



# Head of Year



Reach Academy Feltham

# Welcome,

We're delighted to be the co-headteachers of **Reach Academy Feltham**, an all-through school that is dedicated to achieving its vision that:

*every single pupil will leave us with the skills, attributes and academic qualifications to go on to enjoy lives of choice and opportunity*

At Reach Academy Feltham we believe it is impossible to teach to high standards unless the teacher knows the children, both personally and academically. By keeping the school small, we believe it can create a community where no pupil is left behind, providing every student with the opportunity to achieve academic success.



Tilly  
Browne



Beck  
Owen

## **We need new teachers and leaders to continue our development.**

In the following pack, we hope to do the following:

- Share some background information about the evolution and direction of **Reach Schools**;
- Provide a description of the role with an indication of the types of skills and attributes we're looking for; and,
- Provide information about **how to apply** for the role.

If you have any questions at all, please don't hesitate to contact Tilly (for Primary roles) or Beck (for Secondary roles) directly at [Matilda.Browne@reachacademy.org.uk](mailto:Matilda.Browne@reachacademy.org.uk) or [Beck.Owen@reachacademy.org.uk](mailto:Beck.Owen@reachacademy.org.uk)

Kind regards,  
Beck and Tilly

# About us

Reach Schools



## Reach Schools

**Reach Schools** is the (new) name of our multi-academy trust. It belongs to a wider ecosystem of organisations based in Feltham that work to incubate ideas and improve outcomes for our community in Feltham—and beyond.

**Reach Schools** works in partnership with the **Reach Children's Hub** to *deepen* our impact in Feltham and the **Reach Foundation** to *expand* the national impact of our pioneering work.

The following pages provide a quick overview of our schools and some related activities.

*Further information about Reach Schools' evolution can be [found here](#).*



## Reach Academy Feltham

est. 2012

Our first all-through school.

We've created a community of pupils, parents and teachers united by the highest expectations of what every young person can achieve *and* the commitment to do whatever it takes to help them get there.



## Feltham College

est. 2022

Our pioneering sixth-form college.

Reach College is the the first sixth-form college in the country to be founded by a partnership of education, business, and health service providers whose sole focus is broadening choices and opportunities for young people in Feltham.



## Reach Academy Hanworth Park

est. 2024

Our new all-through school.

Opening in September 2024, Reach Academy Hanworth Park will serve 1,080 pupils in Feltham; located on a site adjacent to Reach Academy Feltham.



## Reach Training

In addition to running our three schools in Feltham, Reach Schools provides **Initial Teacher Training** (in partnership with SWTT), **Teaching Internships** and an expanding suite of **Foundation Degrees**.





## Reach Children's Hub

Early in the development of Reach Academy Feltham, we realised that a great school was necessary but not sufficient to ensure that *every* child in Feltham could enjoy a life of choice and opportunity.

We found that many of our students required deeper and more wide-ranging support than a school is typically able to provide.

In 2018, we set up the Reach Children's Hub to provide an integrated pipeline of support for local children and families to complement the work of the school.

Informed by international evidence and local experiences, our Hub creates space to curate insights and accelerate real change. The Hub's provision, then, is ever-evolving; responding to the community's needs.

In partnership with a wide-range of partners, the Hub currently provides perinatal support, early years workforce training and development, parenting programmes, community organising, careers support and much, much more.



## Reach Foundation

The Reach Foundation works in partnership with schools, trusts and related organisations around the country to develop and deliver integrated pipelines of cradle-to-career support, grounded in great schools.

At present, the Foundation is focusing its efforts on:

- **Building partnerships** with all-through schools and trusts to curate insights and accelerate change by facilitating peer-to-peer learning and sharing our insights with schools and policymakers nationwide.
- **Developing school and trust leaders** with the capacity to catalyse and sustain the transformational change their communities desire. The Foundation delivers highly-focused leadership programmes to ensure these leaders possess the knowledge, agency and relationships to affect systems change.



# About the role

Head of Year, Reach Academy Feltham

# Role overview

This role is perfect for an enthusiastic and dedicated teacher who is interested in pursuing a role in the Culture and Relationships team, ready to make the transition to their first middle leadership role.

The successful candidate will share the school's vision and the belief that all young people can achieve at high levels.

This role involves supporting the pupils and families within a year group, taking ownership over both their academic and pastoral development.

# Role details

## Head of Year

**Reports to:** Deputy Headteacher (Culture and Relationships)

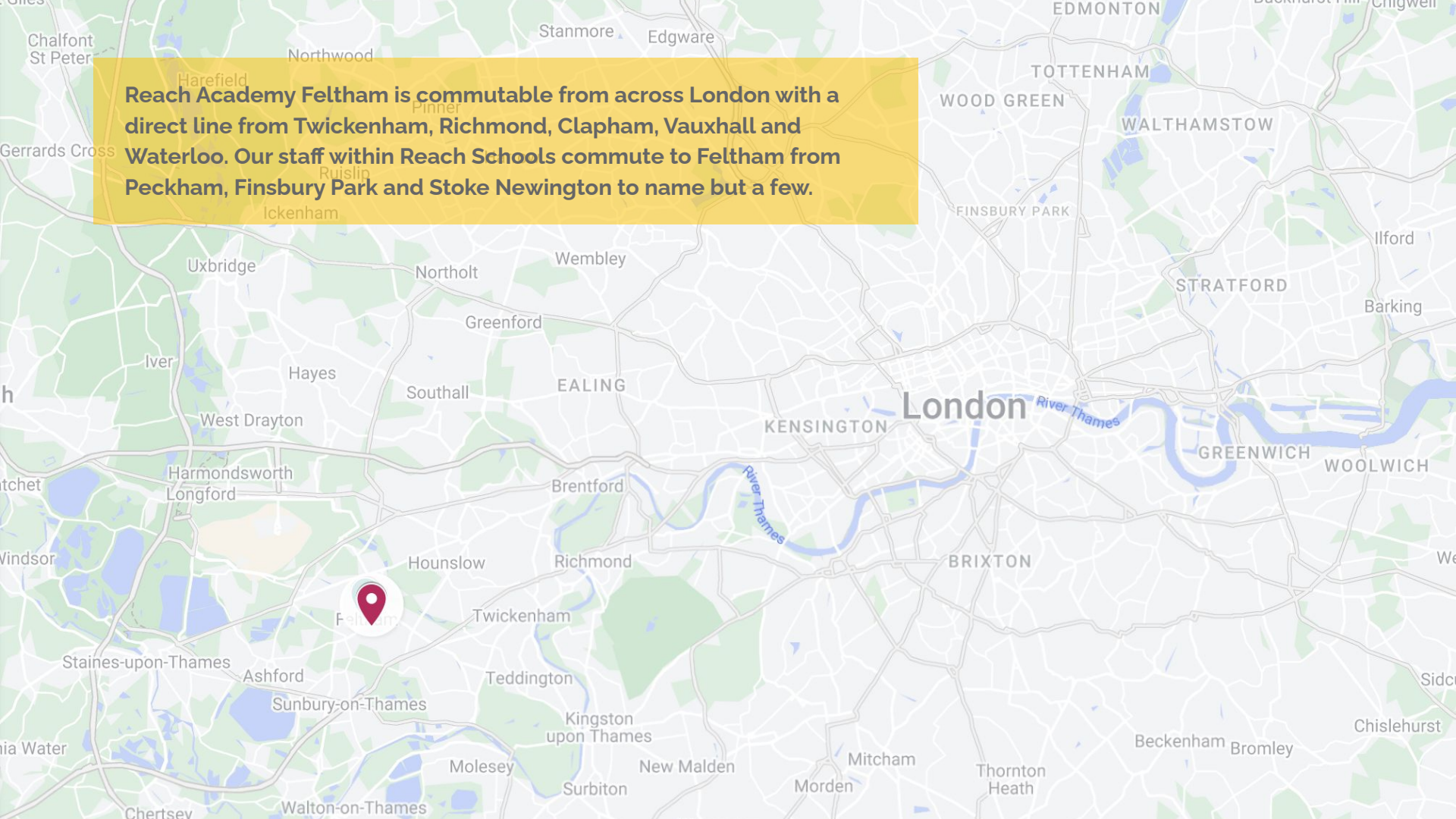
**Start date:** September 2024

**Salary:** Inner-London salary up to M6, commensurate with experience + TLR

**Location:** Feltham

**We embrace flexible working and have extensive experience of team members working flexibly.**

**Reach Academy Feltham is commutable from across London with a direct line from Twickenham, Richmond, Clapham, Vauxhall and Waterloo. Our staff within Reach Schools commute to Feltham from Peckham, Finsbury Park and Stoke Newington to name but a few.**



# Personal specification

- Unwavering belief in the vision and values of Reach Academy Feltham
- Excellent teacher with a constant desire to improve
- Highly organised and attentive to detail
- Clear commitment to character education and the development of the whole child
- Qualified teacher and good honours degree
- Expansive knowledge and passion for your subject
- QTS and a good honours degree (R);
- At least two years teaching experience at Secondary level (R);
- Values driven (R);
- Strong and evidenced teaching ability, focused on excellent outcomes for all, especially the most vulnerable (D);
- Excellent communication, interpersonal & organisational skills (D);
- Excellent analytical numeracy and literacy (D);
- Proven ability to motivate others towards an aspirational goal (D).

# Leadership Responsibilities

- You raise standards within the Year group, specifically for vulnerable pupils
- You are responsible for pupil outcomes in the Year group
- You set a clear and aspirational direction for the Year group team in line with school priorities and communicate this effectively and frequently, including through meetings and a staff handbook.
- You make decisions that support the team to maximise their impact on pupil progress.
- You create a culture of ongoing CPD for colleagues within the Year group both delivering CPD and supporting others to take ownership of their own development.
- You use links with parents, and other agencies where appropriate, to effectively support pupils
- You are responsible for working closely with the inclusion team to ensure that vulnerable pupils are receiving the support they need to excel
- You are responsible for working with the Attendance Officer and Inclusion Team to keep the attendance of the Year group above 95%
- You share knowledge and expertise in your area of responsibility
- You hold your team to account for performance, meeting deadlines and conduct

# Leadership Responsibilities

- You ensure that culture, joy and behaviour in lessons is excellent and that all staff are skilfully applying the school policies and practices
- You collate progress summaries at the end of each cycle and drawing up an action plan as a result
- You take ownership for the use of rewards and sanctions and their fair and consistent use within your team
- You oversee the delivery of pupils' character development including Team Reach provision
- You provide pupil leadership opportunities that support pupils' character development.
- You oversee extra curricular activities including trips, clubs and enrichment
- You manage the resources of your team to ensure that spending is used efficiently to support the progress of all students
- You act as a role model for colleagues and pupils
- You are a visible presence around the school building, solving problems and taking initiative.

# Main responsibilities in the classroom

- You actively create a strong classroom culture by building strong relationships with pupils, having an organised classroom environment and bringing a sense of joy to your work.
- Communicating course requirements and deadlines ahead of time to relevant stakeholders to ensure successful outcomes.
- Following the health and safety regulation of equipment specific to Maths.
- You foster pupil collaboration and a high level of engagement in lessons.
- You use assessment information in the classroom to inform teaching, checking and intervening to address barriers to learning and misunderstanding and using feedback and self and peer assessment to ensure that pupils know where they are and what they need to do to progress.
- You set homework in line with the school policy.
- You plan backwards from the intended outcome at the medium term and lesson level, ensuring that the needs of all learners are met.
- You deliver lessons that offer clear exposition and modelling, with opportunities for pupils to practise and receive feedback throughout.
- You carry out form tutor duties with care and diligence, carefully crafting a supportive, trusting and honest relationship with tutees and their families which drive progress towards the school vision and upholds high standards.



# Main responsibilities around the classroom

- You support pupils, especially those who are vulnerable, to make excellent progress in line with the school vision.
- You set a clear path for pupil outcomes that fits with the school's vision and the pupils' flight-plan that drives planning and curriculum design throughout the year.
- You use a range of assessment tools to know clearly where pupils are in their learning, what they need to do next and how to effectively support them, at the individual, group and class level.
- You constantly seek to develop professional understanding around all aspects of the role, including subject knowledge, understanding of child development, attachment and specific areas of AEN.
- You work closely with families to support them to effectively support their children, operating with sensitivity, empathy and high expectations.

# Main responsibilities beyond the classroom

- You support learning beyond the classroom by organising trips and supporting extra-curricular activities wherever relevant.
- You will support pupils in all aspects of their conduct around the school by carrying out duties and other responsibilities.
- You work closely with colleagues, supporting their development and the progress of all pupils.
- You will formally report to parents on the progress of their child in line with the calendared contacts and at regular intervals informally.
- You will participate in school events such as the Summer Fair in order to support the wider school community.
- You will actively seek to promote the work of The Reach Children's Hub where it will benefit your pupils.
- You follow all school practices and protocols relating to Safeguarding and Child Protection.
- You act as a guardian to and steward of the building and the community, ensuring that resources are taken care of.
- You take responsibility for your own development, seeking opportunities to learn, grow and lead.
- You set goals that are driven by the school priorities and you regularly evaluate progress against your goals, seeking feedback and adjusting your course where necessary.

# Employee benefits

We care deeply about our entire team. In order to take care of our students, we need to take care of one another. For this reason, Reach Schools offer great employee benefits throughout the year.

- **Weekly instructional coaching**  
Professional development is important to us, so much so that we offer collaborative and non-hierarchical coaching in a fun and shame-free environment, every week.
- **10 inset days**  
To ensure outstanding staff training and provide time to deeply understand pupil data and plan for great outcomes.
- **5 days term time leave**  
We understand that accessing desired time off for teachers and school staff can be difficult. Throughout the year, we offer opportunities for team members to accrue term-time leave.
- **Flexible Working**  
A diverse workforce with work-life balance is crucial for our school's stability. If you need to adjust your schedule for personal commitments or seek part-time or hybrid working, don't hesitate to let us know.
- **Enhanced maternity pay**  
Reach Schools value families and community relationships. For this reason, we aim to be a support system for staff who are on maternity leave.
- **Free Friday breakfast**  
On Fridays we show our appreciation to one another as a staff team with encouraging shout-outs and delicious pastries.

# About the process

How to apply

# How to apply

1. Please **read our 'Safer recruitment' statement** on the following pages below.
2. [Follow this link](#) to **complete an online application form.**
  - This advert will close when we find a suitable candidate. Therefore, we actively encourage early applications. Applications will be reviewed as and when they are received.

If you would like to have an informal conversation to discuss the role, please contact the co-headteacher for Primary, Tilly Browne on [matilda.browne@reachacademy.org.uk](mailto:matilda.browne@reachacademy.org.uk) or the co-headteacher for Secondary, Beck Owen on [beck.owen@reachacademy.org.uk](mailto:beck.owen@reachacademy.org.uk)

# Safer recruitment

Reach Academy is committed to safeguarding and promoting the welfare of children and young people. In order to meet this responsibility all candidates will be subjected to a rigorous selection process to discourage and screen out unsuitable applicants. This process is outlined below. Please do not hesitate to contact the school if further detail is required.

## Disclosure

This post is classified as having substantial access to children, and appointment is subject to an enhanced police check of previous criminal convictions (DBS). Applicants are required, before appointment, to disclose any conviction, caution or binding over including 'spent convictions' under the Rehabilitation of Offenders Act 1974 (Exceptions) Order 1975 (2013 and 2020). Non-disclosure may lead to termination of employment. However, disclosure of a criminal background will not necessarily debar individuals from employment – this will depend upon the nature of the offence(s) and when they occurred.

The amendments to the Rehabilitation of Offenders Act 1974 (Exceptions) Order 1975 (2013 and 2020) provides that when applying for certain jobs and activities, certain convictions and cautions are considered 'protected'. This means that they do not need to be disclosed to employers, and if they are disclosed, employers cannot take them into account. Guidance about whether a conviction or caution should be disclosed can be found on the Ministry of Justice website.

## **Interview**

Candidates will be subject to an in-depth, in-person interview and assessment, along with a telephone interview in some circumstances. At each stage of the process, candidates will be asked to address any discrepancies, anomalies or gaps in their application form or arising from information gained at the previous stage of the recruitment process.

## **Reference checking**

References from previous and current employers will be taken up for shortlisted candidates before interview and, where necessary, employers may be contacted to gather further information or address any discrepancies, anomalies or gaps in the reference provided.

## **Online searches**

Keeping Children Safe in Education (KCSIE) asks schools to carry out online searches on shortlisted candidates as part of the process of assessing suitability.

## **Probation**

All new staff will be subject to a probation period (which may, in certain circumstances, be extended). The probation period is a trial period, to enable the assessment of an employee's suitability for the job for which they have been employed. It provides Reach Academy with the opportunity to monitor and review the performance of new staff in relation to various areas, but also in terms of their commitment to safeguarding and relationships with pupils.



## **Equal opportunities**

Reach Academy is dedicated to providing equal opportunities and will monitor the recruitment process rigorously to ensure fair access and opportunity for all.

Reach Academy is committed to ensuring our workforce is reflective of our diverse student population and is therefore committed to increasing representation of staff of Black, Asian and Minority Ethnic backgrounds across all roles and at all levels.

If you require assistance in reading this information or in completing the application form, please contact [recruitment@reachacademy.org.uk](mailto:recruitment@reachacademy.org.uk).