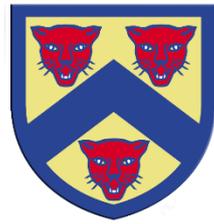


Stratford upon Avon School & Sixth Form



Specialist Teaching Assistant

Closing Date: 12 noon, Friday 3rd May 2019

Information Pack

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APPOINTMENT OF SPECIALIST TEACHING ASSISTANT (TA3)

CONTEXTUAL INFORMATION

Our broader Inclusion structure supports the learning of students within both a mainstream classroom setting, and small group withdrawal & intervention programmes. The staffing and resource structure that support this includes:

- Subject based Teaching Assistants
- Specialist Teaching Assistants in Numeracy, Literacy / Dyslexia
- Specialist teacher for English as an additional Language (EAL)
- Specialist Teaching Assistant in SEMH
- Lead SENCo
- Inclusion Assessment Leader
- Inclusions Operations Leader
- Lead Specialist in Vocational Learning and Alternative Curriculum

The Inclusion / SEN department is located in the centre of the school building and has specialist intervention rooms which are used for individual and small group work in a range of SEN related areas. It is adjoined to our Inclusion and Achievement Centre (IAC), which provides more personalised provision for identified students with Social, Emotional and Mental Health related needs.

A vocational learning pathway (STAR programme) exists within the Key Stage 4 'Options' system, and allows a relatively small proportion of students (often with SEN) to access a less academic qualification pathway, currently leading to the acquisition of three awards: ASDAN (CoPE), The Princes Trust Award, and The Duke of Edinburgh Award.

The school continues to develop the learning provision for students who require a greater level of support, and / or alteration to their curriculum timetable. Regularly there are a very small number of students who increasingly struggle to cope with the demands of a mainstream school experience and the completion of a full GCSE programme. To provide for this small group of students the school is launching a new LEAP provision (Learning and Employability Action Programme). This provision will be located on the school site but remote from the main building. A variety of specialist staff will input into this learning and vocational provision, with a focus on fewer qualifications and a more practical experience.

We are seeking to appoint a Level 3 Teaching Assistant to:

- Lead in the delivery and moderation of the STAR (Stratford Trainee Apprenticeship Route) programme, including ASDAN (COPE) qualifications, Princes Trust and Duke of Edinburgh Awards.
- Support the delivery of the Learning & Employability Action Programme (LEAP)

Key activities within this role will include:

- Planning and delivering lessons within the STAR programme with small classes of Year 9, 10 and 11 students
- Assessing and moderating student learning in line with both department and examination board requirements.
- Establish productive working relationships with identified students, supporting their learning and progress within the LEAP alternative curriculum
- Working alongside subject staff to plan and support work that meets the needs of individual learners with SEN. Students of particular focus will be identified on our SEN register for:

Cognition and Learning
Social, Mental and Emotional Health
Communication and Interaction
Sensory and / or Physical impairment

The postholder will report to the *Lead Specialist in Vocation Learning and Alternative Curriculum* who has overall responsibility for the operational provision within the school, linking extensively with all departments, external agencies, parents and students.

This post will entail a diverse range of leading the delivery of learning and supporting others. We are seeking to appoint a colleague with initiative, enthusiasm and the ability to work positively with some of our most vulnerable students, often with SEN.

Working Hours and Holiday Arrangements

The hours will be 37 hours per week working Monday to Friday. The actual working hours will be determined with the successful candidate alongside the needs of the department but typically will be 8.00am – 4.15pm Monday to Thursday, 8.00am – 3.45pm Friday.

The post is term-time (38 weeks) plus five staff learning days per annum; 39 weeks.

In the case that the successful candidate already has holiday arranged when offered the post, and if it is declared at this time, we will honour this arrangement.

Grading of the Post

The pay system in operation uses a banding system, and this post is aligned to Band H representing the job weight of the post.

Payment is made monthly at the end of the calendar month direct into a nominated bank or building society account. Cost of living rises are awarded for all staff on or around 1st April each year, except during national wage freezes. Increments until the top of the scale for the post has been reached are automatic each April, as long as a minimum of six months has been completed by the time of the first increment. For example, if starting in September, the increment would be paid the following April, but if starting on 1st December, the first increment would not be paid until six months had elapsed, that is on 1st June.

Induction and Professional Development

An induction programme will be developed for the successful applicant and a programme of support and training will be given. After the induction period, a planned professional development programme will be agreed, linked to the competency based performance review system, which is carried out in school for all staff.

The Organisation of Staff at Stratford upon Avon School

There are nearly 200 staff employed at our school, with approximately half of these being support staff.

We aim to be a cohesive, inclusive workforce, and we operate in a professional environment of respect, with the overriding purpose for every post in the school being to support the learning of our students.

We take seriously the wellbeing of our staff, and believe that everyone has a vital contribution to make towards the life and vibrancy of the school. We operate a wellbeing programme; all staff have the opportunity to be involved in school improvement activities, and to contribute to student development through co-tutoring, mentoring and other areas appropriate to their role and expertise. Other opportunities involve running extra-curricular clubs, accompanying school trips, leading an assembly, getting involved in sport (e.g. staff football or cycling), and participating in staff social events. The on-site fitness gym is available for staff use at particular times.

Start Date

It is anticipated that the successful candidate will be able to start very shortly after the first half term in the summer, beginning in June. However, we will always appoint the individual whom we believe to be the best person for the job, and if there is a delay whilst extended notice is worked, then that is accepted.

Interviews

Interviews are likely to be held within two weeks of the closing date.

Stratford-upon-Avon School is a friendly school, with high expectations for the attainment and behaviour of our students, and with a supportive ethos for all staff.

We hope you find this opportunity of interest, and we look forward to receiving your completed application form. Meanwhile if you have any questions or queries about the post, please contact HR at the school, telephone 01789 268051.

Mark Brennan, Assistant Headteacher (Inclusion,) April, 2019

Stratford-upon-Avon School

Job Title:	Specialist Teaching Assistant (Vocational Learning and Alternative Curriculum)
Grade	Band H TA3 Level
Hours:	37 hours weekly, 39 weeks per year
Reporting to:	Lead Specialist in Vocational Learning and Alternative Curriculum
Working closely with:	Inclusion Team, SENCo

Main Purpose of Job

To lead in the delivery and moderation of the STAR (Stratford Trainee Apprenticeship Route) programme, including ASDAN (COPE) qualifications, Princes Trust and Duke of Edinburgh Awards.

- To contribute towards student attainment and progress in STAR, ensuring all students achieve to their potential
- To plan, deliver and assess learning within specific areas of the STAR programme
- To liaise with key stakeholders as appropriate: Link teaching staff, external agencies, other educational providers and parents.

To support the delivery of the Learning & Employment Action Programme (LEAP).

- To support student's programme of learning leading to the acquisition of five desirable qualifications.
- To support the acquisition of valuable 'employment related' skills and experiences (including visits, visitors and external guest speakers, work experience, vocational study pathways)
- To contribute towards key performance indicators that will include: student attainment and progress; Vocational experience and attainment; employability experience, attendance and behaviour
- To support with regular assessments, benchmarking progress and implementing necessary support
- To work closely with subject staff and the Inclusion team to establish a cohesive programme of support to meet the needs of students for whom behaviour and an ability to successfully access a main stream secondary setting is difficult.

Key Accountabilities

- Plan and deliver learning activities consistent with designated schemes of work, or qualification syllabus: ASDAN, Princes Trust, and Duke of Edinburgh Award
- Use imagination and innovation to help students to over-come barriers and to access learning in a way which accelerates progress.
- Establish productive working relationships with pupils, acting as a role model and setting high expectations.
- Promote the inclusion and acceptance of all pupils within the classroom and the school.
- Support pupils consistently whilst recognising and responding to their individual needs.
- Encourage pupils to interact and work co-operatively with others and engage all pupils in activities.
- Promote independence and employ strategies to recognise and reward achievement.
- Provide feedback to pupils in relation to progress and achievement.

- To assist subject and other support staff in using specialist strategies for pupils diagnosed with dyscalculia, dyslexia, ASD or SMEH
- Provide information and advice to enable pupils to make choices about their own learning.
- Work alongside teachers in lesson planning, evaluating and adjusting lessons/work plans to suit the needs of pupils with dyslexia, ASD or SMEH
- Work alongside teachers and the inclusion team to plan and then deliver appropriate individual and small group activities to develop key learning skills which enable pupils with dyslexia, ASD or SMEH to access the curriculum.
- Contribute to the assessment of pupils by teachers through observation and reporting, maintaining accurate records of findings.
- Be actively involved in the day-to-day management of the learning environment of pupils with dyslexia, ASD or SMEH, including the provision of specialist teaching materials and equipment where appropriate.
- Support provision for pupils with dyslexia, ASD or SMEH
- Undertake regular professional development to keep up to date with the latest initiatives and good practice
- Challenge and motivate pupils through promoting and reinforcing self-esteem.
- Attend Annual Review Meetings as appropriate.
- Undertake administrative tasks appropriate to the role of a TA3.

Support for the school:

- Be aware of and comply with policies and procedures relating to child protection, health and safety and security, behaviour management, confidentiality and data protection, reporting all concerns to an appropriate person.
- Be aware of and support difference and ensure all students have equal access to opportunities to learn and develop.
- Contribute to the overall ethos/work/aims of the school.
- Attend and participate in regular meetings.
- Participate in training and other learning activities as required.
- Recognise own strengths and areas of expertise as required.
- Provide appropriate guidance and supervision and assist in the training and development of staff as appropriate.
- Supervise students on visits, trips and out of school activities as required
- Within own area of expertise or interest, take opportunities to lead extra-curricular or other activities.

Any other duty appropriate to the general area of operation and in line with the broad range of responsibilities and aptitudes expected

Other duties

- In the event of staff absence, provide cover to allow the delivery of learning programmes, specifically STAR and LEAP.
- Provide mentoring or other support for one or more students at Stratford upon Avon School
- Participate fully in the School's performance management programme
- Undertake any other duties commensurate with the level of the post at the direction of the Lead Specialist in Vocational Learning and Alternative Curriculum and Assistant Headteacher (Inclusion)

Health and Safety

1. At times this post involves dealing with students and visitors to the school, and responsibility for own health and safety and that of others will be of key importance
2. The post holder must have the moral courage to insist on appropriate safety standards within their area of influence, whilst not using Health and Safety as an excuse to water down the educational experience for the pupils.

General

Entitlement to:

- A clear line management and access to the immediate line manager.
- An annual performance review, which includes the setting of individual performance targets in line with the established school procedure.
- Time and opportunity for professional development, in an appropriate form.

Requirements

- Compliance with the Data Protection Act
- Knowledge of and compliance with relevant school policies and procedures e.g. Health & Safety, No Smoking, Acceptable Use of the Internet, procedure to gain authorisation for expenditure, privacy policies, Child Protection etc.
- Willingness to undertake training /professional development in-house or externally.
- Participation in the performance management system in force for all staff.

Notes

- Stratford-upon-Avon School reserves the right to alter the content of the job description to reflect changes to aspects of the role, without altering the general nature of the role or level of responsibility.
- The responsibilities detailed are subject to the terms and conditions laid down in the Contract of Employment for Support Staff.
- The job description summarises an indicative range of duties, responsibilities and outcomes, but does not seek to imply the relative priorities or the proportion of time to be spent on each.

Appendix 1

Support Staff Posts

Corporate

- Support your line manager or team leader as required in maintaining a customer focus, efficient working, establishment and following of operating procedures, compliance with health and safety and other regulatory requirements, identifying desirable developments, and providing clear support in general for teaching and learning, pupil progress and wellbeing, and any external or collaborative arrangements with which the school is involved
- Contribute to the effective operation of support services
- Be prepared to share good practice with other schools and relevant bodies. This may include undertaking duties and work in other schools and at other locations
- As part of a team of support staff, provide assistance with the invigilation of examinations if required
- As a member of staff working in a school setting, have a duty to help keep young people safe and to protect them from sexual, physical and emotional harm and to take reasonable steps to ensure the safety and wellbeing of students

Working with Pupils

1. As part of a team of support staff, provide assistance with a variety of other provision if required, such as supervision of private study, accompanying school visits, general staff duties etc.
2. Be prepared to engage in elements of guidance or instruction to pupils in line with specific job role, area of interest or expertise.

Membership of Groups

1. From time to time, take the opportunity to be involved in working groups, designed to enhance the learning or operational aspects of school life.

Appendix 2

Specialist Teaching Assistant

Terms and Conditions of Employment specific to the post

Working Hours

The post is for 37 hours over 5 days per week. The actual timings will be by agreement with the line manager, in line with general school policy based on 8.00am – 4.10pm Monday-Thursday, 8.00am – 3.40pm Friday.

A lunch break of 40 minutes will be taken at a mutually agreed time, by agreement with the line manager. Where 6 hours or fewer are worked per day, it may be possible to omit the lunch break

Working weeks will be 39 weeks per year made up as follows:

38 weeks (term time) plus 1 week of Staff Learning Days

There is provision for additional hours worked to be taken as TOIL, or in certain cases, remunerated as long as they are for reasons connected with school development, clearly justifiable and appropriately authorised in advance.

Holidays

- a) Term-time staff are paid for a pro-rata proportion of holidays applicable to the grading of the post and the length of their service.
- b) All holidays are deemed to be taken within school holidays.
- c) The allocation of holidays against which pro-rata payment is made is 21 days for new entrants to schools, academies or local government. 25 days after 4 years' continuous service, plus 8 Bank Holidays and 4 Statutory days

Other Benefits

- Free car parking
- Use of School Fitness Suite at designated times
- Free lunch when covering a lunchtime duty
- Wellbeing employee assistance programme
- Contributory pension scheme

Remuneration

Starting salary for a full-time post at Band H (Points 17-22) is within the range £23,836 to £26,317; starting point depending on experience and qualifications.

Actual salary for hours and weeks worked is calculated as £20,466 to £22,597 subject to any continuous service.

*All positions at Stratford-upon-Avon School are subject to the Disclosure Barring Scheme.
This post is subject to an Enhanced Disclosure.*

Stratford-upon-Avon School Person Specification

Specialist Teaching Assistant TA3 - Vocational Learning & Alternative Curriculum

April 2019

Please read this Person Specification carefully as it will be used to assess candidates as part of the short list and selection process. The recruiting team will be looking for candidates who most closely match the following:

	Essential	Desirable	Evidence base
Qualifications	A good general education, including, GCSE Mathematics and English at grade C or above (or equivalent). Drivers licence.	Level 3 / 4 qualifications. Specialist qualifications working with students with Specific Educational Needs (Dyslexia, ASD or SEMH). TA3 equivalent or higher.	Application form.
Skills and Experience	Experience of an education setting, and knowledge of secondary education. An ability to engage with pupils. Experience of working with students from a vulnerable background (SEN / Behaviour / Illness) Basic ICT skills.	Previous employment as a TA3. Supporting pupils of secondary age. Planning and delivery of learning to students. Experience in vocational learning (e.g. ASDAN, City & Guilds, Leadership qualifications etc.)	Application, references and selection process.
Key competencies and aptitudes	An interest in education and the development of young people, particularly those with specific educational needs. An imaginative and proactive approach to solving problems. Outstanding interpersonal skills. High level of emotional intelligence and resilience. An ability to motivate others. Excellent time-keeping and prioritisation skills. Drive and determination. Sense of humour.	An ability to help other professionals to translate complex information into an easily digestible format to enable pupils to access material.	Application, references and selection process.
Professional development	A willingness to attend training for specific aspects of the job and for generic school-based development.	Prior experience of putting skills acquired through training into practice. A positive approach to personal development and training.	Application, references and selection process.
Other information	Share the ethos of the school. This post is subject to an Enhanced DBS Displays commitment to the protection and safeguarding of children and young people	Willingness to co-ordinate and take part in whole school activities.	Application, references and selection process.

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

Information for Applicants

Application Form

When completing the application form please account for all your time since leaving full time education including part-time, voluntary, travelling and independent work – explaining any gaps.

You must also ensure you complete the section relating to previous criminal convictions and sign the application form. If you are completing your application electronically you may be asked to sign your form if invited to interview.

CVs may be submitted as a supplement to the application form but may not take the place of it.

Pre-Interview checks /References

Details of two referees must be provided on the application form including full postal address and an email address. Referees must know you in a professional capacity and should be well placed to comment on your suitability for the position for which you are applying. One should be your current or most recent employer. References will be obtained if you are short listed for interview for consideration during the selection process unless you specifically state you do not wish this procedure to be adopted. We also reserve the right to approach any previous employer listed on your application form. We will ask previous employers to provide information on you suitability to work with children and any disciplinary offences, allegations and investigations, including expired offenses.

Please note that the school may conduct a social media check on applicants invited for interview.

Interviews

The selection procedure is likely to be a full day at school with other selected candidates for both teaching and support roles. You will be given the opportunity to tour the school and meet members of the team that you would be joining which will help you decide whether you would be happy working as part of the schools team.

Full details of all the selection activities will be provided in the letter inviting you to interview.

The Asylum & Immigration Act 1996 and the immigration (Restrictions on Employment) Order 2004 require employers to establish that an individual is entitled to work in the UK prior to that person commencing employment. This entitlement must be evidenced at interview stage and a copy will be retained once a formal offer has been made and accepted.

You will be therefore asked to bring documentary evidence of your identity to interview as evidence of your right to work in the UK such as passport, national insurance card or work permit. If applying for a teaching post, original documents confirming your educational / professional qualifications will also be required.

If you have not heard from us about an interview within two weeks of the closing date you should assume that we will not be taking your application further. We do not normally offer feedback to candidates who are unsuccessful at this stage.

Equalities

Stratford upon Avon School is committed to promoting equality and diversity in the education of our students and the employment of our staff and to avoiding unlawful discrimination in employment, the delivery of our service to students and interactions with our other customers.

The school will avoid unlawful discrimination in all aspects of employment including recruitment, promotion, opportunities for training, pay and benefits, discipline and selection for redundancy.

Job descriptions and Person specifications will be limited to those requirements that are necessary for the effective performance of the job. Candidates for employment or promotion will be assessed objectively against the criteria of the job, taking into account any reasonable adjustments that may be required for candidates with a disability.

Safer recruitment

Stratford upon Avon School actively promotes a culture that helps safeguard children and young people and discourages and prevents inappropriate people joining the workforce both on a paid and voluntary basis.

Pre Employment Checks

As your employment would be in a regulated position under the Government Vetting and Barring Scheme, you will be subject to an enhanced DBS disclosure and must meet the requirements of the Independent Safeguarding Authority (ISA). You cannot perform work in a regulated position if you have been barred from working with either children or vulnerable adults by the ISA or if you have been barred or disqualified from working with children by another organisation.

Rehabilitation of Offenders Act 1974

All posts within Stratford School are covered by the above act as they involve working directly with children or young people and requires an Enhanced Disclosure & Barring Scheme (DBS) check. Most convictions remain unspent and you must therefore declare them. The amendments to the Exceptions Order 1975 (2013) provide that certain spent convictions and cautions are 'protected' and are not subject to disclosure to employers and cannot be taken into account. Guidance and criteria on the filtering of these cautions and convictions can be found on the Disclosure & Barring Service website.

This information must be provided and sent under separate, confidential cover to the HR Department. We guarantee that this will only be seen by those who need to see it as part of the recruitment process. Failure to disclose such information could result in your dismissal or discipline by the school. Any information will be treated in complete confidence.

Further information about the school including our Equalities Policy and Child Protection is available from our website: www.stratforduponavonschool.com .

Closing date

The closing date for applications is detailed on the front of the Information Pack and within the recruitment advert.

Sending in your application

By email to recruitment@stratfordschool.co.uk

By post to Human Resources Department, Stratford upon Avon School, Alcester Road, Stratford upon Avon, Warwickshire, CV37 9DH

Queries

If you have any further questions prior to application please contact Mrs Jane Raines, HR and Training Advisor in the first instance on 01789 416660 or recruitment@stratfordschool.co.uk

Specialist Teaching Assistant (TA3)

Thank you for your interest in the Specialist Teaching Assistant post at Stratford upon Avon School.

Just as every parent wants a good school for their child and every child deserves one; every member of staff wants to work in a good school, and that is what we are. We have delightful students, outstanding facilities and an extremely bright future.

Our values are summed up in the following lines:

We hold these truths to be self-evident; that everyone is entitled to feel safe, happy and successful. We like and care for young people. We have a growth mind-set and believe that everyone can improve through hard work if they are engaged, enthused and inspired.

We believe in comprehensive values and a student-centred approach. We work better and are more productive when we feel good about ourselves and trust each other.

Our aims are quite simple, to:

1. Raise standards by focusing on developing high-quality learning and teaching
2. Become one of the best schools in the country
3. Celebrate comprehensive values and a student-centred approach, within an equitable and inclusive school so that we meet the needs of our school community.

We believe that youngsters have an innate love of learning and their enthusiasm is ours to nurture and develop. Our job is to engage, enthuse and inspire; to create an environment where ordinary people can achieve extraordinary things.

From the moment you first approach the school, you realise what a special place to work this is. Our superb main school buildings and grounds, opened in 2002 and the Sixth Form Centre opened September 2010, provide an outstanding learning environment. . The buildings have been really well looked after and are constantly improved. The town of Stratford upon Avon is a particularly lovely place to work and we are proud to be part of the vibrant local community. We work closely with local institutions including The Royal Shakespeare Theatre and the Stratford Literacy Festival. We are delighted to feature as 'Bond Street' on the Stratford Monopoly board. We have a talented staff and strong structures. Behind the scenes, careful husbandry has meant that the school is in a relatively healthy financial position that has enabled us to continue to invest in our infrastructure.

Stratford upon Avon School is an 11-18 mixed comprehensive school catering for 1400 students, including approximately 240 in the sixth form. Since being appointed Headteacher in September 2013 I have found the whole school community very welcoming and am sure that you will too.

In 2015-16 the school was featured as a case study highlighting best practice in *The Parliamentary Review*. In March 2016 we were graded 'Good' in every category by Ofsted. There are many positives throughout the report which was a fair and balanced assessment of the school, in line with our own self-evaluation. However, I would particularly like to draw your attention to the following comments:

LEADERSHIP AND MANAGEMENT:

- *“The headteacher has been relentless in his drive to deal with all the issues raised in the previous inspection. He has given the school community a renewed energy to improve progress for all pupils in the school” (p3)*
- *“The school’s published aim through its curriculum is to ‘engage, enthuse and inspire’ and this aim is met” (p3)*
- *“the way the school encourages confidence and maturity from its pupils” (p3)*
- *“Keeping children safe in school has the highest priority and pupils have several contact points if they are in need of help” (p4)*

TEACHING, LEARNING AND ASSESSMENT:

- *“The quality of teaching is now good, with some areas of outstanding practice particularly in the sixth form. As a result, pupils in school now make good progress in all key stages” (p4)*
- *“Relationships between teachers and pupils are good and the great majority of pupils are keen to learn and achieve well” (p4)*
- *“Teaching assistants are particularly effective as they challenge and support pupils well. They guide pupils in their learning without doing the work for them and this helps to encourage deeper thinking and independence” (p4)*
- *“Pupils’ behaviour in lessons is usually good and adults manage any issues that arise well. This means that teachers and pupils can stay focused on learning. This also influences the good progress pupils make” (p4)*

PERSONAL DEVELOPMENT, BEHAVIOUR AND WELFARE:

- *“The positive and supportive culture in school supports pupils’ well-being effectively” (p4)*
- *“The behaviour of pupils is good. Pupils are positive about the school, are keen to learn and say that behaviour has improved significantly since the last inspection” (p5)*
- *“Pupils are polite and courteous around the school and move sensibly around the building” (p5)*
- *“Behaviour in the great majority of lessons is good or better” (p5)*

OUTCOMES FOR PUPILS:

- *“outcomes for pupils in school now are good across all year groups and in most subjects” (p5)*
- *“The progress of all groups of pupils in school now has improved, and in some cases, significantly so” (p5)*
- *“The attainment of most able pupils ... was slightly above the national average for this group of pupils in 2015. Also, the most able pupils who made more than expected progress in both English and mathematics were above national figures. The most able pupils in school now make good progress” (p5)*
- *“Pupils receive information, careers advice and guidance of the highest quality to help them make the right choices to move forward with their learning. This is a real strength in the school. Activities to help pupils develop their personal skills and enrich their learning experience raise their aspirations and ambitions to do well and proceed to the next stage of their education” (p5-6)*

SIXTH FORM:

- *“Outcomes since the last inspection have improved significantly, exceeding the national average in some measures across learning pathways at AS, A level and vocational subjects. This is the result of improved teaching, mentoring and personalised support for individual learners. Outcomes in the sixth form are now good” (p6)*
- *“The quality of teaching in the sixth form has improved significantly. It is now good and in some areas it is outstanding particularly in terms of deeper thinking and challenge for learners” (p6)*
- *“Learners’ personal development and welfare in the sixth form is outstanding and is supported by a well-structured programme with a clearly identified rationale that meets learners’ needs.*

This includes work experience, which students enjoy and value greatly. As a result, learners become confident, highly articulate and ambitious young people” (p6)

- *“They value their education in the sixth form and the support they are given, saying that their teachers “go above and beyond” to help them” (p6)*

However, the school has improved further since those judgements. September 2017 saw the introduction of teaching Progress Leaders responsible for the academic progress of a year group and non-teaching College Leaders responsible for our vertical tutoring/pastoral system. This has led to a sharper focus on student progress, particularly of disadvantaged students, and swifter, more effective handling of behavioural and welfare issues. In September 2018, the school amended the timings of the school day to further improve the culture of the school, performance in lessons and attendance.

Quite simply, the school has undergone a transformation over the last few years and we are now reaping the benefits of significant changes that have contributed enormously to the positive atmosphere permeating the school and the improvements in exam results across the board. External examination results show consistently good performance across Years 11 and 13. Our 2018 examination results are the best that we have had according to a range of key performance measures. In a nutshell, our intake comes to us at national average, yet leaves performing better than that and above national average. Students are very well prepared for the next stage of their education, training or employment. Careers provision is exemplary and the school has been awarded the gold standard Quality in Careers Award.

We are particularly proud of our creative approach to staff CPD and will help support your ongoing professional development according to your bespoke needs. We work closely with other local schools and are a Strategic Alliance Partner in two Teaching School Alliances.

“Leaders have high aspirations for pupils and these are shared by parents, pupils and staff”. (Ofsted p1.) We are committed to becoming one of the best schools in the country and that ambition is shared from the governing body through every member of staff. Can you help us on our journey? If so, this is an exciting place to spend the next stage of your career as we strive to improve further. You will be joining the school at a really exciting stage in our development. There is a genuine sense of optimism throughout our wider school community.

If you think, you have what it takes, then please submit a completed application form and supporting letter by the closing date. I look forward to hearing from you.

Regards

Neil Wallace
Headteacher

April 2019