



Edmonton County School

Educating our Community for Success

Student Manager (KS5)

Scale 5

Permanent / Full Time

Required: As soon as possible



Cambridge Campus
Great Cambridge Road,
Enfield EN1 1HQ

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

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

Head of School: Paul Miller

About EdAct



EdAct

www.edact.org.uk

EdAct comprises Edmonton County Secondary School (Bury and Cambridge Campuses), Lea Valley Academy, Edmonton County Primary School, Salmons Brook School and the Konrad Halls 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

About ECS



Edmonton County School

www.edact.org.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 over 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

Job Description: KS5 Student Manager



Post Title: Student Manager

Grade: Scale 5

Hours: 36 hours per week (plus 1 hour contractual overtime per week) from 8.00am-4.00pm Monday-Thursday, 8.00am-3.30pm on Friday with 30 minutes break daily.

40 weeks per year (term time plus 1 additional week normally during the summer holidays (to process exams results and/or prepare students for induction ('summer school') and/or support student study sessions and/or preparation and attendance for parents' evenings).

Responsible to: Assistant Headteacher and Progress Leaders for KS4 or KS5

Core purpose

- To work as part of a team that provide professional leadership and management of students to secure high levels of behaviour, promote high levels of ambition, promotion of independent learning and ensure academic progress is at least in line with the school's expectations
- To provide day-to-day management of students, based at either Bury or Cambridge campus
- To assist and support the behaviour, well-being and progress of students, as well as providing admin for tutor time activities and responsibilities.
- To investigate incidents, taking disciplinary action and making referrals to senior staff as required
- Responsibilities will primarily be located on one campus site but may extend across both sites.

The specific responsibilities and duties associated with this role include:

Monitoring the progress of students and supporting the Assistant Headteacher and Progress leader in any actions to address underachievement

- Managing support and challenge for individuals and liaising with teachers and other support staff to deliver a programme of support for the individual student
- Designing and implementing personalised ways of monitoring progress, using learning mentor skills
- Contribute to maintaining and analysing records of pupils' progress.
- Liaise with the Inclusion faculty to ensure the needs of the students are met.

Assist the Assistant Headteacher and Progress Leaders with the transition from one phase to the next

- Support with administrative duties such as arranging interviews, producing offer letters etc.
- Induction of students

**The postholder maybe required to attend the recruitment and induction days during the school vacation. This is the day that the school receives A level/GCSE results and the day when the students receive their results*

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Supervise groups of students during Independent Study periods

Work as a team of student managers to ensure there is consistency of practice

- Ensuring all policies and standard operating procedures are followed.
- The development of common SIMS reports
- Attend and participate in, clerk Year meetings and Student Manager meetings
- Attend and participate in staff meetings

Receiving and processing students late to school

- The school has a standard operating procedure which requires year leads and student managers to receive, process and respond to students late to school.

Tracking and monitoring; the setting and submission of student homework and coursework

- Liaising with teachers/HoF's and PL's to ensure that 2 or 3-part homework's have been set and students have submitted and are up to date with work.
- Have regular learning conversations with students during independent study in order to monitor and offer support.
- Put into place timely and effective interventions to support students who are behind in the submission of work.
- Run off weekly reports from show my homework (SMHW)
- Analyse SMHW data to Prepare reports for PL/AHT.

Assisting in the organisation of school events such as Parents' Evenings, Open Evenings, Enrichment days, Year transition events and Enrolment days

- This includes ensuring that all students have made appointments for their parents to meet teachers
- Following up, from parents' evenings any issues and agreed strategies

Participating in checks of uniform/dress, planners etc.

- Organising the checks of uniform, planners etc.
- Ensuring students complete homework set.
- Devising and using tools to record checks and feedback to students, teachers and the Leadership Team
- Taking remedial action

Supporting progress leaders to lead tutor teams

- Work together as a tutor team
- Support the aims of the school and understand how their tutor role relates to the school's aims
- Are interested in knowing the student on a personal level
- Organise activities for students
- Monitor the academic progress of the students in their tutor group
- Advise the relevant Progress Leader on matters affecting the students in their tutor group



Monitoring and accountability

- The tasks that are associated with this element are to:
- Provide advice so that interventions and resources are targeted appropriately
- Monitor, evaluate and review the impact of interventions and resources for the cohort.
- Respond to other adults and agencies who require up to date information about the pupils presented in a concise and accurate manner
- Monitoring the setting of H/W
- Using H/W analysis and data window information to track the academic progress of students.

Additional team responsibility - to be agreed as part of a yearly team review

- Assisting with coordination of recruitment events
- Coordinating community events, fund-raising activities and social events
- Assisting with coordination of Enrichment Days and Academic Review Days
- Support the management of Start profile/Unifrog to support UCAS and destinations process (if role is in KS5)
- Management of Resources

Leading, managing and developing a cohort of pupils taking responsibility for student development and outcomes across the curriculum

The outcomes that are associated with this element are to ensure that students will:

- Attend supervised study periods
- Actively participate in learning
- Actively participate in extra-curricular activities
- Produce homework and coursework assignments in response to curriculum demands
- Be safe and happy at school.
- Dress in an acceptable manner in line with the school's dress code
- Conform to the school's behaviour policy.

Impacting on educational progress of students beyond those assigned to the teacher

The outcomes that are associated with this element are to ensure that students will:

- Actively participate in extra-curricular activities
- Achieve high standards in public examinations
- Progress to the next stage of their education with confidence and enthusiasm
- Show sustained improvement across their subjects
- Make informed choices about their future studies
- Understand how to improve their studies
- Know their academic targets
- Show improvement in their literacy, numeracy and information technology skills
- Be well prepared for any tests and examinations
- Be enthusiastic about school
- Contribute to the maintenance of a purposeful working environment.

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Working as a Team

The outcomes that are associated with this element are to ensure that the parents and carers of the cohort:

- Are well informed about their child's achievements at school
- Are well informed about their child's targets for improvement
- Know the expectations made of their child in relation to their studies, their attendance, behaviour and conduct at school.
- Know how they can support or assist their child's progress at school

And any other duties as required by the Head of School or Executive Headteacher.

This job description is not exhaustive as the Student Manager is required to do all that is reasonably required as part of the team.

The postholder may be re-deployed, temporarily or permanently to another student manager role in the school.

Edmonton Academy Trust is committed to safeguarding and promoting the welfare of children and young people. All staff are expected to demonstrate this commitment by signing the school's Code of Conduct.



This person specification describes the skills, abilities and experience that we think are needed to do the job successfully. You should think about these carefully when writing the supporting statement part of your application form. We use the person specification as a benchmark against which we assess all candidates.

We will shortlist only those applicants who demonstrate in their application that they meet the criteria set out in the person specification. You should therefore make sure that your supporting statement demonstrates, how your previous experience, skills, qualifications and abilities match all those on the person specification.

You may find it helpful to list each of the person specification criteria as a separate heading and explain how you meet that criterion. When outlining your skills and abilities, try to give examples of your successes and achievements. Simply saying 'I have an understanding of...' is not enough.

- Excellent punctuality, attendance and health record.
- Educated to GCSE level or equivalent in Maths and English
- Good interpersonal skills; the ability to liaise with outside organisations and agencies, students, parents and staff at all levels.
- Good keyboard and ICT skills – experience in using Microsoft Office; Word, Excel, databases (preferably SIMs), e-mail and Internet.
- Excellent written and oral communication skills.
- Ability to prioritise own workload.
- A keen and flexible attitude to work.
- Experience of working in a busy environment, meeting deadlines and working under pressure whilst remaining calm.
- Good organisational skills, ability to work in an organised and efficient manner.
- Ability to work well as part of a team.
- Experience or understanding of how schools operate and the pressures they face.

How to apply

You can apply online by completing the application form:

<https://edact.org.uk/careers>

We look forward to hearing from you.



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Head of School Paul Miller