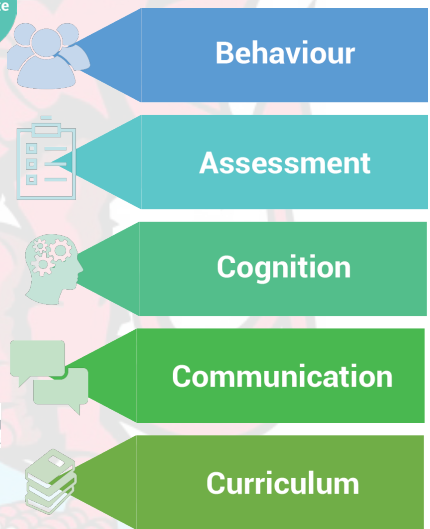
### Professional Learning and Development



### Our Learning Journey



### Strands to Explore



### KEVI HWGA T&PL PROGRAMME

## Indicated Professional Learning

23/24 ACADEMIC YEAR



The **Indicated** pathway of professional learning is true **agency** in driving individual practice forward. **Protected** directed **time** allows the freedom for exploration and development.

Every teacher needs to improve, not because they are not good enough, but because they can be even better.

- Dylan William

	INNERDRIVE	CHARTERED COLLEGE OF TEACHING (CCT)	SENECA LEARNING
Access and login	Innerdrive Login	CCT Login	Seneca Login
	Sign in with your hwga email and	Sign in with your hwga email and CCT	continue with Microsoft to access

# Wellbeing Commitment

King Edward VI Handsworth Wood Girls' Academy, we are committed to promoting positive mental health and emotional wellbeing to all students, their families and members of staff and governors.

We understand the role positive mental health and wellbeing plays in creating an environment where all are healthy, happy and achieve their best. Our open culture allows students' voices to be heard, and using effective policies and procedures we ensure a safe and supportive environment for all affected – both directly and indirectly - by mental health issues.

We put wellbeing at the heart of our school to ensure successful learning and commit our policies reflecting this. We aim to drive this message forward, and to ensure that mental health and well-being is "everyone's business" across the whole school community. We will strive to create an environment that has a whole school approach, in providing excellent mental health support, understanding and intervention.

## Vision

Our vision is for all our students, staff and community to have the support they need to build lifelong coping skills and thrive. We will make this happen by:

- Promoting a clear vision and strategy for advocating and protecting emotional wellbeing and mental health, which is communicated to all involved with the school.
- To embed a positive culture which regards emotional wellbeing and mental health as the responsibility of all.
- To actively promote staff and parental emotional wellbeing and mental health.
- To prioritise professional learning and staff development on emotional wellbeing and mental health.
- To ensure staff understand the different types of emotional and mental health needs across the school and are aware of systems in place to respond appropriately.
- To actively seek the ongoing participation of the whole-school community in its approach to emotional wellbeing and mental health.
- To work in partnerships with other schools, agencies and available specialist services to support emotional wellbeing and mental health.
- Increasing opportunities to engage in the evidence based 'five ways to wellbeing' model 1) Connect 2) Be active 3) Take notice 4) Keep learning 5) Give for all stakeholders



# Staff Voice

Being a member of staff at HWGA is wonderful experience. You have a supportive environment, lovely students and amazing colleagues who work alongside you. Such an environment fosters professional development, contentment and means there is a community atmosphere. I take pride in being part of a school where students wellbeing and academic excellence is prioritised and knowing we as the staff are making meaningful impact on their lives.

- SLT

Everyday is an innovative, adaptive and evolving experience. Just like our students we never want to stop learning, for that's where the wisdom lies.

- Key Stage Co-ordinator

Being a staff member of HWGA is a positive experience where colleagues are supportive and welcoming. We are a united force where we will collaborate, support and guide one another so we all share a consistent approach to give our students the best learning experience. Teaching at HWGA is enjoyable as our students are enthusiastic towards their learning which enable staff to share their passion for their curriculum domains. The atmosphere at HWGA is positive and kind - hearted in all areas of the academy.

- Faculty Leader

As a member of staff at HWGA I have found that we collaborate closely as a whole school team and are fully supported. SLT are very approachable and work together with us all to ensure any issues and concerns are resolved quickly and effectively. Student and staff wellbeing is paramount here as working in any education environment can be challenging and I have found that we have been provided with accessible strategies to ensure communicating and expressing any concerns have had successful resolves. I enjoy working at HWGA and supporting our students and am very proud that I am a member of staff here.

- Pastoral Manager

It's a very friendly environment. the staff are genuinely warm and helpful. Always ready to lend a hand. The students are well behaved, compliant and hardworking.

- New Starter

I am really proud to be a member of staff at HWGA. It is a fantastic forward thinking school with a great ethos and atmosphere. The students are hard working, kind and passionate about their work. I really enjoy coming into work in such a friendly and helpful environment. We all work as a team and work well together.

- Head of Subject

I enjoy walking into a lab and seeing the students being excited about doing practical work in science. I love testing out these practicals and even more so when they work perfectly in lessons! I love having the option of a well-being day, especially as a parent having that time with my little one before he starts nursery is really nice and important to me. Everyone is always happy to offer a helping hand and I enjoy coming to work, plus we always have cake & biscuits in the office!

- Science Technician

# Our New School

The Department for Education, King Edward VI Academy Trust and BAM Construction are pleased to share details of their proposals for the redevelopment of Handsworth Wood Girls' Academy, off Church Lane. Project timescale: The project started in February 2023 with the final phase of construction completing late 2025.

The proposals will replace all existing accommodation, but retains the recently constructed Sixth Form block, to provide new high quality teaching and community facilities. The proposals have been carefully considered to create a learning environment that aligns with the Academy's long-term vision for excellence.

The main building is a simple L-shape with a central circulation zone running through its spine. The Ground floor plan is simply laid out with a distinct visitors' entrance easily identifiable from the site entrance. The first impression is a generous double height entrance area with access to an interview room, accessible WC and a meeting/ conference room directly from the public zone. Views through to the centrally located Library overlooking the central courtyard provide visual connectivity from the reception area to the pupil zone beyond. A separate pupil entrance, generously sized and passively supervised by the general admin and strategically located office space provides a welcoming approach for the students adjacent to the main entrance.



# About the Role

## Pastoral Manager

**Salary:** Pt 23 – Pt 31 – Actual Salary £28,174 - £34,419 (FTE £32,076 - £39,186)

**Hours:** Full time

The Governors are keen to appoint a Pastoral Manager to oversee the academic and social development of students in year group(s) at the academy. By overseeing the welfare and discipline of all students in the year group(s), the Pastoral Manager will have a key role to play in ensuring the personal, social and emotional development of students within the academy. This is a wonderful opportunity for the right person to work in the Student Welfare team with highly dedicated staff and motivated students. The successful applicant will be able to demonstrate experience in the following areas:

- Overcoming communication barriers with children and adults
- Communicating with parents and students
- Experience of establishing rapport and respectful and trusting relationships with students, their families and carers and other adults.

In addition, you will need:

- excellent inter-personal skills;
- to be committed to team work and dispersed leadership;
- to have an excellent attendance and punctuality record;
- to have energy, drive and imagination;
- to show resilience and creativity.

The successful candidate will be fully supported in their career and professional development through a vast programme of CPD provided by the academy.

Full details of the role can be found below in the job description.

**Closing date – Thursday 27 June at 9.30 am**

**Interviews – TBC**





# Job Description

## Pastoral Manager

### **Principal duties and responsibilities as Pastoral Manager overseeing year groups:**

The Pastoral Manager has a key role to play in ensuring the personal, social and emotional development of students within the academy through the consistent and fair implementation of our values and expectations. The student welfare system reinforces the importance of effective learning supported by good behaviour by creating a climate in which students feel secure and are aware of their obligations. The academy works on the assumption that student welfare is a means to an end: it exists, not for its own sake, but to enable students to achieve their full potential. This supports the vision of the academy.

### **Taking a lead role in creating a positive learning ethos for students**

- Oversee the welfare and discipline of all students in year-groups.
- Have a full and working knowledge of school policies and protocol relevant to post.
- Knowledge of policies and procedures relating to safeguarding, health, safety, security, equal opportunities and confidentiality.
- Lead the team of form tutors effectively in establishing and monitoring high standards of uniform, punctuality and attendance.
- Encourage high standards of behaviour by implementing academy policy on procedures and sanctions relating to discipline to ensure the academy's discipline and behaviour policies are adhered to.
- Encourage student trust and confidence in the Student Welfare and behaviour system.
- Commend students for excellent work or effort.
- Assembly provision for the year groups, including leading assemblies involving other members of staff and outside speakers.
- Promoting an effective rewards system for students within each cohort.
- Ensure that student opinions expressed through School Councils and student questionnaires are valued and responded to positively.
- Supporting the work of a Student Support Manager.
- Attend all Student Welfare and Behaviour Team meetings.

### **Leading a team of tutors**

- Leading a team of tutors in ensuring the cohort develops a positive ethos which reflects the academy's vision-statement.
- Establishing clear expectations and constructive working relationships among all staff, including through team-working and mutual support; devolving responsibilities and delegating tasks, as appropriate.
- Managing the professional activities and development of the team of tutors.
- Monitoring the effectiveness of individuals within the team.
- Engage with the pastoral team: encouraging innovation, ensuring efficacy of the team and monitoring outcomes.

### **Monitoring the progress of each cohort of students**

- To monitor cohort statistics and liaise with appropriate personal as required.
- Monitor the progress made by students towards achieving targets and identify under-achieving students.
- Oversee intervention measures for all students in the year groups.
- Refer students for appropriate mentoring programmes as required and completing referral forms.
- Monitoring the attendance patterns of individual students and tutor groups and taking the necessary action in order to improve the attendance statistics for the year group.
- Ensuring the ability to advise students, parents and other teachers on all matters relating to a child's progress in an academic year and to liaise with other staff on these matters.
- The up keep of individual student's records.

- Playing a leading role in initiating and monitoring the implementation of whole academy policies as they affect students (e.g. rewards and sanctions, behaviour management, sex and relationship education, homework etc.)
- Work with the Faculty and Department Leaders in introducing and developing Individual Learning Plans for students. To be responsible for maintaining all appropriate records including:
  - Student records/ files
  - School Assessment Procedures
  - School Reports
  - Head of Year and Pastoral Manager reports
- Monitor students on behaviour and liaise with parents as necessary.

#### **Work with form tutors to:**

- Implement whole academy Behaviour Management and intervention procedures to ensure a positive learning environment for all.
- Ensure that accurate and easily accessible records are kept on each student and that these records are disseminated properly.
- Organise parental/carer contact, including Parents'/Carers' Consultation Evenings in conjunction with Head of Key Stage and Assistant Headteacher of Behaviour and Attendance.
- Oversee routine administration such as holiday forms, lateness, truancy, appointments to leave the premises etc.
- Liaise with parents and outside agencies including Behaviour Support, Community Police, as required.
- Liaise with parents/Carers, external agencies and SLT as required.
- Plan, prepare and co-ordinate personal development days within the year group.

#### **KEY CORPORATE ACCOUNTABILITIES**

- To actively promote the Academy's Equal Opportunities Policy and Diversity Strategy and observe the standard of conduct which prevents discrimination taking place.
- To maintain awareness of and commitment to the Academy's Equal Opportunity Policies in relation to both employment and service delivery.
- To fully comply with the Health and Safety at Work Act 1974 etc, the Academy's Health and Safety Policy and all locally agreed safe methods of work.
- At the discretion of the Headteacher, such other activities as may from time to time be agreed consistent with the nature of the job described above.
- To work with colleagues to achieve school improvement plan objectives and targets.
- To participate in Employee Development schemes and Performance Management and contribute to the identification of own team development needs.
- To actively support all school policies and strategic objectives.

## DUTIES

1. To be responsible for the inclusion and academic progress of students in the year-groups.
2. To operate, review and report on behaviour management systems, liaising with other key staff, to support improvement in student's learning.
3. To respond to and investigate serious incidents of poor behaviour and to liaise with SLT in relation to appropriate sanctions.
4. To communicate professionally and effectively by letter and at Presentation Evenings etc. with parents/carers on pastoral and wellbeing matters.
5. To facilitate suitable referrals, for example for internal counselling and to external agencies. To communicate such action to key personnel and log intervention and review impact regularly, reporting to the Head of Key stages and Assistant Headteacher.
6. To be responsible for maintaining relevant elements of student files (with administrative support) and records using appropriate ICT systems and responding promptly to the needs of teachers, senior staff and parents in the provision of up to date assessments and pastoral information on students.
7. To intervene in situations where pupils need to be supported outside the classroom setting providing advocacy and counselling as needed.
8. Any such other task of a pastoral nature that may be developed subsequently in line with national, local or governor's requirements, as directed by the Headteacher.
9. Occasionally supervise classes in the event of absence.
10. Use behaviour management strategies, in line with the Academy's policy and procedures, to contribute to a purposeful learning environment and encourage pupils to interact and work co-operatively with others.
11. Support the role of parents in students' learning and contribute to/lead meetings with parents to
12. provide constructive feedback on pupil progress, achievement and behaviour, maintaining sensitivity and confidentiality at all times.
13. Support the careers lead in getting students to proactively participate in a comprehensive careers
14. programme.
15. Take on ad-hoc administrative tasks to ensure the smooth running of the two year-groups on a day to day basis.

## OTHER

Support the pupils by:

- liaising sensitively and effectively with parents and carers with regard to their role in pupil learning.
- having sufficient understanding of their specialist area/phase to support students' learning.
- being familiar with age related expectations of pupils, the main teaching methods and the assessment framework in the relevant subjects/specialisms/age groups.
- These duties will be varied at the discretion of the Headteacher to meet the changing needs of the School / Trust

# Person Specification

General heading	Detail		Essential	Desirable
<b>Qualifications &amp; Experience</b>		5 GCSE's including English and Maths Undergraduate Degree (any discipline)	✓	✓
	Technology	Knowledge of basic ICT to support learning.	✓	
	Written	Ability to write basic reports.	✓	
	Verbal	Ability to use clear language to communicate information unambiguously. Ability to listen effectively.	✓	
	Languages	Overcome communication barriers with children and adults.	✓	
<b>Communication</b>	Negotiating	Consult with children and their families and carers and other adults.	✓	
	Behaviour Management	Understand and implement the Academy's behaviour management policy.	✓	
	SEN	Ability to understand and support children with developmental difficulty or disability.	✓	
	Curriculum	Good understanding of the school curriculum. Knowledge of literacy/numeracy strategies.	✓	
<b>Working with children</b>	Child Development	Good understanding of the general aspect of child development. Ability to assess progress and performance.	✓	
	Health & well being	Understand and support the importance of physical and emotional wellbeing.	✓	
	Working with partners	Understand the role of others working in and with the school. Understand and value the role of parents and carers in supporting children.	✓	
	Relationships	Ability to establish rapport and respectful and trusting relationships with children, their families and carers and other adults	✓	
<b>Working with others</b>	Teamwork	Ability to work effectively with a range of adults. Liaise with the appropriate staff from the other schools regarding pupil behaviour, safety, well-being, and progress.	✓	
	Information	Know when, how and with whom to share information. Ability to follow instructions accurately.	✓	
	Organisational skills	Good organisational skills. Ability to remain calm under pressure.	✓	
	Line Management	Ability to support the work of volunteers and other teaching assistants in the classroom.	✓	
<b>Responsibilities</b>	Time Management	Ability to manage own time effectively.	✓	
	Creativity	Demonstrate creativity and an ability to resolve routine problems independently.	✓	
	Equalities	Awareness of and commitment to equality.	✓	
	Health & Safety	Basic understanding of Health & Safety.	✓	
<b>General</b>	Child Protection	Understand and implement child protection procedures.	✓	
	Confidentiality/ Data Protection	Understand procedures and legislation relating to confidentiality	✓	
	CPD	Be prepared to develop and learn in the role.		
		<ul style="list-style-type: none"> <li>An ability to fulfil all spoken aspects of the role with confidence using the English Language as required by <b>Part 7 of the Immigration Act 2016</b>.</li> </ul>	✓	

If you would like to apply, please return the following by 9:30am on **Thursday 27th June**

A fully completed application form

A fully completed recruitment monitoring form

Informal, pre-application visits to the School are welcome. Please contact Ms Delyth Pear, the Head Teacher's PA via [dpear@hwga.org.uk](mailto:dpear@hwga.org.uk) to arrange a visit.



**KING EDWARD VI  
HANDSWORTH WOOD  
GIRLS' ACADEMY**

*Educational excellence for our City*



---

King Edward VI Handsworth Wood Girls' Academy  
Church Lane, Handsworth, Birmingham, B20 2HL

Tel: 0121 554 8122

Email: [recruitment@hwga.org.uk](mailto:recruitment@hwga.org.uk)

[www.hwga.org.uk](http://www.hwga.org.uk)