

YEAR 7 TRANSITION PROGRESS AND STANDARDS LEADER TEACHING ROLE

A strategic Year 7 leadership role focused on successful transition, strong standards, attendance, belonging, inclusion and academic progress.

Role	Year 7 Transition Progress and Standards Leader
Salary	Leadership Scale - exact range/point to be confirmed in line with the school pay policy and experience
Contract	Full time
Start date	December 2026 – can be negotiated
Responsible to	Assistant Headteacher / Deputy Headteacher responsible for pastoral, standards and attendance
Application route	MyNewTerm

SAFEGUARDING

Harlington School is committed to safeguarding and protecting the welfare of children and young people and expects all staff and volunteers to share this commitment. All job offers are provisional until such time as the school has undertaken appropriate safeguarding checks and is satisfied that successful candidates are suitable to work with children and young people.



WELCOME FROM THE HEADTEACHER

Welcome prospective colleague, to quite possibly your next role and a life changing experience for both yourself and our students. Thank you for showing an interest in joining our team and working alongside us here at Harlington School. If successful you will be joining a dynamic, diverse and passionately committed team of highly professional staff. All of our staff place our students at the heart of everything we do.

Our vision is to enable each and every one within our School community to 'Be the BEST version of themselves'. Be it ourselves as staff or our students, we believe in being the best in ourselves so that we can bring positive solutions to make the world a better place. In an ever-changing world we aim to keep moving forward and to be part of the positive solutions...

We look after our staff here, using coaching and joint collaboration model for improving professional practice and pedagogy. Middle and senior leaders work hard to support staff with behaviour management to ensure you have the skills and support to teach without interruption. We see professional development for all associate and teaching staff as the foundations of our success. Whatever post you are applying for, you will be incredibly well supported in your professional development to become an outstanding practitioner. We are highly regarded by ITT providers for the quality of training that we offer to colleagues at the beginning of their careers, and for more experienced colleagues, professional development is a key priority; colleagues are frequently promoted after working with us. Associate staff are equally supported to develop their professional practice, with industry 'gold standard' accreditations, and we have a stable staffing with low annual turnover.

Harlington School has a responsibility for, and is committed to, safeguarding and promoting the welfare of students and young people, and ensuring that they are protected from harm. All positions are subject to an enhanced DBS check and we take pride in being an equal opportunities employer.

Harlington has undergone significant transformational change over the last few years coupled with significant improvement in progress outcomes and examination results. We are a happy, successful and popular oversubscribed school, with waiting lists in every year group. Much of this has been due to the successful inclusive culture fostered over many years by the staff and students at Harlington.

Our teaching and student facing staff aim to deliver quality first teaching approaches that builds both the keys to successful academic outcomes alongside the stability and resilience to thrive as an independent successful contributing adult. Our associate staff work tirelessly to deliver a professional, outstanding quality of practice with the students at the heart of their work, understanding that regardless of role our priority always remains the safety, wellbeing and improving the life chances of our students. It is these common goals and the ability to see challenges as opportunities rather than barriers that enables our collective and unified response, built over many years of dedication to the students of our Harlington School community.

Where we support, coach and promote successfully from within, we are also in the position to recruit transformational staff who can support, build on and enable our continued growth and change. We look for individuals with the capacity and drive to succeed, see solutions rather than problems, and are glass half full individuals with the ability to recognise that regardless of role, our students are paramount and that they have solutions to enable a better tomorrow.

We work hard, but the rewards are immense. We aim to maintain a work life balance so that in protecting each other we enable us to be at our best professionally and committed in the time we are here. We have a supportive culture where staff wellbeing is augmented by our commitment in constant improvement to keep moving forward.

We welcome contact prior to application (email recruitment@harlingtonschoo.org) – please contact HR if you would like to see us in action, and we'll do our best. I would like to wish you every success in your future career, and look forward to receiving your application if you choose to apply for this position.

Yours sincerely,

Mr A D'Onofrio
Headteacher



THE ROLE

Post title	Year 7 Transition Progress and Standards Leader
Salary	Leadership Scale - exact range/point to be confirmed in line with the school pay policy and experience
Hours	Full time
Start date	December 2026 – can be negotiated
Contractual basis	Teaching post with leadership responsibilities. Contractual obligations are based upon the School Teachers' Pay and Conditions framework and relevant conditions of employment.
Responsible to	Assistant Headteacher / Deputy Headteacher responsible for pastoral, standards and attendance
Key relationships	Senior Leadership Team, Year 7 tutors, primary schools, SEND team, safeguarding team, attendance team, pastoral support leaders, curriculum leaders, parents/carers and external agencies where appropriate

Why this role matters

Year 7 transition is one of the most important phases in a child's school journey. A strong transition does not simply mean organising events before September. It means building the systems, relationships, expectations and early interventions that allow pupils to become confident, successful secondary-school learners.

The Year 7 Transition Progress and Standards Leader will provide strategic leadership for the Year 7 cohort. The role combines transition leadership, year-group culture, attendance, standards, personal development, academic progress and inclusion. It is designed to secure a strong start for every pupil, particularly those who may be vulnerable, disadvantaged, SEND, anxious, previously low-attending or at risk of disengagement.

This role sits within the wider pastoral, standards and progress structure. The postholder will work closely with operational pastoral staff and pastoral support leaders, but the role is not intended to be a default incident-investigation post. The purpose is to lead the year group, identify patterns early, strengthen systems and secure impact.

The successful candidate will

- lead the transition experience from Year 6 into Year 7, including liaison with primary schools and families;
- build a strong Year 7 culture based on high expectations, care, belonging and consistency;
- lead Year 7 tutors and ensure form time, assemblies and routines reinforce school standards;
- use data intelligently to track attendance, behaviour, attitudes, progress and vulnerability;
- work with SEND, safeguarding, attendance and pastoral colleagues so that support is joined up;
- engage parents and carers early, positively and clearly;
- model excellent professional standards as a teacher and leader; and
- contribute to the wider leadership of pastoral systems, standards and school improvement.



Application and Selection Process

How to apply

Applications are made via MyNewTerm. All enquiries should be sent to recruitment@harlingtonschool.org. CVs alone will not be accepted. The school is committed to safeguarding and promoting the welfare of children and to equality of opportunity. Enhanced DBS clearance and all relevant pre-employment checks will be required.

Closing date	See MyNewTerm end date
Interview date	To be confirmed
Contact	HR team via recruitment@harlingtonschool.org

Appointment procedure

The appointment process is expected to include:

1. Shortlisting against the job description and person specification.
2. Pre-interview safeguarding checks and references in line with safer recruitment practice.
3. A lesson observation and reflective discussion to explore classroom practice.
4. A transition, standards or year-group leadership task/presentation.
5. A formal interview panel.
6. An HR meeting and completion of safer recruitment checks.

Gaps in employment history will be explored at interview. Candidates should be prepared to bring copies of relevant qualification certificates and identity documentation as requested by HR.



JOB DESCRIPTION

Job title	Year 7 Transition Progress and Standards Leader
Purpose	To lead the successful transition, induction, standards, attendance, belonging, inclusion and progress of the Year 7 cohort.
Line management	Year 7 tutor team and allocated year-group responsibilities as agreed by the Headteacher.
Teaching	The postholder will teach in their subject area. Teaching commitment to be confirmed in line with school needs and leadership responsibilities.

CORE PURPOSE

The Year 7 Transition Progress and Standards Leader will provide strategic leadership for Year 7 so that students make a confident, safe and successful move into secondary school. The postholder will lead the systems and relationships that enable students to attend well, behave well, learn well, feel known and make strong progress from the start of Year 7.

The postholder will work under the direction of the Senior Leadership Team and in close partnership with pastoral, attendance, SEND, safeguarding and curriculum leaders. The role requires a leader who can combine care with clear standards, and who can translate data and professional knowledge into timely action.

KEY RESPONSIBILITIES

Area	Expectation
Transition leadership	Lead the Year 6 into Year 7 transition programme, including primary liaison, pupil information gathering, transition events, induction planning and early identification of pupils requiring additional support.
Year 7 culture and standards	Establish and maintain clear routines, high expectations and a strong sense of belonging. Ensure students understand and meet Harlington expectations for conduct, uniform, punctuality, learning habits and respectful relationships.
Attendance and punctuality	Monitor Year 7 attendance and punctuality patterns. Work with attendance colleagues to identify early decline, persistent absence risks and targeted family engagement strategies.
Academic progress	Use prior attainment, transition information and internal data to identify pupils who are underachieving or at risk of underachievement. Coordinate appropriate action with curriculum leaders, tutors and relevant support teams.
Inclusion and vulnerability	Ensure that SEND, disadvantaged, vulnerable, EAL, high prior attaining and previously low-attending pupils are known, tracked and supported. Work closely with the SENDCo, safeguarding team and pastoral colleagues.
Tutor team leadership	Lead the Year 7 tutor team. Ensure tutors understand their role in attendance, standards, communication, safeguarding awareness, tutor-time routines and pupil belonging.
Personal development	Lead Year 7 assemblies, tutor-time themes, pupil voice, celebration and character development so that students develop confidence, responsibility and pride in the school community.
Family engagement	Build strong, proactive relationships with parents and carers. Communicate early, clearly and constructively, particularly where concerns around attendance, behaviour, progress or wellbeing emerge.
Behaviour and attitudes	Use behaviour data to identify trends, causes and repeat concerns. Work with pastoral support leaders to ensure operational follow-up is effective while retaining strategic oversight of year-group standards.



Safeguarding	Maintain strong safeguarding awareness and ensure concerns are reported promptly through school systems. Work with the safeguarding team where transition intelligence or Year 7 concerns indicate possible risk.
Evaluation and reporting	Provide regular updates to senior leaders on Year 7 attendance, behaviour, progress, transition impact and priority pupils. Evaluate the impact of interventions and adjust actions accordingly.
Teaching	The postholder will have a teaching timetable alongside their leadership responsibilities and will work closely with colleagues, students, parents/carers and other stakeholders to ensure that Year 7 students make a successful transition and achieve their full potential.

LEADERSHIP EXPECTATIONS

- Be highly visible before school, during transitions and at key points in the school day.
- Lead with calm authority, consistency and professional optimism.
- Use data and professional judgement to identify need early rather than waiting for concerns to escalate.
- Hold colleagues and pupils to account in a manner that is respectful, clear and aligned with school policy.
- Support workload-aware practice by ensuring systems are purposeful, proportionate and followed through.
- Contribute to the wider leadership of behaviour, attendance, personal development and inclusion across the school.

TEACHING RESPONSIBILITIES

The postholder will remain a classroom practitioner and will be expected to model the professional standards expected of teaching staff. This includes planning and delivering high-quality learning, maintaining high expectations of behaviour and work completion, using assessment effectively, engaging with professional development and contributing positively to the life of their faculty and the wider school.

- Plan work in accordance with departmental schemes of work and national curriculum programmes of study.
- Take account of students' prior levels of attainment and use them to set future targets and appropriate programmes of study. Set work when required for absent students, and also if cover is required for your classes.
- Maintain good discipline by following the school's student disciplinary policies and procedures.
- Ensure punctuality and establish a purposeful and calm working atmosphere during all learning activities.
- Maintain excellent classroom management with due regard to health and safety policies.
- Set appropriate and challenging work for all students.
- Ensure effective setting of home learning for students, in line with the school policy.
- Identify, or use information provided, to work appropriately with 'special educational needs' students and 'academically more able' students.
- Commit to full engagement with teacher development, reflection and joint planning initiatives, to further improve pedagogy and practice in the classroom.

ASSESSMENT, RECORDING AND REPORTING:

- Keep appropriate records of students' work.
- Mark and return work set, including homework within an agreed and reasonable time.
- Use the faculty marking/feedback scheme at all times.
- Carry out assessment and intervention programmes, as agreed by the school, faculty or department.
- Complete records of achievement or concern when requested.
- Complete student data drop requests in line with school policy. Attend parents' evenings as required and keep parents informed about their child's performance and future targets.



PASTORAL WORK:

- Undertake responsibility for a form group.
- Monitor targets set for the social and academic progress of all students in the form.
- Build up a good relationship with the students in your form, so that they will look to you for support and advice.
- Command high standards of student behaviour, uniform and conduct at all times and support the school in its application of related policies.
- Report issues of concern to the appropriate pastoral or senior staff.
- Maintain an accurate register of attendance and do everything possible to encourage good attendance.
- Attend all required safeguarding and child protection training. Familiarise yourself with Keeping Children Safe in Education and all school safeguarding policies and procedures. Ensure that you follow mandatory procedures for teachers, for the reporting of suspected or disclosed cases of Female Genital Mutilation (FGM).

OTHER:

- Report any and all safeguarding concerns immediately to the Designated Safeguarding Lead or a member of the Safeguarding Team, in person, and using the appropriate school procedures.
- The teacher will be part of the school's appraisal scheme. S/he will have a team leader who will set agreed targets for the year. The team leader will monitor and review performance, including classroom teaching. The school will support the continuing professional development of all staff, to ensure that their expertise is being kept up to date.
- Attend and contribute to key stage, subject, team and full staff meetings.
- In relation to the school's strategic plan, contribute towards the goals and targets.
- Maintain a professional interest in educational initiatives relevant to the teacher's subject(s).

REVIEW OF THE JOB DESCRIPTION

This job description is intended to provide guidance on the range of duties associated with the post. It is not intended to provide a full and exclusive definition of the post. It may be subject to modification and amendment from time to time and the post-holder may be required to undertake additional duties as required by the Headteacher. This job description will be reviewed and updated as required, in consultation with the post-holder and the Headteacher.

Person Responsible: Headteacher.



PERSON SPECIFICATION

Personal and interpersonal qualities

Criteria	Essential / Desirable
Commitment to Harlington's values and to helping students be the best version of themselves.	Essential
Strong safeguarding awareness and a clear understanding of professional responsibilities when working with children.	Essential
Calm, emotionally resilient and able to lead confidently in challenging situations.	Essential
Excellent interpersonal and communication skills with pupils, staff, families and external partners.	Essential
High expectations of behaviour, attendance, punctuality, uniform, learning habits and respectful conduct.	Essential
Positive, solution-focused and able to see challenges as opportunities for improvement.	Essential
Organised, reliable and able to manage competing priorities without losing sight of key outcomes.	Essential
Able to build trust with pupils and families while maintaining clear professional boundaries.	Essential
Experience of leading change or improvement beyond own classroom.	Desirable

Qualifications, experience and knowledge

Criteria	Essential / Desirable
Qualified Teacher Status.	Essential
Appropriate degree or equivalent qualification.	Essential
Strong classroom practice and commitment to high-quality teaching.	Essential
Understanding of transition, adolescent development and the barriers pupils can experience when moving to secondary school.	Essential
Experience of using data to identify need, track patterns and evaluate impact.	Essential
Understanding of safeguarding, SEND, attendance and behaviour systems in a secondary school context.	Essential
Experience of leading tutors, a year group, transition programme, pastoral workstream or whole-school initiative.	Desirable
Experience of working with primary schools, families or external partners to support transition.	Desirable
Relevant leadership development, NPQ or equivalent professional learning.	Desirable

Leadership and impact

Criteria	Essential / Desirable
Ability to lead a coherent Year 7 vision that combines care, high standards, attendance, progress and belonging.	Essential
Ability to analyse behaviour, attendance and progress information and translate this into timely action.	Essential
Ability to work collaboratively with pastoral, SEND, safeguarding, attendance and curriculum colleagues.	Essential
Ability to communicate clearly with parents and carers, including where concerns need to be addressed early.	Essential
Ability to model professional conduct and uphold school systems consistently.	Essential
Evidence of measurable impact on pupil outcomes, attendance, behaviour, transition or personal development.	Desirable



SCHOOL BACKGROUND INFORMATION

Harlington School is a large school in the southernmost part of the London Borough of Hillingdon. After a period of very high student mobility, the school is now successful and oversubscribed.

We are a Foundation, mixed ability comprehensive school, with a small Specialist Resource Provision for children with Physical and Sensory Disabilities. The School has been in the top quintile nationally for FSME6, EAL and mobility for a number of years, but since 2016, we have moved nearer to the national average for deprivation, although we are still in the 4th quintile. Prior attainment on entry is below the national average in all year groups, but the number of highly able students is increasing year on year. Our staff and students are passionate, friendly and diverse, hailing from across the globe. More than 60 languages are spoken at the school, and we are renowned for our inclusive, supportive culture. Our admissions policy includes priority placement for the children of staff. Currently we employ approximately 162 staff, including teachers, associate staff and apprentices. We also host up to 20 Beginner Teachers every year, from a number of ITT providers including the Hillingdon SCITT, a number of universities and we also train colleagues from Teach First.

The school has a number of links with other schools, and external accreditations. We are an IQM Flagship School, an ArtsMark Gold School and are pleased to be in receipt of the Schools' Wellbeing Award. In September 2018 we were featured in the Parliamentary Review:

<https://www.theparliamentaryreview.co.uk/organisations/harlington-school>

In our most recent OfSTED Section 8 inspection in April 2024, the school was judged as continuing to be Good.

<https://reports.ofsted.gov.uk/provider/23/102451>

NEW TO THE TEACHING PROFESSION?

Your training and development needs are fully supported in your ECT years and beyond. We have a full time professional tutor in addition to your faculty mentor, to guide and support you and there is a weekly ECT training programme in addition to other professional development programmes. Loadings are reduced, and we give you a classroom that is located near to more experienced staff in the faculty. Wherever possible we look at not only the number of periods you teach but also the number of classes that you are responsible for, in your first year.

We actively promote collaborative and reflective practice, and support colleagues who are new to the profession in developing positive relationships and effective behaviour management strategies, as well as developing effective techniques to reduce workload. We know that the first couple of years in the profession are hard work as you develop your craft, and we encourage you to share in your successes, but also not be afraid to ask for help if you need it.

We offer the opportunity of paid employment for the last three weeks of the summer term prior to September contracts commencement.

TEACHING STAFF: LEARNING, ASSESSMENT AND PROFESSIONAL DEVELOPMENT

Teaching is good at Harlington as a result of a whole school commitment to continual discussion and improvement of the teaching craft. We have reduced teacher loadings for many teachers to create a weekly Joint Planning Time for subject areas during the school day, and we have used our training day provision to create regular Teacher Development meeting slots after school. We have a Teaching Team comprising of Lead Practitioners and a Professional Tutor who are highly regarded for their support and CPD programmes for all staff. Staff who are relatively new to the profession are given time, energy and care to support their training. We very rarely ask teachers to teach outside of their specialism, and we are investing heavily in developing a trust based, coaching model. As a result, teaching quality has further strengthened since OfSTED judged it to be good in 2024. We are highly regarded by Teach First and a number of universities, who place large numbers of Beginner Teachers on placement with us. Staff are



encouraged and supported to gain additional qualifications, and we currently have staff undertaking National Professional teaching accreditations, as well as Lead Practitioner and Masters' Degrees. There are 'step up' programmes for emerging middle and senior leaders, and coaching opportunities for the Middle and Senior Leadership Team. Preparation for Headship is established, with 4 colleagues either undergoing or have completed NPQH, the 'Head for a Day' Programme.

We are developing our virtual learning platform, migrating to Microsoft Teams this year for student communications, remote learning and pedagogy to provide a wider range of curriculum resources to students. We are actively moving away from 'marking' to 'feedback', and developing best practice in moderating students' work when evaluating progress.

ASSOCIATE STAFF: ETHOS, VALUES AND PROFESSIONAL DEVELOPMENT

Associate staff are expected to be committed to supporting and educating young people, whether or not their job involves working directly with the students. Everything that we do is to provide a high quality educational experience for our students. Associate staff are encouraged to develop their own professional development and have equal access to the staff development budget. We are currently supporting entry level and higher level apprenticeships in finance and learning support, and we have a great track record in supporting staff into teacher training from a learning support assistant background. Industry accreditations such as CLEAPPS and HAS training is also encouraged and supported.

HOW TO FIND US

Harlington School is situated at the southern end of the London Borough of Hillingdon, near the M4 and Heathrow Airport. We have good access to London to our east by road, rail and underground. There is also easy access to the countryside of Berkshire, Buckinghamshire and Hertfordshire via the M4 and M25.

BY BUS

U4 Uxbridge – Prologis Park via Hayes & Harlington Station.

BY RAIL

Hayes & Harlington Station from Paddington, Ealing, Reading and Slough.

BY CAR

Exit M4 Junction 4, following signs towards Hayes.

If you wish to use your Sat Nav to find us, use postcode UB3 1PB. Please park in the car park accessed from Dudley Place.



