

EXCELLENCE
THROUGH ENDEAVOUR



HAYES SCHOOL

ACHIEVEMENT CO-ORDINATOR

Candidate Pack



Achievement Co-ordinator

Required for September 2025 Main/Upper Pay Range (Outer London), TLR 2b

Do you have an interest in providing excellent pastoral care and making a difference to a year group with the support of tutors and a brilliant team of pastoral staff?

We are looking to recruit a caring and committed teacher and leader from September 2025 to work with our outstanding students, teachers and leaders. Our Achievement Co-ordinators (Heads of Year) oversee the personal, social and academic progress of a year group of students within the main school (Years 7-11).

Care, support and guidance is a real strength of the school and you will be joining a committed team of teachers and additional non-teaching staff dedicated to supporting students pastorally and academically.

Our school benefits from and actively contributes to a range of partnerships and we are the lead school for the Bromley Schools' Collegiate, a School Centred Initial Teacher Training (SCITT) provider for primary and secondary teacher training.

Hayes School is a high achieving, oversubscribed school, which provides excellent education for its students as well as exciting opportunities for professional and career development for staff. The school benefits from its proximity to central London and excellent transport links whilst bordering the beautiful Kent countryside.

"Pupils enjoy school and achieve highly." (Ofsted)

"The curriculum is especially well throughout." (Ofsted)

"All who work in the school understand and share these values. This is the Hayes Way" (Ofsted)

We can offer:

- Motivated students with outstanding attitudes to learning.
- Outstanding student behaviour.
- Excellent facilities for staff, including an on-site fitness suite.
- An excellent induction and support programme for new staff.
- An Employee Assistance Programme and flu vaccination.
- Innovative approaches to Teacher Professional Development.
- Opportunities to work with other schools through established partnerships.
- A friendly working environment.

Closing Date: Monday 12th May 2025 (9.00am)

Interviews Date: Friday 16th May 2025

Please send your completed application form and covering letter to vacancies@hayes.bromley.sch.uk. If you require any additional information or have any questions, please contact Blessing Opayemi, HR Officer at boo@hayes.bromley.sch.uk.

We are committed to equality of opportunity for all our staff. We particularly welcome applicants from ethnic minority backgrounds as they are currently under-represented on our staff body. We recognise the vital contribution that members of a diverse team make to our students' learning. The range of cultural experiences, differing viewpoints and role models this brings is essential in our Trust and we recognise the gap that would be left in our offering without these.

The school is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment. Therefore, the successful applicant will be subject to Enhanced Disclosure and Barring Service check.

WELCOME FROM THE HEAD OF SCHOOL

Thank you for your interest in joining Hayes School. I hope that this information pack will help you to learn more about the role, our school and our students.

We are an ambitious, outward looking school with high aspirations and expectations of our students and a commitment to lifelong learning, which is shared by students and staff.

Whether you are new to working in schools, or are looking to move to gain experience and develop your career, you will be joining a friendly family of staff who are committed and supportive of each other. You will also benefit from working with wonderful students.

Having joined the school as a Senior Leader, 6 years ago, and working alongside our Executive Headteacher who has been connected to the school for almost 25 years, I can honestly say that this is a school in which you can grow and develop as a teacher, leader and staff member. A significant number of our staff have been here for many years and their own children attend the school as students, which is testament to our saying 'would this be good enough for my own child?'

Should you wish to arrange a visit to the school or to have an informal discussion prior to submitting your application, please do not hesitate to contact the school.

I hope you will feel that Hayes School is a school which is aligned with your personal values and that we can look forward to receiving your application.



Claire Thompson
Head of School

ABOUT HAYES SCHOOL

Our School

Hayes School is a high achieving, oversubscribed and well-disciplined 11-18 co-educational school with excellent accommodation and facilities set in very attractive grounds. We provide an outstanding education for our students as well as exciting opportunities for professional and career development for staff. Our 1700+ students have a desire to succeed and to learn displaying excellent attitudes and behaviour. Relationships between students and staff are very good and staff enjoy opportunities to lead and participate in a wide range of extra-curricular activities and trips. (There are over 80 clubs and over 100 trips take place every year)

In September 2022, Hayes School was judged Outstanding by Ofsted:

- "It is clear that Hayes School provides all pupils with an exceptional experience."
- "Pupils behave extremely well. They are polite, respectful of others and have excellent professional relationships with their peers and teachers".
- "Leaders and teachers have developed a consistent approach to their work in the classroom".
- "A great deal of emphasis is given to ensuring that teachers are experts in their subjects".
- "Staff were especially positive about the way their wellbeing and workload is considered by leaders".

Attainment and progress are high and above local and national averages. In 2024, students achieved considerable academic success in GCSE, A level, vocational and L1/2 qualifications. 81% of GCSE students achieved at least a Grade 4 in English and Maths, nearly 1 in 4 grades were Grade 7-9 and students made excellent progress across a range of subjects/courses. Our Year 13 students achieved considerable success with 57% and 84% of all grades at A*-B and A*-C respectively, and an average grade of B- across both our A Level and vocational courses.

Our Sixth Form of 500 students is heavily oversubscribed and successful. "The Sixth Form curriculum meets the needs of all students and includes a range of academic and vocational qualifications (Ofsted 2022)."

However, Hayes is not complacent. We have a relentless commitment to improvement. We judge everything we do by the standard "would this be good enough for my child?" All staff go the extra mile to provide challenge, support and opportunities for every child.

We are very proud of our school, of the opportunities we provide, and of our role in the community. We strive to build on our success creating an environment where each individual is valued: an environment that fosters acceptance and compassion, vibrant, caring relationships, life-long learning skills and a strong sense of moral purpose.

Our Facilities

Hayes School benefits from a beautiful campus comprising green spaces, trees and a variety of purpose-built teaching blocks. The School offers exceptional educational facilities, which are continually being maintained, extended and developed. We have recently installed a purpose-built fitness suite for use by students and staff and a new, refurbished staff room.

Partnerships with local sporting clubs, Ealing Trailfinders RFC and Brunel University support our academy programmes and provide students and staff with access to high quality coaching and expertise.

Our arts provision in art, music, dance and drama is outstanding – students excel and benefit from high quality teaching and a wide range of opportunity.

All teachers and students have access to ICT to enhance teaching and learning.

The school benefits from:

- Staff laptops
- Brand new touch screen interactive panels in every classroom
- A significant number of networked computer suites across the school
- Media and photography equipment including digital stills, video cameras, studio and dark room
- Industry standard machinery including laser cutters, 3D printers and CAD/CAM equipment
- State of the art audio-visual equipment to support high quality performances
- A high speed wireless network across the campus
- An on-site Fitness Suite available for staff use

Our students

Our students are a delight to work with. They are kind, caring and supportive of each other. We have “uncompromising aspirations” for all and encourage our young people to aim high and to live our motto “Excellence through Endeavour.” Hayes students want to do well and recognise that they need to work hard to achieve their own personal ambitions. The “Hayes Way” enables all students to demonstrate the behaviours for learning we expect and supports us in sustaining an environment where all are respected and can be safe, happy and successful.

We recognise our responsibility to prepare students for life beyond school and place equal emphasis on the development of skills and attributes as we do success in public examinations. ‘The Hayes Learner’ promotes reflective, creative, communicative, independent and collaborative students and at their heart, we expect our students to be kind, respectful, responsible, tolerant and proud.

We have a well-developed pastoral system and staff genuinely care about our students as individuals. We encourage students to participate in school life and to lead our school. There are countless opportunities to volunteer, mentor other students and participate in extra-curricular clubs, activities and educational trips and visits.

Our staff

We recognise and value the skills, knowledge and expertise of all our staff and are committed to supporting their professional development. Our newly launched Teacher Professional Growth programme supports teacher professional development within ‘teaching and learning communities’ as we model our commitment to lifelong learning to the students we teach. In this respect, we balance the needs of the school with those of the individual. Teaching and leadership development programmes are delivered in-house and there are

Achievement Co-ordinator

opportunities to mentor and support trainee and early career teachers, or to participate in coaching programmes.

An induction programme, staff buddies and an active staff committee all contribute to helping staff new to the school to find their feet. All staff are willing to share expertise, resources and ideas and are a great source of support.

We are committed to working in partnership with other schools, both within and outside our Trust. We encourage and support further learning and research and there are opportunities for specialist career progression and to work with and support other schools through networks and partnerships.

Staff regularly go the extra mile at Hayes to support students and to give their time to the broad extra-curricular programme, which includes sports, music, drama and a host of trips, exchanges, clubs and other activities.

We are a friendly team of teachers and associate (support) staff and look forward to welcoming you to our school.

The Impact Multi Academy Trust

Hayes School joined with Ravens Wood School in April 2017 to form the Impact Multi Academy Trust.

In September 2022, our trust merged with Langley Park Learning Trust to form a new trust of seven schools (Clare House Primary School, Hawes Down Primary School, Hayes School, Langley Park Primary School, Langley Park School for Boys, Langley Park School for Girls and Ravens Wood School). On 1st April 2025 we additionally welcomed Darrick Wood School into our Trust, meaning the Trust is now made up of five secondary schools and three primary schools.

It is rare to see two high performing, like-minded trusts come together in the interests of providing better and more sustainable education and care for all of the children in their schools and community, but we believe this is what the Impact Multi Academy Trust is.

All of our schools are popular and high performing, serving the same community. They are also driven by a commitment to improving even further to deliver the very best education, care and life chances for all children. We are driven by educational and moral purpose as well as enlightened self-interest. We want all schools within the Trust to retain their identity and compete, but also to collaborate to provide an outstanding educational experience that impacts on the life chances of all students. This is reflected in our Trust vision, mission and values.

There is an African proverb "If you want to travel fast travel alone. If you want to travel far travel together." Together in collaboration, we will build on the strengths of all schools, address those areas that could and should be improved further, and travel both fast and far in the interests of all our students.

Working within a trust provides opportunities for support from a network of teachers and support staff across all our schools.

Achievement Co-ordinator

For more information about the school, please watch our introductory video ([click](#) on image below)



What do parents say about Hayes School?

"Hayes School produces wonderful young people"

"The school encourages the students to achieve the best they can, to reach their potential."

"My children are comfortable and relaxed at school with great friends. They respect their teachers and enjoy their day. They never complain or moan about school. We are extremely happy with Hayes School."

"I have been so impressed and grateful for the dedication shown by teachers to enable my son to achieve the best that he can."

"Strong leadership and management starts from the top and filters throughout the whole school."

"The school has a family feel about it."

"Hayes is an outstanding school that doesn't rest on its laurels. The school continues to strive to do better."

"The leaders are regularly seen around the school talking to students which I think is great to see."

"I believe you have created a school environment which is what a school should be. Happy, safe, that allows students to be the best they can be and celebrates them for who they are."

"The support my child has received both pastorally and academically has been brilliant. The teaching is fantastic and the good behaviour of students is maintained."

"A huge range of opportunities and leadership activities is offered to children and they receive recognition for this."

"Hayes has built a reputation that is the envy of many other schools. As parents, we are very grateful that our children attend Hayes, as this will stand them in good stead for their futures."

"Hayes as a place is a fantastic community and this school is at the heart of it."

What do staff say about working at Hayes School?

"Since starting at Hayes, it has been clear that Teaching and Learning is at the very heart of everything at the school. I feel very supported here at Hayes, especially in developing teaching and learning practice."

"Students are incredibly dedicated and hardworking and are always pushing themselves to do their best. Working with students that are proactive, marvellously polite, well-mannered, and with high goals, is a really exceptional experience."

"The organisation and effective set up of whole-school procedures make Hayes School both a fulfilling and straight forward place at which to work."

"When I look back at my time at Hayes so far, it's very rewarding to see how I've progressed professionally. Every year I have been encouraged to, and have taken on responsibilities that I never thought I could do when I began teaching here."

"Academic success is central to the vision and aims of the school, but this is not at the detriment of the absolute commitment to the development of the whole child. The pastoral support, the ACTIVE (PSHE) curriculum and the extra-curricular opportunities are truly outstanding."

"Staff are highly motivated, committed to excellence and are always willing to support each other."

"Hayes is a true community school, which everyone is proud to be part of. I feel very much a valued member of a vibrant team working here."

"Hayes School is the kind of school you wished you could have attended as a child. The possibilities and opportunities are endless!"

ACHIEVEMENT CO-ORDINATORS AT HAYES SCHOOL

Our Achievement Co-ordinators are highly regarded and respected by staff, students and parents/carers. They play a key role in providing quality care, support and guidance to students within a year group. You will be joining a supportive and hardworking group of people who enjoy working with students, parents and staff and making a difference.

You will lead a team of eight tutors and work collaboratively with senior leaders, teachers and non-teaching staff to support students pastorally and academically. You will be supported by the Special Educational Needs Co-ordinator (SENCO), Senior Leadership Team, Inclusion Manager, Learning Mentor and Pastoral Support Managers.

Our Achievement Co-ordinators teach within their specialist subject areas and have a reduced teaching timetable in support of the role, which is nevertheless demanding but very rewarding.

Achievement Co-ordinators are involved in setting an ethos and maintaining the School's high standards and expectations for students in their year group. You will be expected to work with others to promote good attendance and punctuality, reinforce positive behaviour for learning and support students to achieve academic success in relation to their starting points. There are opportunities to innovate and develop new initiatives such as leadership activities, student mentoring schemes, extra-curricular enrichment and rewards trips.

PASTORAL CARE

Pastoral care at Hayes School aims to support our students such that they are able to achieve their potential in all aspects of their school career. We work together to ensure that all students at Hayes School are able to be safe, happy and successful. The Tutorial Programme and ACTIVE lessons (PSHE) in all years, aim to raise students' confidence, and help them to develop knowledge, interpersonal skills, social skills and communication skills in preparation for adult life. We secure the active involvement of students in their learning and in the wider community.

We pride ourselves on the positive relationships and calm, purposeful atmosphere in school. These are supported by our routines, systems and expectations, which promote good learning habits and behaviour for learning. We expect all students to follow the "Hayes Way" respecting themselves, others, the school, the environment and our local community.

"The Hayes Way" and "Hayes Habits" provide a clear framework of expectations for members of our school community and are supported by a newly introduced behaviour curriculum to ensure our students are **ready, responsible and respectful**.

BEHAVIOUR MANAGEMENT

The school sets high standards of behaviour for its students and is a community which values and respects each individual, whether staff or students. Racism, sexism, LGBTphobia and other forms of discrimination are not acceptable.

We aim to prepare students for living in a diverse and increasingly inter dependent society. Sanctions and support, in line with our Behaviour Management Policy, seek to support students and required improvements in behaviour. We endeavour to not only 'manage behaviour' but to change behaviour. Students experiencing difficulties are therefore offered individual support by the Pastoral Team, Student Support Department and Inclusion Manager. Sanctions will be applied fairly in accordance with DfE guidance.

THE PASTORAL TEAM

Achievement Coordinators (ACos) Years 7-11 leading on their own year groups.

Sixth Form Directors – Leading our vertical tutor groups across Years 12 & 13 and areas of our Sixth Form provision

Inclusion Manager – Oversees our Wellbeing Hub for students in receipt of support for mental health needs and/or those returning to school following a period of absence, including Emotionally Based School Avoidance (EBSA). The Inclusion Manager plays a key role, alongside others, in managing safeguarding referrals, overseeing counselling and interventions in school, as well as working with students on Pastoral Support Plans and Individual Behaviour Plans.

Inclusion Support Assistants – Provide individual and small group emotional support to students within our Wellbeing Hub and help them to understand their emotions and respect the feelings of those around them.

Learning Mentors (LM) – Non teaching pastoral support staff that work primarily with disadvantaged students (those in receipt of Pupil Premium/Bursary) but also mentoring some of our more vulnerable or underachieving students.

Pastoral Support Managers (PSM) - Non-teaching pastoral support staff who directly support Achievement Co-ordinators (ACos) with the day-to-day running of the school and are a point of contact for students, parents and carers. They additionally work with students on a 1:1 and small group basis, oversee the supervision room, manage safeguarding referrals and provide pastoral and wellbeing support.

Senior Leadership Team (SLT) Line Manager - Each year group will have a direct SLT Line Manager to support more serious issues and oversee attendance and achievement within the year groups they are responsible for, as well as leading on other whole school responsibilities.

Hayes School Pastoral Structure							
Year 7 Aco	Year 8 Aco	Year 9 Aco	Year 10 Aco	Year 11 Aco	Sixth Form Director	Sixth Form Director	Non teaching roles working alongside pastoral team structure
SLT Line Manager for Year group	Assistant Principal (Sixth Form)		Inclusion Manager Inclusion Support Assistants (Wellbeing Hub) Pastoral Support Managers Learning Mentors Supervision Room Manager				

JOB DESCRIPTION/PERSON SPECIFICATION

The person appointed to this post will:

Oversee the academic progress of the year group and individuals within the year by:

- Identify achievement concerns in progress data for their year group and work alongside subject teachers, Heads of Department and other staff in implementing intervention and support strategies.
- Close gaps in attainment and achievement between groups of students and subjects within the school.
- Ensure students' progress is communicated effectively to parents and carers via high quality reports and reviews etc.
- Monitor and track students' attendance and punctuality and co-ordinating, planning and implementing interventions when necessary.
- Ensure the full implementation of Academic Tutoring which ensures all students have a good understanding of the nature of their target grades, their current performance and the action necessary to improve.

Lead and be accountable for student development and wellbeing by:

- Establish an identity and positive ethos for the year group.
- Celebrate student achievement.
- Provide high-quality pastoral care and support to students.
- Ensure students have a sense of belonging.
- Liaise effectively with staff, parents/carers and other agencies to address wellbeing concerns.
- Ensure students adhere to the school's behaviour expectations.
- Lead the year team to ensure that tutor time provision is consistently good.
- Monitor the uptake of extra-curricular activities in the year.
- Work with others to develop and promote leadership opportunities for students.
- Maintain ongoing contact with parents and carers.
- Ensure the delivery of a high quality ACTIVE programme to students, liaising with the Assistant Principal responsible for PSHE.
- Promote positive emotional health and wellbeing.
- Lead weekly year assemblies and contributing to the wider school assembly rota.
- Create and provide opportunities for students to excel.
- Liaise with other staff within and beyond the school (e.g. Learning Mentor, Inclusion Manager, SENCO, Designated Safeguarding Lead, EWO and external agencies)

Lead, develop and enhance the teaching practice of others through:

- Manage and develop tutors as individuals and as a successful team.
- Be a role model of good classroom practice.
- Support and monitor the work of tutors and buddy tutors in the year team having due regard to the aims and ethos of the school and holding others to account.
- Lead year team meetings - consulting, disseminating information and discussing ideas and student progress.
- Induct new tutors to the team.
- Foster a team spirit and good working relationships between tutors.
- Set up procedures for establishing good practice in tutor periods and appropriate use of the time available through support and monitoring.

Work with others in support of whole-school improvement by:

- Contribute to school development planning and self-evaluation.
- Provide strategic direction through an annual improvement plan.
- Play an active role in Leadership Meetings.

The school is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment.

Please note the appointment will be subject to satisfactory references, medical clearance and an Enhanced Disclosure and Barring Service check.

Achievement Co-ordinator

Selection Criteria

Qualifications & Training	
Good Honours Degree or equivalent	Essential
Qualified Teacher Status	Essential
Evidence of relevant continuous professional development	Desirable
Professional Experience & Knowledge	
Knowledge of assessment and target setting in your subject	Essential
Evidence of planning and developing resources	Essential
Have an understanding of current educational initiatives	Essential
Professional Expertise	
Exhibit a range of teaching, learning and behaviour management strategies.	Essential
Be able to create a positive learning environment where expectations of students are high and behaviour is good.	Essential
Act as a role-model for students and staff through their personal and professional conduct	Essential
Have an understanding of how to improve results	Essential
Be reflective about your own practice	Essential
Be able to articulate ideas in both verbal and written form	Essential
Be committed to improving practice through professional development	Essential
Be able to cope with change, be flexible and handle uncertainty	Essential
Have an understanding of the features of an outstanding lesson	Essential
Potential to be a good or outstanding classroom teacher	Essential
Have good time management and personal organisation skills	Essential
Be willing to contribute to the wider life of the school	Essential
Personal Attributes	
Be passionate about young people and their education	Essential
Have a commitment to raising standards and achievement	Essential
Show evidence of being able to build and sustain effective working relationships with students, staff, governors, parents and the wider community	Essential
Have an excellent punctuality and attendance record	Essential
Have a capacity for hard work	Essential
Special Requirements of the Role	
Show a commitment to safeguarding and promoting the welfare of children and young people	Essential

Application Procedure

- 1) Carefully read all the information about this post.
- 2) Complete the application form as fully as possible. You must use the school application form. If there is insufficient room on any section of the form, please provide the additional information on a separate sheet.
- 3) In section 'details in support of your application' please tell us:
 - a) Why you are applying for this post.
 - b) How your experience, skills, training and/or qualifications equip you for this position and specifically how you meet the person specification and requirements of the job description.

Early applications are encouraged and we reserve the right to close the vacancy early if a suitable candidate is found.

Appointment Process

- 1) Suitable applicants will be shortlisted for an interview.
- 2) If successful, you will receive either an email or phone call inviting you to attend an interview. It is therefore important that you give us a daytime telephone number and email address.
- 3) Candidates called to an interview will:
 - a) Be given a tour of the school.
 - b) Have an opportunity to meet with members of the department.
 - c) Be expected to teach a lesson to students that will be observed by one or more members of the staff and usually include the Head of Department and/or Assistant Principal. Details of the lessons to be taught will be given in advance.
 - d) Complete a task/series of tasks and prepare to deliver a short presentation.
 - e) Have a formal interview with members of the Senior Leadership Team.

Pre-Employment Checks

The successful applicant will be required to:

- 1) Provide details of two referees who know you in a professional capacity, one of whom must be your current or more recent employer, Headteacher or mentor at your placement if you are still training. It is our usual policy to take up references before interview where possible. Employment is conditional on these references being deemed satisfactory.
- 2) Provide proof of all relevant qualifications (GCSEs and A levels or equivalent), degree and teaching qualifications.
- 3) Provide proof of eligibility to work in the UK.
- 4) Undertake an Enhanced Disclosure and Barring Service check, and receive clearance. Please note that an enhanced check will reveal all criminal convictions on record, including those that might be considered 'spent'.
- 5) Complete a Health Declaration form and New Starter Health Assessment Questionnaire with our occupational health provider, Health Assured.

Conditions of Service

Employment is subject to a number of pre-employment checking procedures – these are given above.

This post is also subject to the School Teacher's Pay and Conditions Document and the Condition of Service for School Teachers in England and Wales known as the Burgundy Book. The professional standards for teachers will also apply.

The job description may not be necessarily be a comprehensive definition of the post and may be subject to modification or amendment at any time after consultation with the post holder.

Policy on Equal Opportunities

The 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.

The school is also committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment.