

Isca Academy

Assistant Head of Key Stage



At Isca we place our students at the heart of everything that we do, and are relentless in the pursuit of excellence for every individual.

We INSPIRE our students, celebrate their SUCCESS, care about our COMMUNITY and have AMBITION for every single child.



TABLE OF CONTENTS

• Key Details	1
• How to Apply	2
• About Isca Academy	3
• A Warm Welcome from our CEO	4
• Job Description	5
• Person Specification	6
• #lifeattedwragg	7
• The Ted Wragg Institute	8
• Our Ted Wragg Standard	9
• Our Benefits Our Trust	10
• Journey	11



Key Details

Salary

Grade E
£25,823.98 – £28,506.66

Location

Isca Academy
Earl Richards Road South,
Exeter EX2 6AP

Hours

Mon-Fri 8.00am – 4.00pm

Required from

December 2026

Isca Academy is an aged 11-16 secondary school based in the heart of Exeter. We firmly believe in the value of a rounded education which promotes creativity, resilience, self-belief and confidence; and we pride ourselves on our exceptional extra-curricular, creative and outdoor education programmes.

How to apply

For an informal conversation about the position please contact Sophia Abraham at recruitment@iscaexeter.co.uk

An application pack can be found at <https://www.tedwraggtrust.co.uk/vacancy> or click on the apply now button



About Isca Academy



Vicki Joyce
Our Headteacher

Isca has an experienced and skilled staff who have a track record of going above and beyond to provide exceptional opportunities for our students.

We recognise that delivering great qualifications is important however, in parallel, building students' character and self-esteem, nurturing their ambition and inspiring a new generation to achieve beyond their wildest imagination is the **Isca** difference.



- **Ambitious:** works hard, has the highest standards and is positive for the future
- **Selfless:** self-aware and emotionally intelligent to support self and others to thrive
- **Collaborative:** builds strong relationships and networks

A Warm Welcome from our CEO



An ambitious and inclusive Trust of schools strengthening our communities through excellent education.



Moira Marder, OBE

On behalf of the Ted Wragg Trust, I would like to thank you for your interest in working for our Trust. This is an excellent opportunity to join our Trust and work in one of our 17 schools.

In our **ambitious** and **inclusive** Trust of schools we know that every individual is critical to help us to achieve our collective mission to **transform lives, strengthen communities** and **make the world a better place**.

Our values driven, growing 2-18 Trust, has the highest expectations for every child, every day, with social justice at our core. In this pack you will find out more about how we **support, develop** and **grow great people**. This is a hugely exciting time for our Trust as we continue to grow, embed, improve and innovate to **improve the life chances of all children** in the South West.



We demonstrate our love through our values



How we will succeed



Job Description

Key Purpose of the Role

- To work alongside the Heads of Year to effectively manage and promote excellent attendance, behaviour and progress of all students.
- To support groups of identified students to develop their learning behaviours through targeted interventions and support.

Key Duties & Accountabilities

- Monitor behaviour across the school and key-stage and support with the day to day management of behaviour and on-call.
- To lead bespoke sessions working on developing interpersonal and learning behaviours.
- To support pupils with barriers to learning and/or attendance which may involve a visit to the home.
- To manage and support the attendance of year groups, maintaining records and tracking students and referring to the AEO as appropriate.
- To work as part of the inclusion team to decrease the number of persistent absences' and also to increase the year group attendance overall.
- To support tutors and Heads of Year in promoting excellent attendance by monitoring attendance patterns and carrying out administrative tasks for attendance plans.
- To work alongside the attendance team to ensure all first day absence phone calls are made.
- To work with the inclusion team to support attendance and transition from Year 7 through to Year 11.
- To liaise and meet with external agencies, including parents and access additional support where appropriate on and off site. This may involve attending some off-site activities with students.
- To work with classroom teachers to monitor the data and impact of interventions and support.
- To create and monitor personalised support packages for students in and out of sessions, including liaising with the SEND & safeguarding teams.
- To liaise with tutors and Head of Year about suitable return structure to the academy following long term absence.
- To support and observe learning behaviours in sessions and provide support for staff so students are successful.
- Organise and lead regular meetings with parents to discuss students' progress, behaviour and/or attendance.
- To support tutors and Heads of Year with behavioural incidents and CPOMS actions as necessary.
- To undertake duties during break and lunchtimes.
- On occasion to support outside the normal working day at special events, such as open evening/option evening or rewards evening.
- To take part and attend CPD specifically relating to supporting student progress.
- Provide strategic support to the Head of Year as necessary; taking calls/messages, taking statements, filing, CPOMS updates/actions, making appointments on behalf of Head of Year and updating calendar.
- To work as a team to decrease the number of barriers to learning and improve the overall attitudes to learning and the Academy.
- To support the behaviour team to reduce the number of suspensions.
- Support students to increase engagement in learning so that every second counts.

Other Duties

- Ensure that the aims, priorities and policies of the Academy and Trust are adhered to, including the staff Safeguarding Code of Conduct.
- Attend parents, staff and team meetings as required, making a valued and professional contribution.
- Undertake break, lunch and after school supervision as agreed, according to Academy policy.
- Encourage the good conduct of all students and at all times on the Academy site and within its vicinity.
- To make a full commitment to personal professional development, engage positively in organised professional development activity and staff appraisal procedures.
- Maintain respectful and effective communication with students and other staff, including attendance at briefings and through completing student report cards and logs as appropriate.
- Maintain respectful, positive and effective communication with parents, including phone calls and letters home, as appropriate.
- Maintain positive and effective communication and liaison with partner schools and the wider community, as appropriate.
- Act as an advocate of the Academy and its pupils in all circumstances, ensuring every opportunity is taken to celebrate our success.
- To carry out other duties as reasonably requested by the Headteacher.

Other Information

- The Trust is committed to ensuring that our employees are able to achieve their full potential in an environment offering dignity, respect and equality of opportunity. As an employee, you are representing the Trust and must support and demonstrate your commitment to the Trust's ethos and anti-discriminatory practices.
- The Trust operates a Smoke-Free Policy and the post-holder is prohibited from smoking or vaping in any of the Trust buildings, enclosed spaces within the curtilage of buildings, and Trust vehicles.
- The post-holder will be expected to have an agreed working pattern to ensure that all relevant functions are fulfilled through direct dialogue with employees, members of other agencies and community members.
- The post-holder is expected to familiarise themselves with and adhere to all relevant Trust and School Policies and Procedures.
- The post-holder must comply with the Trust's Health and Safety requirements specifically for the school they are working at.
- The post holder may be required to move their base to any location within the Trust upon request.
- As this post meets the requirements in respect of exempted questions under the Rehabilitation of Offenders Act 1974, all applicants who are offered employment will be subject to an Enhanced Disclosure and Barring Service Check (DBS) before the appointment is confirmed. This will include details of ALL cautions, reprimands or final warnings as well as convictions, whether "spent" or "unspent". Criminal convictions will only be taken into account when they are relevant to the post.
- This role requires the ability to fulfil all spoken aspects of the role with confidence and fluency in English.

Working Environment & Conditions of the Post

- Normal office environment.
- Working around all areas of the Academy.
- There is probability of contact with disagreeable people-related behaviour either over the telephone or face to face.

Person Specification

Experience

- | | |
|--|-----------|
| • Experience of effectively working closely with the parents and families of students | Essential |
| • Previous experience of working with middle leaders to support students learning behaviours in and out of lessons | Desirable |
| • Experience of managing and improving attendance with knowledge of how to minimise barriers to attendance | Essential |
| • Knowledge of, and experience in, using behaviour support systems | Desirable |

Qualifications & Training

- | | |
|--|-----------|
| • GCSE A* – C (or equivalent) in English and Maths | Essential |
|--|-----------|

Skills & Qualities

- | | |
|--|-----------|
| • Post holder will be required to solve varied problems arising from student issues. | Desirable |
| • Developed training skills required for supporting the pupils in and out the classroom and in small group situations. | Desirable |
| • Effective written and oral communication skills for liaising with the pupils, other staff, parents and outside agencies and professionals. | Desirable |
| • ICT competency to use school data systems to access student information and track student progress. | Desirable |
| • Interpersonal skills are required for communicating information tactfully to school colleagues and students. | Desirable |
| • Keyboard skills, plus experience of using a small range of Microsoft Office software (e.g. Word for creating general documentation, Access for database input, Excel for recording numerical data) | Desirable |
| • Post holder will be required to solve varied problems arising from student issues. | Desirable |



#lifeattedwragg

We know that our people are our **greatest asset** and research tells us that happiness at work is directly linked to student happiness and consequently **student outcomes**.

We are working hard to make sure that all our employees **love coming to work**.



Our Trust is dedicated to fostering an environment where employees can **reach their full potential, with dignity, respect, and equal opportunities for all**.

We value the unique contributions of each individual, recognising that **diversity strengthens our community and makes our Trust a positive place to work and grow**.

We are committed to excellent employment practices that attract and retain talent from a variety of backgrounds and communities.

The aim of our people strategy is to be the **greatest place to work in the South West**.

We know that to realise our ambitious aim we must **welcome, retain and develop our great people** who work day in day out to **transform the lives of the children in our Trust**.



#lifeattedwragg is focussed on ensuring all our employees:

- **Love coming to work** and have a strong sense of belonging
- **Experience high quality development** through our dedicated development curriculums delivered by the Ted Wragg Institute
- **Inspire others** with their open and collaborative approach

To find out more about what it is like to work at the Ted Wragg Trust, explore our development curriculums and hear from our employees please visit our website at www.tedwraggtrust.co.uk/workwithus



The Ted Wragg Institute



We want to ensure that our people feel **invested** and **fulfilled in their role** by providing personalised, relevant and engaging professional development. Our brand-new **Ted Wragg Institute** (TWI) delivers our **high-quality development** offer for all, across our family of schools.

Our incredible offer includes Trust CDP, Leadership Development, Networks, Cohort-specific training and NPQs. Take a look at our offer this year here.

Early Career Teachers

If you are an Early Career Teacher you will benefit from our tailored Early Career Framework combining weekly instructional coaching, asynchronous independent learning, online 'clinics' and in-person conferences. With a dedicated mentor or coach and access to supportive networks the ECTs in our Trust are supported and developed to reach their full potential.

Our professional development delivery model

Our professional development delivery is underpinned by our Education key concept (see page 8). We believe that professional development should build knowledge, motivate, develop techniques and embed practice.

At the Ted Wragg Trust, we are research informed and believe that it is important that everyone involved in sharing ideas understands the underlying rationale and evidence base. We ensure that professional development is:



Sustained

Frequency is critical,
not time span



Practice-Based Domain-Specific

Create new habits Create new habits



External Expertise

Challenge the familiar
& refresh ideas



Professional Buy-In

Purpose & benefits
eclipse volunteering

We believe this slightly adapted model from 'Teaching Walkthrus 2', Tom Sherrington and Oliver Caviglioli is applicable to all professional development and will underpin the delivery of all our professional development networks, seminars and webinars.



Our Ted Wragg Standard



Our Ted Wragg Standard provides a **minimum set of high standards** across all our schools to establish clear structures, implement effective processes and hold each other to account **to enable excellence**. It is based on our three key concepts: Leadership, Education and Every Child Succeeds.

Key Concept: Leadership



We believe that great leadership:



Fiercely
educates



Thrives in a
complex system



Is locally
enabled

Key Concept: Education

We have a clearly defined and articulated learning model that is understood by all teaching staff. This model of the learning process uses the concepts of Working Memory and Long-Term Memory. It draws on ideas from Cognitive Load Theory and the work of Daniel Willingham.



Key Concept: Every Child Succeeds



We believe individual development is well explained using Maslow; that an individual grows in an ecosystem and can be interpreted using Bronfenbrenner's work, and that we are interdependent.

We believe that to enable our children to live a life of opportunity, we need to understand what true inclusion means. To us, our model is based on Maslow's hierarchy of needs and the Bronfenbrenner's ecology of inclusive education.

Microsystem

Child	Family	School
• Sleep well • Eat breakfast • Follow school rules and routines • Attend school regularly	• Healthy sleep patterns • Nutritional diet including breakfast • Online safety parental controls • Adequate housing • Clean clothing • Support school policies • Protect from dangers • Attend medical appointments • Ensure attendance is good	• Behaviour, Health and Safety, Accessibility, Safeguarding, Supporting Pupils with Medical Conditions and Anti-Bullying Policy • Online Safety lessons and workshops for parents/carers • Early Help support • First Aid trained staff • Attendance Engagement Officer and Attendance Policy • Nutritional lunches and free breakfast • Foodbank support • Wrap around care

Mesosystem

- We endeavour to provide a safe and welcoming environment for pupils and their families.
- We listen to our pupils and families and take seriously what they tell us.
- We work in partnership with other agencies such as CAMHS and Early Help

Macrosystem

- Keeping Children Safe in Education
- Teacher Standards
- Devon and Plymouth Children's Social Services
- 0-25 SEND Team
- Virtual School

Our Benefits

A critical part of our People Strategy is to ensure that we welcome and retain our great employees and ensure that they are supported both at home and at work. When you join our Ted Wragg family we are here for you every step of the way. Here are some of the benefits we offer:



Exceptional development and networking opportunities



Cost of blue light cards can be claimed through expenses



Free annual flu jab, eye test and allowance for glasses



Exclusive discounts, cashback and vouchers



Free, confidential employee helpline. Available 24-7 through Health Assured



Access to Wisdom app to support your mental health



Up to 10% off all Pure Gyms



up to the value of £2,000.

cyclescheme.co.uk



Up to 2 days paid emergency time off for dependants



Generous public sector pension schemes for all staff



Timetabled instructional coaching for all teachers



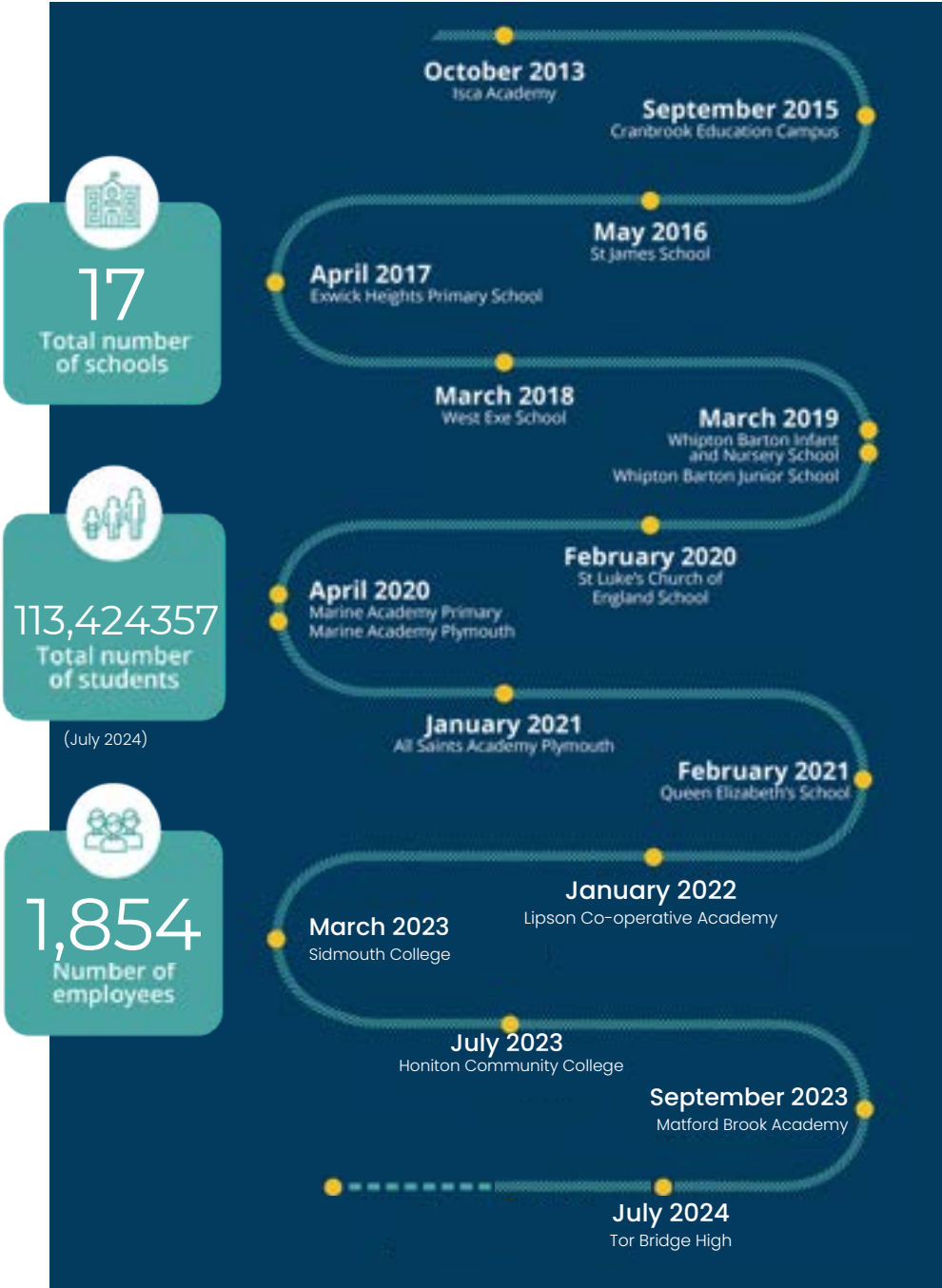
Family friendly policies and flexible working opportunities



Our Trust Journey



Professor Ted Wragg, in whose memory the Ted Wragg Trust is named, was passionate about how education can transform young people's futures.



Thank you for
your interest in
working with us!

