



Kings Langley Secondary School

Application Pack: Pastoral Leader (Teaching)

www.kls.herts.sch.uk

Dear Candidate,

A warm welcome and thank you for taking the time to express your interest in the role of Pastoral leader at Kings Langley School.

We are proud to be an inclusive, mixed comprehensive school of some 1100 students, successfully operating as a stand-alone academy whilst valuing collaborative relationships both locally and wider afield. We are seeking to appoint a highly motivated, enthusiastic and innovative teacher to join a successful, determined and supportive learning area within the school. We wish to appoint a colleague who shares our values and vision and who will demonstrate inspirational teaching and learning founded on a platform of highly developed professional skills as we strive to be outstanding in all that we do.

The school is determinedly committed to the development of “strong character” in order to provide students with the skills and moral fortitude to “make the right choices”. The extract below is written by Dr Tom Harrison from the University of Birmingham and forms part of his evaluation which awarded the school (the first in the UK) the award of National Character Kitemark Plus in June 2018. We are justifiably proud of our unique ethos and culture which attracts both national and international recognition.

“It was clear it is the core mission of the school to do its part to develop values in its pupils that will help them flourish – and teachers and pupils were both able to link the development of character to moral development and wider societal flourishing.”

–Dr Tom Harrison

The professional and personal development of all staff is a key focus for the senior leadership team as we strive to build a school which aspires to the highest possible standards but not at the expense of personal well-being or happiness. We want a culture where colleagues are confident to take risks and learn from their mistakes, safe in the knowledge that they will be supported through a careful programme of induction and personalised professional development.

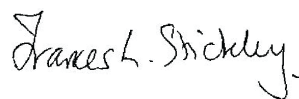
The governors are determined to ensure that our focus on the development of the whole child and strong character is matched with the highest possible academic standards as we look forward with excitement to further success and growth.

We look forward to hearing from you.

Kind regards



David Fisher
Headteacher



Frances Stickley
Chair of Governors



School of
CHARACTER



Artsmark
Platinum Award
Awarded by Arts
Council England

The Kings Langley School: Job Description

Title of Post	Pastoral Leader
Grade (Including Allowances)	2B
Reporting to:	Principal Assistant Headteacher
Date	January 2023

Kings Langley School is a national lead school in the development of Character Education. The formation of strong character is at the heart of our curriculum and is a central foundation of our defined school culture and ethos. Consequently, all colleagues are expected to contribute positively to character formation, understanding that behaviours are both taught and modelled.

The duties outlined in this job description reflect and develop those covered by the latest School Teachers' Pay and Conditions Document which is available from the Headteacher or alternatively can be found online on the "DfE" - Department for Education website. This job description may be modified by the Headteacher, with your agreement, to reflect or anticipate changes which are commensurate with the salary and job title.

Expected "standards" to be reached and maintained are clearly defined within the Appraisal management system documentation and should be referred to regularly for further clarification and specific detail.

Teachers are paid on different scales and it is reasonable to expect that their contribution to the school's work and objectives reflects on their position on individual pay ranges. For example, performance management descriptors indicate much higher expectations of a teacher on the expert teacher band (UPS 1-3) compared with a newly qualified entrant teacher band (MPS 1-3).

Generic Responsibilities

Teaching and Learning

- Carry out teaching duties in accordance with the school's schemes of work and the defined National Curriculum. To plan and deliver lessons and other learning activities in accordance with the school's Teaching and Learning Policy.
- Liaise with other colleagues to deliver units of work in a collaborative way and contribute to the production and preparation of schemes of work (this contribution reflecting the post holder's level of responsibility).
- Work closely with teaching and other support assistants in delivering "personalised learning" whenever reasonably possible.
- Set targets for student attainment levels (using prior data provided).
- If required, to undertake the role of a Form Tutor as outlined in the School's tutoring programme (see handbook)
- Set work for students absent from lessons in line with the school's behaviour and teaching policies.
- Maintain the highest teaching standards commensurate with this pay grade.
- To have regard for the health and safety of students at all times and adhere to the School's Health and Safety policy.

Assessment and Recording

- Maintain a “teacher planner” as prescribed in the school’s policy, including the recording of attainment and attitude to learning (ATL) marks, homework set, student attendance and lesson plans.
- Mark and return work (using the school’s marking and assessment policy) on a regular basis and at least every two teaching weeks. Marking should include feedback for improvement and progress for each student.
- Provide assessment reports when periodically required within the school’s assessment cycle and additional “round robin” reports when specifically requested.
- To ensure that suitably differentiated material and learning pathways are provided to challenge all students, regardless of their ability.
- Liaise with parents on students’ progress using the school diary system, letters, telephone calls and consultation evenings where reasonable and appropriate.
- Work within the code of practice relating to special educational needs.

Professional Standards

- Support the aims and ethos of the school as defined in the staff handbook and school prospectus and in particular, model and lead the School’s defined character programme. Understand that individual performance and behaviour can have a positive or negative effect on the well-being or professional impact of all colleagues.
- Set a good example in terms of professional dress and appearance, punctuality and attendance. And adhere fully to the school’s published code of conduct.
- Uphold the school’s behaviour policy, uniform regulations and code of conduct in a consistent, firm and non confrontational manner.
- Maintain a purposeful and calm atmosphere in the classroom and other learning areas and *consistently* apply the school’s prescribed sanctions and rewards procedures.
- To carry out suitable evaluation and analysis of examination results and performance at the beginning of the academic year (see PAM documentation) and provide a suitable summative report indicating achievements and corrective actions which might subsequently follow.
- As a consequence of the PAM cycle, take responsibility for personal development and progression making full use of the school’s professional development opportunities and training.
- Ensure consistent application of all school policies and in particular, those relating to teaching and learning (for example, “meet and greet” at the beginning of each lesson and “quick start” activities – refer to the separate Teaching Repertoire Documentation for further detail and examples).
- Attend team and staff meetings as appropriate, contributing actively whenever possible.
- To attend all supervision duties punctually and to ensure that such duties are carried out in an active manner but also remaining personable and positive
- Ensure an environment of open-mindedness, fairness and harmony and to visibly acknowledge and recognise the contributions of others.
- Although the school does not “direct teachers up to 1265 hours”, it is expected that each teacher will contribute reasonably to a range of additional tasks outside of the classroom. These tasks might include additional meetings with parents, organisation and delivery of intervention strategies such as targeted revision sessions and support of other school initiatives or projects, for example, the school council or activities associated with sports programmes or the school's extra curricula activities.
- To carry out such other duties as required, and as are commensurate with the appropriate pay scale.

- The school always seeks to ensure reasonable parity across subject areas. For example, it is expected that Physical Education teachers will take a reasonable range of team practice sessions each week and that these activities would form part of their normal duties. However, if they were asked to run team fixtures on a Saturday morning, such tasks would be considered as additional to their normal workload and as such, would attract additional payments (see the school's published guidelines on extra curricula activities and payments).
- Science teachers would be expected to set up and carry out duties in order to prepare for a practical examination. Technology and Art teachers would be expected to provide reasonable supervision for students completing extended practical projects in their subjects.
- Drama teachers might be expected to organise and assist performances outside of the classroom. Music teachers would be expected to provide additional practice time in order to support students preparing for examinations, arrange for, or directly provide suitable musical accompaniment.
- Other subjects will have individual requirements specific to their areas and it is reasonable to expect subject and other middle leaders to make these "reasonable" expectations clear during line meetings, department discussions and performance management reviews and objective setting sessions. Any queries centred around reasonable additional activity outside of the classroom should be discussed in the first instance with the Senior Leadership Team line manager and then the Headteacher.



Duties specific to the Post holder

Strategic Leadership (please refer to the relevant section in the appraisal management documentation covering expected *standards* in school leadership).

- Maintain clear vision, purpose and high expectations focused on student achievement.
- Inspire, motivate and influence staff to reach the highest standards in all respects.
- Ensure high standards of behaviour and student presentation within the year group (referring to the school's behaviour and dress codes).
- Monitor behaviour of the students by assessing appropriate data (red cards, attendance, incident logs etc.) and developing and leading appropriate intervention strategies.
- To analyse attainment data within the key stage and work with Learning Area Leaders to ensure that students are working towards expected levels.
- Work with Learning Area Leaders to rectify underachievement of individual students and groups of students within the key stage.
- To lead tutors within the year group through half termly meetings and regular liaison to ensure that the vision is effectively implemented.
- To provide a good role model for all staff and students within the year group.
- Work with appropriate support staff and the Principal Assistant Headteacher (behaviour) to ensure consistent applications of sanctions for disruptive behaviour.
- Ensure consistent application of rewards for good work and outstanding behaviour, contributing to any review when appropriate.
- Promote the school's ethos through assemblies.
- Develop a sense of identity within the year group.
- Induct and monitor the progress of new students
- Attend meetings of the pastoral leadership group.
- Show a clear commitment to the professional development of the tutor team.
- Undertake rigorous self-evaluation and use the findings effectively.
- Take shared responsibility for the student leadership council.

Strategic Management (please refer to the relevant section in the appraisal management documentation covering expected standards in school leadership and management)

- To ensure high standards of attendance and punctuality within the key stage.
- Liaise with other outside agencies including the County behaviour management team, school nurse and DESC to support students with behaviour and emotional difficulties.
- To monitor tutors to ensure that all students in the year group receive their interim and annual reports according to the school assessment calendar.
- Support the school detention and compulsory prep system and take their turn on the rota.
- Liaise with the SENCO and other special needs support personnel to ensure that adequate and appropriate support is provided for identified students and to contribute to any reports or reviews as needed.
- To prepare and monitor a suitable programme for tutors/students during registration periods.
- To use data to identify underachievers in the Year Group and monitor progress through a reporting system.

What is it like to work at Kings Langley School?

Kings Langley School provides a well resourced, exciting environment for staff. We have well established, detailed schemes of work and a wide range of teaching resources for all courses. All teaching staff are issued with a Laptop and we use Microsoft throughout the school. Our systems provide flexible working and a truly collaborative culture. Our staff testimonials below give a flavour of what it is like to work at a truly inclusive school:

Naomi –

Working at Kings Langley School for the past two years has been incredible. I have been so well supported and encouraged by countless members of staff, both during my NQT year and beyond that. The character and feel of a school are something I think you can pick up on in a first visit; and at Kings Langley School you can instantly feel the warmth, happiness and kindness of the staff and students.

As a science teacher, I am always looking for ways to improve upon or enhance aspects of both my teaching and the science curriculum, and Kings Langley allows me to do just that through a supportive and well-established system as well as a commitment to continuous improvement, for staff and students alike.

I have been very fortunate that I have been given several opportunities to improve both my teaching and learning and my pastoral relationship with students, all of which I feel have shaped me into becoming a better teacher.

James –

When you work in a profession such as teaching, where you really have passion for what you do, choosing a school that you matches your principles and ethos is paramount to being able to make an impact on young people's lives. After 11 years of teaching in south Essex, I joined King Langley School after a long search for the 'perfect' school, a school that had morals and values parallel to my own.

I believe that teaching is not just about academia, it is about how the students, staff and wider communities experience a school; it is about the language that staff use towards students, parents and each other; it is about the curriculum, the resources and how these reflect the interests and needs of each and every student. In every classroom a student and their achievements should be celebrated. You should see who they are, where they come from and where you can take them. A learning environment should empower all students to succeed and for students to be leaders in their own right.

Since joining the school I have developed professionally; being given outstanding opportunities to progress through my career and work directly with the country's leading education academics and professionals. Whilst I take a proactive approach to reading contemporary research in education, being able to work face-to-face with leading specialists in areas such as SEND, curriculum design, and character education, is invaluable to being able to shape the education and experiences that all children and young adults deserve.

I am immensely proud to be a member of the King Langley School community, to work for a Headteacher and senior leadership team who have passion and integrity, to belong to a staff body who put students at the forefront of everything they do and to be among students who have character, who are respectful, and who have confidence.

Further staff perspectives can be found <https://www.kls.herts.sch.uk/about-us/staff-perspective/>

What is it like to be a student at Kings Langley School?

At Kings Langley School, we believe that all students have tremendous potential to make a positive difference, not only to benefit themselves, but also their school and wider communities. The opinions of students are essential to the school's development, and regular focus groups of students take place to gather their views on a range of issues including teaching and learning, transition, behaviour, home-learning and safeguarding, as well as school improvement planning. Our student testimonials below give a flavour of what it is like to learn and develop at our school:

Ellen - I have attended Kings Langley for just over 4 years now and I can confirm that I have thoroughly enjoyed my school years so far. All students have an opportunity to become the best version of themselves at Kings Langley and for an abundance of reasons; in lesson time and extra-curricular time too. In class, teachers are evidently passionate about their subject which is utterly refreshing, encouraging students to want to gain knowledge and do the best that they can. I enjoy lessons as I always feel confident to ask for help and have built strong teacher-student relationships over the years. Outside of the classroom, I have always felt encouraged to get involved. There is an array of opportunity at school and I have enjoyed partaking in hobbies I love and trying new things as well. There are so many sports teams you can become a part of and even if you don't feel completely confident, teachers and students have always been so welcoming and aid you into enhancing your skills which lead you to represent the school. Personally, I love the arts and there have been a variety of opportunities in my time at school. Last year, I played a role in the school's production of Wizard of Oz and absolutely adored it! I worked closely with students of all different years, definitely making friends for life whilst being led by experienced teachers that always encourage students. It is those moments that will remain most memorable for me and have built my character hugely. The school's aim of character development; building self-regulation, empathy and perseverance have always been at the forefront and without doubt, will allow every single student to unlock potential for life.

Bailey - I have been a pupil at Kings Langley School since Year 7 and I am happy to say I have enjoyed every moment of my time here, so much so that I decided to stay an extra 2 years for Sixth Form! The array of opportunities that Kings Langley has to offer has enabled me to educate myself not only academically but outside of the classroom too. A few examples include me being lucky enough to travel across Europe on music tours to perform in cities like Barcelona and Salzburg, to represent KLS in competitive sports across the country and even visit Parliament and compete in a debate competition as part of the KLS debating society. The extra-curricular clubs have something for everyone. Each year at Kings Langley has brought new opportunities and new challenges that has enabled me gain the confidence to try new things, before last year I could barely stand in front of a crowd let alone say anything but thanks to the Music Department, I was given the opportunity to perform in the end of year concerts in front of a hall of people which is something I thought I would never be able to do. Without all these opportunities I definitely would not be the same person I am now.

I am also lucky enough to have had amazing subject and form teachers who, whether I enjoyed the subject or not, always pushed me to do my best and who believed in me. Without their support I would have never discovered my love for history (which I then took for both GCSE and A Level), my enjoyment of class discussions and debates, my ambition to achieve my goals both in school and outside of it too and most of all believe in myself to achieve what I want out of life. The support the school has given both pastorally and academically has always been above and beyond. Throughout my time at Kings Langley, the school's core

The Science Learning Area

The Science Learning Area consists of 9 full time members of staff (including three lead practitioners), and 2 full time laboratory technicians.

The Learning Area is situated on the west side of the top floor. It consists of two specialist laboratories, 5 regular laboratories, 2 studios, and one large preparation room.

Students are taught in form groups in Year 7, then mixed ability from years 8 to 11. Members of the learning support area provide vital assistance to enable all children to achieve their potential.

Students in year 7 to 9 follow our new, fully researched KS3 curriculum. This is focussed on the core knowledge and practical skills needed to be a successful scientist in today's world.

The majority of students at KS4 follow the AQA Trilogy specification for Science. We also offer Triple Science to high ability students. All class are taught in subject specialisms.



Science is proving to be increasingly popular in the Sixth Form. At A Level we follow the OCR A specification for all three sciences, with the majority of our students going on to study science based courses at University.

Short term targets which the Science Learning Area are presently aiming towards include:

- The continued development of our new science curriculum at KS3, focussing on the application of knowledge through project work.
- Increasing the number of students choosing to study Triple Science at KS4 by improving the attainment and engagement at KS3.
- Continuing the trend of increasing the number of students choosing to study A-Level Science at KLS.

The Maths Learning Area

The Learning Area consists of 11 colleagues and includes, additionally to the Learning Area Leader and Deputy Leader, Leading Practitioner and two members of the SLT. This gives the department access to a broad range of experience and skills.

The mathematics Learning Area is well-resourced and grouped together in one central location within the school. The classrooms are equipped with a Clevertouch interactive board.

The Learning Area makes use of a variety of resources throughout Key Stages 3, 4 and 5 including 'Discovering Mathematics' based on mastery mathematics for Years 7, 8, and 9 and supplemented by resources from White Rose Maths. Oxford's GCSE Mathematics is used for Years 10 and 11. These are supplemented by other resources from White Rose Maths and Dr Frost Maths et al.

A banding/setting policy is followed from an early stage in Year 7 with regular movement between sets being encouraged in response to mathematical development.

We work closely with members of the Learning Support Area who support us actively in lessons where possible.

All students at Key Stage 4 follow a GCSE course and the specification in current use is Edexcel Linear (1MA1).

Mathematics is a popular subject in the Sixth Form. We also deliver A level Further Maths in both years. For A Level the Edexcel specification is followed and students are prepared for a traditionally broad path involving pure maths, mechanics and statistics. A significant number of students go on to study maths or related disciplines at university.

Some main areas of the department improvement plan for the mathematics Learning Area include:

- The continued improvement of GCSE and A level grades through strategic targeting of student groups for intervention.
- Reviewing the implementation of new GCSE and A level courses and programs of study.
- The embedding and refining of a Key Stage 3 program of study centred on a mastery approach.
- The development of a central bank of lesson resources to improve the consistency of maths teaching across the department.
- Collaboration on planning for misconceptions when teaching new topics.

The person appointed to the post will be expected to take a leading role in helping to achieve these targets.



Working at Kings Langley School

Well Being and Reasons to Work Here

Curriculum

- Teaching load for main scale teachers of 83% compared to the National suggested rate of 85%
- A culture of typicality is reinforced by non-lesson grading
- More straight forward planning as we teach to the top, with scaffolding required for some students
- All lessons begin with a quick start, with students knowing the protocols. This allows us all to start lessons in a prompt and orderly manner
- Subject area teams are given blocks of time in the summer to re-evaluate and amend their curriculum.



Registration

- A clear planned and resourced registration programme which supports character, numeracy and literacy across the curriculum. This means no planning for tutors and impact is seen in all subjects
- Equipment checks built into registration which enables all staff to run lesson properly as students are fully equipped for learning.

Behaviour

- A very clear behaviour system which is consistently applied enabling teachers to focus on students who want to learn.

Assessment

- A marking policy which includes live marking and green pen self-assessment with no carrying sets of books home unless the teacher chooses to.
- Assessments are encouraged to track progress but are most often marked by the students
- Two co-ordinated examination weeks per year group where students are given information and strategies on how to revise, so are encouraged to revise across all subjects independently
- The number of data entries has been reduced to 2 per year group and there is no longer a requirement to write subject comments on reports.

Working at Kings Langley School

Staff Development

Currently there are 69(66.8 FTE) teaching staff and 51 (35.0 FTE) support staff working at the school. Particular attention is paid to staff development and staff participation. There is a comprehensive in-house training programme for all staff and we also support colleagues in attending numerous external events including Herts for Learning's comprehensive programme of training courses. These include induction conferences for NQTs, to help deal with the challenges of the first years; training for leaders on how to prepare for the new curriculum; and everything in between, including subject-specific training.

Each year all staff have an opportunity to review their work and set objectives at an appraisal meeting. There is a robust system of pay progression in place for teaching and support staff.

Support for newly qualified teachers includes a reduced timetable, planned induction programme starting in July and mentor support. The school has a strong partnership with the University of Hertfordshire. We participate in its ITT programme and as a lead school have appointed teachers through School direct (salaried and non-salaried) routes. The school frequently hosts work experience visits for those interested in a career in teaching.



Facilities

Kings Langley School was re-developed under the Priority School Building Programme and we took delivery of a totally brand new school building in September 2016. The school has excellent teaching facilities with each learning area having its own suite of rooms with state of the art technology to support students' learning and enrichment activities.

