



CHARLES DARWIN SCHOOL APPOINTMENTS

**Achievement Co-ordinator
TLR2C**

Available from Easter/September 2025

THE SCHOOL

Charles Darwin School is a highly successful co-educational comprehensive school for students aged 11-18 which has been serving the local community since 1973.

Charles Darwin is a "good" school (Ofsted 2023) with an ethos that encourages academic rigour, high expectations and a well-disciplined approach to learning. The school is very popular and has 1320 students including the Sixth Form.

Set in the heart of the green belt and on the edge of Biggin Hill, yet within easy travelling distance to London, the school is surrounded by open spaces. The school has extensive sports and community facilities which include floodlit tennis courts, a sports hall, a multi-purpose hall, a fitness suite and a floodlit 3G pitch. The school also runs the Darwin Leisure Centre which is located on the school site.

At the heart of the school are its distinctive ethos and a shared vision which are supported by the staff, students, parents and governors. This ethos and vision have helped to create a very strong caring and cohesive community based on the enduring values of high achievement, friendship, respect and compassion for others. This philosophy is supported and evidenced by the excellent relationships which exist between the staff and students.

Charles Darwin staff are friendly, hardworking and conscientious. The school enjoys a low staff turnover and is able to attract and retain well qualified and committed staff. We actively promote continuing professional development for all staff, in line with the needs of the individual and those of the school. We offer a full and comprehensive induction and ongoing support programme for all new staff.

The school is a founder member of the highly regarded Bromley Schools Centred Initial Teacher Training Collegiate which enables our staff to share their expertise and good practice with others.

Staff wellbeing is a key focus for the school with an Assistant Headteacher having specific responsibility in this area. Staff enjoy a number of benefits

including free on-site parking, free tea/coffee at break, child-care vouchers, a cycle to work scheme, free flu vaccinations and the opportunity to join outstanding residential trips such as trips to Iceland, and the annual ski-trip.

"Staff are proud to work at the school"

*"Leaders have considered the workload of staff and have taken effective steps to improve staff well-being"
(Ofsted 2023)*

THE TRUST

The successful candidate will join us at an important and exciting time following our merger with Inicio Educational Trust on 1st April 2024. Inicio Educational Trust is made up of five schools: Charles Darwin School, Bullers Wood School for Girls, Bullers Wood School for Boys, Chislehurst School for Girls and Biggin Hill Primary School. The merger has created a formidable educational institute of learning that will benefit all concerned without compromising the established identities of each school. This will give additional opportunities for enhanced professional and career development for colleagues working within the new Trust.

THE POST

In June 2023 Ofsted described Charles Darwin School as *"...an inclusive school. The school's values of "aspire, endeavour and achieve" are at the core of the school's work. Leaders are ambitious for all pupils to succeed and reach their potential."*

"The school is calm and orderly. Pupils are polite and behave well."

This full-time post is available from Easter or September 2025 and offers an exciting opportunity to lead and develop a year group in this highly successful and popular school.

We are looking for an enthusiastic individual who will have accountability for leading, managing and developing pupils in the cohort, including behaviour, attendance and punctuality, pupil wellbeing, welfare, uniform and general discipline, across the curriculum. The successful candidate will be required to liaise with the school's Attendance Secretary and Educational Welfare Officer and work regularly with and lead a team of Form Tutors.

Each year group has an Assistant Headteacher or Deputy Head attached to them. The successful candidate is expected to work closely with this member of the Senior Leadership Team in fulfilling their duties.

We have introduced a Behaviour Curriculum of SLANT, STEPS and SPACE which the successful candidate will be expected to promote and hold students accountable to in their year group.

Specific duties are detailed in the job description below.

This post would suit an ambitious and talented teacher who is looking for significant whole school experience to further their career. We are open to a range of subject areas in regard to teaching. We actively encourage applicants from all backgrounds.

Achievement Co-ordinators are supported by dedicated non-teaching Pastoral Managers for Years 8-9 and Years 10-11 and by a teaching Transition Manager in Year 7. The Sixth Form is supported by a non-teaching KS5 Pastoral Support Manager.

The post carries TLR2C (£8279).

THE PERSON

The person appointed to this post will:

- Be a fully qualified and experienced teacher with a good record of success ideally in a post of responsibility
- Have experience of managing and leading a team of staff with an ability to employ a range of leadership styles
- Have the ability to lead, motivate and generate team spirit within the Pastoral Team
- Have the ability to work independently and collaboratively with the Pastoral Team
- Have the ability to lead on year group assemblies
- Be able to use data to understand progress, attainment and attitudes to learning within the year group and be able to present this to the Senior Leadership Team
- Be an excellent classroom teacher with a proven record of setting and maintaining high standards for student behaviour
- Have excellent inter-personal skills when dealing with staff, students and parents
- Possess clear and effective communication skills and have experience of communicating skilfully with parents
- Be passionate about changing the lives of young people and ensuring all students reach their potential
- Be ready to work with other members of staff to contribute to whole school improvement
- Have a commitment to equal opportunities and to safeguarding and promoting the welfare of children and young people
- Demonstrate continuing personal professional development

Classroom Teacher Responsibilities:

Core purposes of post

- To provide positive support and guidance with regard to the personal, academic, social and moral development of all students
- To provide a high-quality educational experience for all students
- To help the school achieve its purpose, aims and values

General Duties and Responsibilities

- To carry out the duties of a School Teacher as set out in the School Teachers Pay and Conditions Document.
- To continue to meet the Professional Standards for Teachers in England
- To follow school, faculty and departmental procedures
- To support the school ethos and adhere to school policies
- To be committed to safeguarding and promoting the welfare of children and young people

Knowledge & understanding

- Be aware of and actively promote the school's aims, values, priorities, targets and action plans
- Have a secure knowledge and understanding of specialist subject(s)
- Have a detailed knowledge of the relevant aspects of the students' National Curriculum and other statutory requirements
- Understand progression in specialist subject(s)
- Cope securely with subject-related questions which students raise and know about students' common misconceptions and mistakes in their specialist subject(s)

Planning & setting expectations

- Identify clear teaching objectives, content, lesson structures and sequences appropriate to the subject matter and the students being taught as identified in the school's Teaching & Learning policy
- Set appropriate and demanding expectations for students' learning and motivation
- Set and monitor clear targets for students' learning, building on prior attainment

Teaching & managing student learning

- Ensure effective teaching of whole classes, groups and individuals so that teaching objectives are met, pace and challenge are maintained, and best use is made of teaching time
- Use teaching methods which keep students engaged, including stimulating students' intellectual curiosity, effective questioning and response, clear presentation and good use of resources
- Participate in preparing and presenting students for public examinations

- Identify students who have special educational needs, and implement and keep records
- Identify students who are gifted and talented and provide appropriate stimuli

Assessment & Evaluation

- Assess how well learning objectives have been achieved and use this assessment and school provided data on a regular basis for future teaching and target-setting
- Keep regular records of student progress
- Set homework in accordance with the school's homework policy
- Mark and monitor students' class and homework providing constructive oral and written feedback, setting targets for students' progress
- Understand the demands expected of students in relation to the National Curriculum, KS4 and post-16 course.
- Record and report on student progress, following school and departmental policy

Behaviour Management

- Set high expectations for students' behaviour, establishing and maintaining a good standard of discipline through well-focused teaching and through positive and productive relationships, following the school systems
- Consistently apply the school's Behaviour Management policy, encouraging positive behaviour, using the school's Behaviour Curriculum and taking appropriate action in cases of indiscipline

Relationships with parents & the wider community

- Prepare and present informative reports to parents.
- Attend parents' evenings and Open Evenings as required
- Recognise that learning takes place outside the school context and provide opportunities to develop students' understanding by relating their learning to real and work-related examples
- Be prepared to liaise with agencies responsible for students' welfare

Management of performance & development

- Take responsibility for own professional development and to keep up to date with research and developments in pedagogy and in the subjects taught, within the context of the School Development Plan
- Understand professional responsibilities in relation to school policies and practices
- Set a good example to the students in presentation and personal and professional conduct
- Evaluate own teaching critically and use this to improve effectiveness
- Participate in school system of performance management
- Participate in arrangements for further training and professional development, including INSET

- Attend and participate in faculty/departmental and other meetings as required

Relationships with colleagues

- Establish and maintain effective working relationships with colleagues including support staff
- Advise and co-operate with all colleagues on the preparation and development of courses of study, teaching materials, teaching programmes, methods of teaching, assessment and pastoral arrangements

Health & Safety

- Be familiar with and comply with the school's Health and Safety policies
- Be responsible for the health & safety of students when they are authorised to be on school premises and when engaged in authorised activities elsewhere
- Take class register on SIMS and inform Student Services of any concerns

How to Apply

1. Read carefully all the information about this post included in this candidate pack.
2. If you have any questions, please do not hesitate to telephone or email Julie Hodgkinson, Personnel & Administration Manager, on 01959 578806 or jho@cdarwin.com. Please also contact her if you wish to visit the school before applying.
3. Complete the application form from our website as fully as possible. If there is insufficient room on any section of the form, please provide the additional information on a separate sheet. Please note that your application form will be photocopied for the Selection Panel, therefore clarity is essential. *It is important that you do not leave any gaps in your career history – any gaps in employment should be fully explained.*
4. In your Section 8 Letter of Application, please respond to the following:

“With reference to the person specification, and providing clear evidence of the impact on your actions, please outline how your personal qualities and experience are relevant to the post and will enable you to effectively undertake the role of Achievement Co-ordinator at Charles Darwin School.

Send your completed application form via email to Julie Hodgkinson – jho@cdarwin.com

Application Deadline: 12 noon on Friday 28th February 2025

Appointment Process

- 1.** Suitable applications will be shortlisted and invited for interview the week commencing Monday 10th March 2025.
- 2.** If you are successful, you will receive either a phone call and/or email inviting you to attend for interview. It is therefore important that you give us a daytime telephone number and/or an email address that you regularly access so that we can contact you to make the necessary arrangements if you are shortlisted.
- 3.** If you require any assistance in attending for interview, please let us know the nature of that assistance in good time so that we may make appropriate arrangements.
- 4.** Candidates invited to interview will:
 - Usually have an opportunity to meet key staff.
 - Be asked to teach a lesson
 - Have an interview and/or presentation with members of the Senior Leadership Team.

Pre-employment Checks

Charles Darwin School is committed to safeguarding and promoting the welfare of children and young people, and an appointment will be subject to a satisfactory enhanced disclosure from the Disclosure and Barring Service. Please note that an enhanced check will reveal all criminal convictions on record, including those that might be considered "spent".

This post is exempt from the Rehabilitation of Offenders Act (ROA) 1974. It is an offence to apply for this role if the applicant is barred from engaging in regulated activity relevant to children.

The school's Safeguarding and Child Protection Policy is available on our website: www.cdarwin.com.


The successful applicant will also be required to:

- Provide details of two referees who know you in a professional capacity, if at a school, one of which must be your current Headteacher. References will be taken up prior to interview. Please provide an email address for your referees and ensure that they are expecting a request. Employment is conditional on these references being deemed satisfactory.
- Provide proof of all relevant qualifications.
- Provide proof of eligibility to work in the UK
- Complete a Medical Declaration and receive fitness to work.

Policy on Equal Opportunities

Charles Darwin School is an Equal Opportunities employer and appointments are based on the applicant's ability to meet the requirements of the position. The school is opposed to any form of discrimination against any individual or group and welcomes the fact that our school includes a diversity of individuals from many races and cultures. Behaviour which is discriminatory on the grounds of race, colour, culture, nationality, gender, sexual orientation, disability, religion, will not be tolerated.

All of our teaching staff are employed under national conditions. The School Teachers' Pay and Conditions Document is binding on the school and regulates the employment of School Teachers. The document can be accessed at: <http://www.teachernet.gov.uk>.



CHARLES DARWIN SCHOOL

JOB DESCRIPTION- ACHIEVEMENT CO-ORDINATOR

JOB TITLE: Achievement Co-ordinator

POST HOLDER:

RESPONSIBLE TO: Deputy Headteacher

RESPONSIBLE FOR:

- (a) Having an impact on educational progress within assigned year group.
- (b) Having accountability for pupil attendance and punctuality within the assigned year groups.
- (c) Having accountability for leading, managing and developing pupils in the cohort (including behaviour, pupil wellbeing, welfare and uniform) across the curriculum.
- (d) Daily liaison with relevant Pastoral Manager/Transition Manager.
- (e) Working with and leading a team of form tutors.

Main Responsibilities:

- To support in the raising of academic performance of pupils in the cohort.
- To ensure that the progress of students in the cohort is monitored and evaluated and action taken to overcome underachievement.
- To work on a daily basis with the relevant Pastoral or Transition Manager in managing behaviour, attendance and wellbeing of a year group.
- To lead a team of tutors and be responsible for their day-to-day management in this role.
- To organise the effective use of tutor time to include PHSE, Growth Mindset, organisational skills, appropriate uniform and praise.
- To monitor and evaluate the provision for the cohort, including quality of teaching and homework and to advise SLT of any necessary concerns.

- To lead on regular assemblies with the relevant year group, involving external speakers where appropriate.
- To run an “achievement assembly” for all pupils at least once per term to focus on study/motivation/progress etc.
- To provide reports on the achievement, progress and attendance of pupils in the relevant year group as requested by SLT Line Manager/Headteacher.

Attendance and Behaviour

- To oversee the attendance, punctuality and behaviour of the cohort and to work with the relevant Pastoral Manager or Transition Manager (Year 7) and Form Tutors to make improvements.
- To work closely with the school’s Attendance Secretary to develop attendance within the year group.
- To meet with the Educational Welfare Officer on a weekly basis.
- To liaise with the appropriate member of SLT and outside agencies to ensure that the provision and support for individual students enables them to be successful at school.
- To take appropriate action in matters of academic and behavioural indiscipline including, in cases of internal, fixed or permanent exclusion, ensuring that the appropriate paperwork is provided.
- To contact and liaise with parents/carers when necessary, keeping records of all such meetings.
- To have an awareness of attendance at Parents Evenings and Information Evenings, working closely with targeted hard to reach families.
- To attend or chair Team around the Child meetings and attend relevant Child in Need, Child Protection meetings or LAC reviews if required.

Praise and Sanction

- To promote high standards and to emphasise positive achievement.
- To promote and encourage a positive approach to pupil performance through the use of rewards, commendations and the Link.
- To ensure full promotion of and collation of (where relevant) Achievement points, Jack Petchey nominations, Tutor citations, Progress Pen nominations and any other vehicles for recognising and rewarding pupil progress.
- To lead on reward trips and visits with the relevant year group

- To support the system of Whole School Detention by attending relevant year groups detention room regularly. To work closed with the Student Isolation Room Supervisor to track and monitor attendance at Whole School Detention and escalate sanction where appropriate.

Wellbeing

- To liaise with the School Counselling team by referring relevant pupils in the year group with concerns.

Organisation and Tracking

- To ensure that management of tutors enables promotion of Achievement points, Tutor citations, Jack Petchey nominations, planner checks, spellings etc. and that these are completed in a timely manner.
- To ensure any concerns are discussed with the relevant Line Manager.
- To be the chair or nominate a chair for the relevant Year Council.
- To raise money for a nominated charity in liaison with the relevant Year Council.
- To support the school in motivating pupils in whole school charity events.

General

- To be trained to level 2/3 in Safeguarding and Child Protection and regularly check and respond to MyConcern (the school's safeguarding software and referral system).
- To comply with the school's Policies including Health and Safety and Child Protection.
- To fulfil all of the requirements and duties set out in the Standard Teachers Pay and Conditions Documents relating to the conditions of employment of teachers.
- To achieve any performance criteria or targets related to the post arising from the School's Performance Management arrangements.

This job description will be reviewed annually.

January 2025

JD – ACO 2025

