



Permanent Appointment

## **Transition Curriculum Leader**

Salary Scale: Main or upper pay scale plus TLR 2b

Required: September 2022 (earlier if possible)

### **ADVERT**

We are looking to strengthen our provision of literacy at key stage three by appointing a Transition Curriculum Leader. This post could be full time or part time and is a fantastic opportunity for a KS2 or KS3 teacher to take on whole-school responsibilities. The post involves raising standards of literacy in Year 7 and 8 for those students who join the college with low levels of literacy so that they have caught up with their peers to age related standards by the end of key stage three. The successful candidate will work closely with small groups of students in years 7 and 8, as well as working more widely across the curriculum to co-ordinate the college's in-class and out-of-class interventions for low attaining students at KS3. The successful candidate will therefore be a passionate, student-centred, reflective and creative professional with excellent inter-personal skills. They will have a deep understanding of teaching, learning and assessment, with particular expertise in teaching students how to read.

Wyvern College is a popular and happy school, where staff and students feel valued and appreciated. Students are polite, hard-working and well behaved. They achieve well above national expectations. Staff morale is high; turnover is low and there is a strong sense of team work and community. Staff are proud of their college and genuinely excited about the next stage of its development. Leaders and Governors are held in high esteem. We have on-site nursery and gym facilities with staff discounts. People rarely leave Wyvern and those who do, often return!

Wyvern is a 11-16 mixed comprehensive school, serving the communities of Fair Oak, Horton Heath, Bishopstoke, Durley and Upham and the surrounding area. Increasingly, families from outside the catchment area are seeking Wyvern places for their children.

Closing date for applications: Monday 31<sup>st</sup> January 2022



## Letter from the Head teacher

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Dear Prospective Applicant,

Thank you for your interest in applying for the position of Transition Curriculum Leader at Wyvern College. This is a new leadership post for the college and has been created as part of my restructure of our SEND and English departments.

I joined the college as Head teacher in September 2018 and as a relatively new member of staff myself I can honestly say that Wyvern has a great deal to offer. I've been struck by the breadth of the curriculum, the scale and diversity of the extra-curricular activities, the quality of pastoral support, as well as the passion and creativity of our teaching and support staff. The highest performing subject areas are amongst the best in the county. Students achieve highly in every one of the core academic subjects of English, Maths, Science, Humanities and Languages, as well as a range of optional subjects. The college provides valuable services to local families with its outstanding nursery, sporting facilities and community enterprise work.

The college's Ofsted report, written 6 months before I took up post, recognised many of these strengths, as well as Wyvern's potential to improve even further. Since then, college staff have secured further achievements, significantly improving standards of behaviour, attendance, attainment and progress. Outcomes are now well above the national average.

We still have some work to do in improving the self-esteem, confidence and outcomes of students who join us with literacy levels which are below age-related expectations. Staff support this as a priority; they recognise the college needs to do more to get this right and they are prepared to work very hard to get it right. We are looking to appoint a Transition Curriculum Leader to guide us in this work.

The college is characterised by high quality relationships between staff and students. Students are polite, friendly and well behaved; they are keen to learn and loyal to their college; they enjoy warm, mutually respectful relationships with staff.

A high level of trust exists between the leaders and staff – this is something I am very proud of. We are therefore seeking to appoint a person who can quickly earn the respect and trust of staff because of their expertise and ability to form positive relationships. Above all else, Wyvern is a happy school and the successful candidate will be someone who will positively affect the ethos of the college through their actions and words.

I hope this booklet provides you with the information you need to decide whether this is the right role and the right school for you. Please do get in touch with me if you would like to ask any questions or discuss any aspects of the job or college: [b.rule@wyvern.hants.sch.uk](mailto:b.rule@wyvern.hants.sch.uk) Although the job description is very specific there is some scope for it to be amended to accommodate the strengths, interests or expertise that the successful candidate might have.

With best wishes,

Ben Rule

Head teacher



# Key Information: The College

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## College Context

- With 1343 students on roll, Wyvern College is bigger than the average secondary school with a PAN of 270 for each year group. There is a trend of increased admission applications to the college: in 2018-19, student numbers were well below the PAN for years 9-11. From September 2021, the college will be full in years 7-10, with an increased PAN of 285 for year 8. There has been a concurrent increase in the proportion of students coming to Wyvern as their first-choice school. These trends reflect the local community's increased confidence in the college.
- Wyvern is an academy converter, mixed comprehensive school. The proportion of disadvantaged students is 18% which is below the national average. There is a gender imbalance of 55% boys to 45% girls. Overall, 10% of students have low prior attainment, 40% middle and 47% high.
- Most students are white British: the proportion of students who speak English as an additional language is low at 2% (29 students in academic year 2019-20)
- The proportion of students receiving help for SEN is 8%; 43 students have an EHCP; 96 other students are on the SEND register. The EHCPs are mainly for either SLCN (highest no in the county outside specialist provision) or for autism.
- The college makes occasional use of alternative provision: 7 students are currently in alternative provision.

## Summary of the College's Strengths

- Student numbers are rising and the college is now oversubscribed, reflecting the high regard it is held in by the local community.
- Students throughout the college are making strong and increasing levels of progress in the majority of subjects – there's a strongly positive progress 8 score.
- Outcomes in the Ebacc subjects of Maths, Science, MFL, Humanities and Computing are especially strong, with attainment and progress rates significantly above the national average.
- The gender gap between boys and girls has reduced significantly from being much greater than the national gap to much lower.
- A culture of high expectations and academic standards exist: high attainers on entry make excellent progress overall and across the range of subjects.
- Behaviour has improved significantly, with a reduction in fixed term exclusions from being significantly above the national average to well below.
- Relationships between staff and students are positive and make a strong contribution to good behaviour. The vast majority demonstrate positive attitudes to learning.
- The achievement gaps for disadvantaged students have reduced and are reducing.
- The proportion of students persistently absent from college has reduced; overall attendance has improved significantly in the last two years.
- Parents and students recognise that pastoral care is a real strength of the college.
- There is a very wide range of subjects for students to study at KS4.
- Staff morale is high and staff are proud to work at Wyvern: in the latest staff survey, 100% of staff agreed with the statement that leaders support them, 52% strongly agreed. 98% of staff agreed with the statement that leaders are considerate of their wellbeing, with 59% strongly agreeing. 85% agreed that leaders manage the pace of change well; 95% that leaders communicate with staff effectively, 95% agreed that leaders support them with managing behaviour. 100% would recommend it as place to work;
- Governors (Trustees) are dedicated and involved; they provide strong strategic leadership and support for staff.

## Summary of the College's Improvement Priorities

The College improvement plan is based around the need to close the following 5 gaps:

- 1) Closing the attendance gaps: "more students in more lessons".**
  - Improve overall attendance from 95.1% to 96.5%.
  - Improve SEND and PP attendance to 90% and 93% respectively.
  - Reduce the number of persistent absentees by a third.
  - Reduce the number of students persistently late to college
- 2) Closing the behaviour gaps**
  - Halve the number of internal isolation referrals.
  - Halve the number of on-call incidents and exclusions especially for PP and SEND.
  - Create and implement a culture of RESPECT out of lessons.
- 3) Closing curriculum gaps**
  - Identify and address students' gaps from the covid-19 lockdown.
  - Identify & address gaps between our KS3 curriculum and the National Curriculum.
  - Help PP, SEND and LA access the curriculum (class plans, catch-up & vocational).
  - Identify and address gaps in the quality of curriculum planning across departments
- 4) Closing the memory gap**
  - Identify the "Big ideas" (essential learning) within each unit in each subject.
  - Map and develop the interlinking of Big Ideas within and across subjects.
  - Support student retention and retrieval of the Big ideas.
  - Shift the focus of assessment onto the retention and retrieval of the Big Ideas.
- 5) Closing the opportunity gap**
  - Increase and equalise participation in extra-curricular & super-curricular activities.
  - Increase the amount of reading for pleasure and for purpose that students undertake.
  - Support targeted students in overcoming barriers to completing good quality HL.
  - Implement consistently a high-quality tutor programme for personal development.

## College Vision

We aim to inspire our students towards personal accomplishment and fulfilment; to become the finest versions of themselves. We therefore seek to draw out of them their interests, talents, personal qualities and aspirations. We also seek to draw out of them a strong sense of social justice and responsibility: to use all that is good within them to make a difference to the lives of others and to improve the world around them.

Our ambition is that a Wyvern education leads students to:

- Academic accomplishment and fulfilment, provoking thought, curiosity and scholarship.
- Personal accomplishment and fulfilment so they become happy individuals with social maturity and moral purpose.
- Appreciation of their place in the modern world, revealing the opportunities it offers them and the responsibilities they owe to it.
- Self-discipline based upon the Wyvern PRiDe values: Prepared, Respectful, Involved and Dedicated.

We are guided by the principles of Tough Care: the idea that if we want the very best for our students we have to demand the very best from them: the best attendance, the best behaviour the best work and the best attitude. We cannot think very highly of our students if we do not challenge poor effort, behaviour, attendance and work. It is because we do care that we sometimes have to say to students "that is not good enough." By challenging them in this way, we know they will have choices and chances in their lives that they wouldn't have if we just let students set their own standards.



## Key Information: Job Description

<b>Reporting to:</b>	Director of Studies
<b>Responsible for:</b>	To raise standards of literacy in Year 7 and 8 for those students who join the college with low levels of literacy so that they have caught up with their peers to age related standards by the end of Key Stage 3.
<b>Main tasks</b>	<p><b>Testing and assessment</b></p> <ul style="list-style-type: none"> <li>To co-ordinate the online reading and spelling test that all year 7 undertake.</li> <li>To analyse CAT, SAT, reading/spelling test results and other data to identify students whose literacy levels are below age-related expectation.</li> <li>To use a range of diagnostic assessments to identify the reasons why each student is below age-related expectations and what their barriers to reading and writing are.</li> <li>To undertake some of the initial screening tests for dyslexia.</li> </ul> <p><b>Transition Curriculum</b></p> <ul style="list-style-type: none"> <li>To plan and deliver (with TA support) a transition English and Humanities' curriculum at Key Stage 3. This will be delivered to a year 7 group for 16 periods per fortnight (2 are after school) and also to a year 8 group for a further 16 periods per fortnight (2 are after school). This curriculum will shadow the subject content of the English, Geography and History curricular but will focus on accelerating the skills of reading fluency and writing.</li> <li>Within the transition curriculum, plan and implement intervention programmes that will improve students decoding skills, reading fluency, reading comprehension and spelling age.</li> </ul> <p><b>Management of literacy interventions for small groups</b></p> <ul style="list-style-type: none"> <li>To co-ordinate literacy interventions for small groups of students (3-4) who are not following the transition curriculum but who also need additional support, working with the Lead Literacy Support Assistant to identify students and the most suitable interventions.</li> <li>To define entry and exit criteria for each intervention; to assess, monitor and track student progress towards the exit criteria.</li> <li>To identify and use the most effective reading recovery resources, programmes, strategies and software. This will include, but not be limited to: phonics, reading fluency (comprehension and accuracy) and vocabulary.</li> </ul> <p><b>Supporting stakeholders</b></p> <ul style="list-style-type: none"> <li>To deliver CPD to teachers and teaching assistants to improve the quality and consistency of literacy in KS3 and improve standards of work. In particular to train them in early years' reading strategies.</li> <li>To provide information and advice to the parents of students with low literacy levels so they can support their children at home – including a structured home learning programme, which supplements in-college intervention work.</li> <li>To liaise with primary feeder schools to share expertise and best practice, creating a seamless transition for targeted groups of students.</li> </ul>
<b>Liaising with:</b>	Literacy interventions support assistant, INCO, SEND Leaders; TAs, KS3 teachers;
<b>Salary/grade:</b>	MPS/UPS plus TLR 2b
<b>Line Management:</b>	To line manage the Lead Literacy Intervention Support Assistant



## Key Information: Person Specification

CATEGORY	ESSENTIAL	DESIRABLE
<b>Qualifications and training</b>	<ul style="list-style-type: none"> <li>Degree or equivalent</li> <li>Qualified teacher status at either KS2 or KS3 with a focus on either English, literacy, SEND or reading.</li> <li>Trained in phonics</li> </ul>	<ul style="list-style-type: none"> <li>Additional training on SEND or literacy.</li> </ul>
<b>Experience</b>	<ul style="list-style-type: none"> <li>Experience of teaching students at either KS2 or KS3.</li> <li>Experienced in teaching phonics.</li> <li>Experience of liaising with internal and external stakeholders.</li> <li>Experience of supporting colleagues in developing effective teaching and learning.</li> <li>Experience of effective involvement of parents in their children's education.</li> <li>Experience in supporting students with SEND and in identifying possible, undiagnosed SEND in students.</li> </ul>	<ul style="list-style-type: none"> <li>Experience of literacy interventions.</li> </ul>
<b>Skills, knowledge and abilities</b>	<ul style="list-style-type: none"> <li>Knowledge of the different skills that a student needs to have in order to be a fluent reader.</li> <li>Knowledge of the barriers that prevent some students from reading fluently.</li> <li>Knowledge of strategies that will help students overcome their barriers.</li> <li>Knowledge of best practice within SEND</li> <li>Excellent knowledge of the range of programmes /strategies available to support students with reading and writing.</li> <li>Knowledge and understanding of how to assess student reading and spelling scores, including handwriting and processing speeds.</li> <li>Understanding of Key stage 2 to 3 transition issues.</li> <li>Excellent organisational and time management skills and an ability to prioritise effectively.</li> </ul>	<ul style="list-style-type: none"> <li>Evidence of developing staff and managing their performance.</li> <li>Delivery of CPD.</li> </ul>
<b>Personal qualities</b>	<ul style="list-style-type: none"> <li>An understanding and empathy for children with difficulties in reading and writing.</li> <li>Able to work under pressure with persistence and flexibility, and to have excellent problem-solving skills.</li> <li>A willingness and ability to support and advocate for a range of students.</li> <li>The ability to communicate sensitively and give support and advice to other teaching and support staff in furthering good practice in relation to support for students with disabilities.</li> <li>Motivated to make a difference to the quality of education students receive. Fully committed to the principles of Tough Care, including PRIDe.</li> <li>Discrete and professional in approach; trustworthy with sensitive and confidential information.</li> <li>Emotionally and socially intelligent: can read people and situations well, responding accordingly in appropriate ways.</li> <li>Generates a positive ethos and working environment around them through their words and actions to others.</li> </ul>	