



CANDIDATE INFORMATION BROCHURE



Dear Candidate

Welcome to Swallow Hill Community College. I am enormously proud and privileged to serve the young people of this community as Principal. Swallow Hill has the ambition, the vision, the students and the support required to become an outstanding school.

The first years as a new college and new academy have not been without significant challenges, particularly in our first 2 years as a brand new school. Swallow Hill serves a part of Leeds that needs a school to be inclusive, where students are safe and nurtured and one which puts aspiration, ambition and achievement at its heart.

A massive amount of hard work has already been undertaken including embedding a new curriculum, re-modelling pastoral structures, adopting the Positive Discipline policy and ensuring that all members of the academy community understand the vision of 'making our best better'. We believe that whilst there remains much to do the academy is now well placed to quickly move towards our aim of being outstanding.

Ofsted in November 2016 moved us out of category and we are now judged to be 'Requires Improvement'. This was following our best ever GCSE results in 2016 and again in 2017.

In order to continue to move forward, it is absolutely vital that we attract the right calibre of professional to work alongside our dedicated team of staff; a colleague who shares the clear vision that the child is at the very heart of everything we do; a colleague who is able to enjoy positive, professional relationships with young people; and, perhaps most importantly, a colleague who can demonstrate high levels of resilience and emotional intelligence when dealing with complex and sensitive situations.

If you share our vision of delivering outstanding education to all children in an inclusive setting, if you want to serve the community and if you can contribute to our journey to become outstanding with your unique skills, expertise, energy, enthusiasm and passion, please ensure you submit an application.

In the meantime, I very much look forward to hearing from you. I appreciate the amount of time that goes into an application, so thank you in advance for considering joining us.

With very best regards

Jill Atkins - Mackley (Interim Principal)

Welcome to Swallow Hill Community College

Our aim is 'to inspire young people to make their best better'.

We are proud to be an 11-16 inclusive community school that serves the communities in and around West Leeds (Armley, Wortley, Bramley):

- Moved out of 'Serious Weaknesses' by Ofsted (November 2016) to Requires Improvement.
- One of Leeds LA most improved schools for improvement in 5A*-C incl. Eng/Maths attainment in 2016.
- Active Business in the community member which helps to raise ambition and aspiration in our students.
- High staff morale and low staff turnover.

We are an academy where the atmosphere is calm and students try their very best in an environment where staff, care for them. Our core purpose is clear:

- We are actively **changing, improving** and making **our best better**.
- By **respect** we mean that everyone values all members of our school community and demonstrates good manners.
- By **resilience** we mean that everyone always tries their best and perseveres.
- By **aspiration** we mean that everyone aims to achieve their best in learning and life.

Ofsted

To view our most recent Ofsted inspections please click [here](#):

To view all our Ofsted inspections please click [here](#):

Staff Profiles



“Working at Swallow Hill has really given me the opportunity to demonstrate the passion I have for my work. I joined the academy as Assistant Principal and I have had many opportunities to develop my skills, not only as a teacher but as a leader. Staff here are so committed to the children and we are very much a family school where the word nurture is second nature. My advice to any prospective applicant is come and visit us – our school needs teachers and individuals who want to make a real difference.

Danielle Williams – Assistant Principal and PE/Maths Teacher



Working at Swallow Hill Community College has been and still is a fantastic endeavour. The MFL department that I lead is buzzing with exciting new ideas that serve our purpose of serving gifted young people in the city of Leeds. I look forward to increase the profile of languages across the school whilst supporting the students from a holistic perspective. I feel very privileged to be working in an improving, supportive and caring environment where academic achievement and ethical values are affirmed and promoted every day in everything that we do. *¡Adelante!*

Hilario Garcia Ostos (Head of Modern Languages)

Job Description

Academy Vision: To make our best better

Job Title: Head of Department - Maths

Reporting to: Principal and Assistant Principal – Maths SLT link

To be responsible for carrying out professional duties, under the direction of the SLT IP in formulating and delivering curriculum provision across the area.

To lead and manage the direction and development of the curriculum area in accordance of the vision of Swallow Hill Community Academy.

To ensure student attainment and achievement within the curriculum area by;

- Ensuring the provision of an appropriately relevant and differentiated curriculum for all students
- Developing and enhancing the teaching practice of others
- Demonstrating outstanding leadership and management of the curriculum area.

To effectively evaluate the impact of the above and be responsible for managing and deploying all financial and physical resources within the area.

MAIN RESPONSIBILITIES	Expected outcomes / success criteria
Teaching and Learning	
Further develop the improvement in learning & teaching in Maths. To keep up to date with national developments in Maths and teaching practice and pedagogy. Develop colleagues understanding of AfL to improve the skills and repertoire of the teaching & learning staff within Maths Develop colleagues understanding of active learning in lesson to improve the learning experience and overall progress of all students Develop the role of TA that work within the area of Maths and to improve other teaching staffs' understanding of this	Be up to date with educational research and findings, which promotes good practice in learning and teaching and share with SLT, middle leaders and other staff as appropriate. Have up to date knowledge of OFSTED judgments of lessons - to advise and support colleagues in preparation for inspection. Lead on the development of a whole team approach to improving 'behaviour of learning' Increase the percentage of 'good' and 'outstanding' lessons and reduce the number of satisfactory lessons, in the curriculum area. . To be aware of ,develop the team's knowledge of and meet the needs of target / vulnerable groups of students e.g. LAC, EAL and SEN To lead, promote and effectively support successful outcomes for teacher development.

<p>role and how TAs can be used to effectively improve teaching and learning. Ensure that teachers to share lesson plans and learning intentions in advance with teaching assistants within the team</p> <p>Support and develop ITT and NQT programmes</p>	
<p>Be a Tutor to an assigned Tutor Group if required, and deliver the tutorial programme. Provide information advice and guidance to students at key points in their learning journey</p>	<p>High Quality tutorial programme delivered to all students</p>
<p>Leadership and Management</p>	
<p>Ensure effective operation of the distributive Leadership model. Ensure effective operation of a distributive Leadership and Management model within the team that will ensure that potential is maximised throughout the team and all staff are driven by the clear common purpose to be recognised as “outstanding”.</p>	<p>To lead, manage and support colleagues within the team to ensure high management standards so that their contribution to the work of the team and academy is developed and maximised</p>
<p>Ensure effective operation of the quality assurance process linking this into progress made by students</p> <p>Ensure there is a whole team approach to quality assurance that includes:</p> <ul style="list-style-type: none"> Learning walks Monitoring of students work Discussions with students about their 	<p>Effective and informative QA process</p> <p>SOP outlining the process</p> <p>Ensure the QA process so that it links Teaching and Learning to student progress and outcomes.</p> <p>Develop support plans, in collaboration with IP for all teachers deemed as ‘inadequate’.</p> <p>Development plans in place to move colleagues that deliver ‘satisfactory ‘ lessons to ‘good’</p> <p>Development plans in place to move colleagues that deliver ‘good ‘ lessons to ‘outstanding’</p> <p>Ensure the views of students and staff associated with quality assurance of teaching and learning process are available to improve Teaching and Learning and that the views can be used in self-evaluation processes in consultation</p>

<p>progress Formal and informal lesson observations</p> <p>Provide opportunities for CPD and sharing of good practice Provide advice on support available in cases of underperforming staff and have an overview of all the support being provided.</p>	<p>Monitor, review and evaluate the impact of Learning and Teaching developments across the team.</p>
<p>Standard operating procedure development To develop standard operating procedures which contribute to the whole academy improvement plan, which are fully aligned with the academy's vision and expected standards.</p>	<p>SOP shared and understood by all staff Significant, timely and constructive contribution to the development of academy policies and procedures.</p>
<p>Improvement Plan Implementation and Review To work with key staff to develop improvement plans for the team. To monitor working practices in order to ensure the successful implementation of all interventions To implement and ensure other colleagues implement academy policies and procedures. To evaluate their effectiveness and record the impact to inform future decisions to academy policy.</p>	<p>Improvement intervention (4 x i) plans in place To strive to achieve all academy improvement targets Department improvement plans updated and available for publication</p>
<p>Student Performance To ensure every student in Maths is achieving their potential through the effective monitoring of student performance and the development of intervention strategies to address their individual performance</p>	<p>Student performance is being effectively monitored and targets / interventions for improvement set and implemented by the head of department and effective communication</p> <p>with Student year heads/tutors takes place. All activities are well publicised and communicated across the academy Good working relationships are developed with all relevant colleagues regarding students with different needs. Good practice is shared across the academy.</p>

needs. (4 x i) To provide care, information, advice, guidance and other support to help students make good progress.	Behaviour / rewards / attendance policies are being positively implemented by the department as part of a sustainable plan. Good working relationships are developed within the team and good appraisal is evident. National guidelines are being complied with.
Staff contribution To maximise the contribution of all staff in Maths to improve the learning and teaching and curriculum provision. Develop a programme of enrichment activities to enhance teaching and learning.	Clear roles and responsibilities for all staff but especially those with additional responsibility are established and understood. Skills are effectively deployed. Good internal relationships. Good teamwork High level of team motivation.
Staff Development To support colleagues, complete performance reviews and other documentation, audit training needs and seek ways to develop the skills within these teams.	Training needs are identified / assessed / evaluated. Staff are coached and developed in academy processes and procedures. Appropriate training activities are planned for the team. Action is taken to develop skills across the team Annual PM (Appraisal) documents and interim reviews are completed timely. Poor performance is appropriately managed with support from SLT. Exit interviews are completed.
Contribute to the whole academy SEF / SIP Ensure team action plans are written in consultation with the curriculum team and costed. Provide budget request and any additional information to the Business Manager in a timely fashion.	To support staff to produce clear and realistic action plans in line with the needs of each team and the IP. Have a clear understanding of the SEF and be able to summarise information from across the academy to feed into the whole academy SEF. Budget submitted by deadline.

Curriculum Provision

Ensure that the curriculum provision in Maths provides opportunities for ALL students to maximise their attainment and achievement.	Students achieving in line with targets set and making progress in line with or above NA. Examination entry programme is based on the 'readiness' of the student to be successful in the Mathematics curriculum area through use of a range of qualifications
Support the development of the skills curriculum across the academy. Ensure by working with	The delivery of skills is highlighted in SOW and updated yearly. Ensure the whole academy approach to skills used. Effective strategies in place to support the development of skills. Effective strategies in place to support the development of delivering skills to all students

<p>other colleagues:</p> <ul style="list-style-type: none"> • to improve the standards of skills • so that all stakeholders are inspired to engage in the Literary/numeracy agenda <p>Ensure that opportunities are highlighted in SOW to deliver essential skills to all students.</p>	
<p>To further develop SOWs to reflect changes to examinations / assessments and current thinking practice.</p> <p>Produce schemes of work that give direction to teaching staff, include all key elements and enhance learning and teaching whilst encouraging staff to develop their own teaching style and be creative.</p>	<p>SOW in place.</p> <p>Yearly audit / health check process in place that evaluates the usefulness and is used to update.</p>
<p>To attend and contribute to achievement meetings (SLT IP) meetings as required.</p> <p>Ensure that assessment information and intervention strategies are available from the department for these meetings.</p> <p>Good practice in other areas is taken back to share with department</p>	<p>Current 4 x i updated and ready to share information up to date as required</p> <p>Intervention strategies documented</p>
Community and ethos	
<p>Contribute to supporting the Principal maintaining the Academy's ethos and values.</p> <p>To provide support to ensure that this happens in the academy and pursue</p>	<p>Manage behaviour for learning in line with the academy behaviour policy and support other staff in this.</p> <p>Contribute to the appointment and induction of new staff.</p> <p>Support the aims and ethos of Swallow Hill Community College.</p> <p>Participate and assist in the organisation of open evenings and consultation evenings</p> <p>Attend other relevant meetings with other organisations outside the academy as necessary and share significant points from these with colleagues</p>

links with stakeholders and other institutions that supports the work of the academy.	Participate in and lead staff training within the department. Lead and attend team and staff meetings Develop links with governors, the local authority and neighboring Academies.
Ensure effective operation of the parental engagement programme. To provide high quality information and guidance to parents about how they can support their child's progress in Monday	Science related workshops for families/parents / students in place Regular communication with families via the website to provide updates on projects and progress towards action plans. Events organised that raise the profile of Science
General	
Ensure effective operation of whole academy policy. Implement academy policy with regard to registration, student absence, dress code and enforce rules relating to behaviour and health and safety.	Commitment to high achievement, effective learning and teaching and good student behaviour is demonstrated. Positive and constructive contribution to the development of academy policies and procedures. Positive feedback from colleagues and SLT.
Attitude To act as a professional and positive ambassador for Swallow Hill in order to support the Academy's ethos and vision. To follow the Academy's staff code of conduct.	Positive / constructive feedback from students / visitors / colleagues is received. To develop positive curriculum links with external agencies that support the work of the academy in its drive to be 'outstanding' Level of self-motivation and encouragement of others is evident.
<u>Strategy Implementation</u> To ensure colleagues implement academy policies and procedures, and monitor working practices in order to ensure the successful implementation of them.	Contribute to the discussion to ensure all academy policies are up to date and implemented effectively. Provide regular reports at IP meetings.
<u>Policy promotion</u> To actively promote the Academy's Equal Opportunities, Health and Safety, Data Protection policies, to ensure that the Academy operates effectively, fairly, and in line with legislative	Low level of complaints received by the Academy. Positive working culture is demonstrated. Positive feedback from Performance Appraisal. Positive feedback from Health and Safety audits. Positive feedback from Senior Leadership Team.

requirements at all times.	
<u>Self-Development</u> To continually seek development opportunities in order to improve personal performance and to provide support, advice and guidance to others in identifying their training needs.	Performance Management indicates training needs. Development opportunities are sought and acted upon
<u>Child and Adult Protection</u> To adhere to and follow the Academy's Child Protection procedures in order to protect the safety of all children.	Compliance and adherence to Child Protection procedures.
<u>Confidentiality</u> To ensure confidentiality of the Academy's activities is maintained in order to protect the integrity of the organisation and its people.	Low level of complaints due to breach of confidentiality. Demonstration of actions to protect confidentiality.
<u>Flexibility</u> To carry out such other duties as may reasonably be required from time to time to meet the evolving needs of the organisation.	Willingness to experiment with new methods and approaches / initiative taken. Enthusiasm towards changing circumstances.

Other clauses:

1. The above responsibilities are subject to the general duties and responsibilities contained in the Teachers Pay and Conditions document (TPCD).
2. This job description allocates duties and responsibilities but does not direct the particular amount of time to be spent on carrying them out and no part of it may be so construed.
3. The job description is not necessarily a comprehensive definition of the post. It will be reviewed at least once a year and it may be subject to modification or amendment at any time after consultation with the holder of the post.
4. This job description may be varied to meet the changing demands of the academy at the reasonable discretion of the Principal/Group/Chief Executive
5. This job description does not form part of the contract of employment. It describes the way the post holder is expected and required to perform and complete the particular duties as set out in the foregoing.
6. Postholder may deal with sensitive material and should maintain confidentiality in all academy related matters.

Safeguarding

We are committed to safeguarding and protecting the welfare of children and expect all staff and volunteers to share this commitment. A Disclosure and Barring Service Certificate will be required for all posts. This post will be subject to enhanced checks as part of our Prevent Duty.

PERSON SPECIFICATION

	ESSENTIAL ATTRIBUTES	DESIRABLE ATTRIBUTES
QUALIFICATIONS	Qualified Teacher Status	Honours degree
PROFESSIONAL DEVELOPMENT	Knowledge of current educational practice and issues Evidence of continuing professional development	Take responsibility for their own professional development
SKILLS	<p>High level of written, oral and communication skills</p> <p>Ability to communicate effectively orally and in writing to a range of audiences</p> <p>High level of organisational and planning skills</p> <p>An excellent classroom practitioner</p> <p>Work effectively as part of a team, relating well to colleagues, pupils and parents</p> <p>Ability to demonstrate a commitment to equality of opportunity for all pupils</p> <p>Ability to investigate, solve problems and make decisions</p> <p>Management of people and resources</p> <p>Able to use own initiative and motivate others</p> <p>Ability to demonstrate high level ICT skills in personal and educational situations</p> <p>Ability to relate to and empathise with pupils and to develop trusting and respectful relationships with them</p> <p>Respect for confidentiality of information concerning individual pupils and ability to use discretion in circumstances of disclosure</p>	<p>Able to offer expertise in a specific subject or area</p> <p>Ability to teach across key stage 3, key stage 4 and post-16</p> <p>Commitment to an involvement in extra-curricular activities.</p> <p>Evidence of sharing in and contributing to the corporate life of the school.</p> <p>Good and appropriate sense of humour</p>
KNOWLEDGE AND UNDERSTANDING	<p>Knowledge of the provisions of national strategies, i.e. Literacy, Numeracy and ICT</p> <p>Effective use of ICT to support learning</p> <p>Any statutory curriculum requirements and the requirements for assessment, recording and reporting of pupils' attainment and progress.</p>	<p>Knowledge of all phases of secondary education</p> <p>the implications of the Code of Practice for Special Educational Needs for teaching and learning</p>

	Full working knowledge of relevant policies/codes of practice/legislation	
LEADERSHIP	<p>As the lead professional in the classroom show an ability to advise and support other staff</p> <p>Establish clear expectations and constructive working relationships in your own classroom through team working and mutual support; devolving responsibilities and delegating tasks where appropriate</p> <p>Plan, allocate, support and evaluate work undertaken by other staff in the classroom</p>	Lead professional development through example and support
DISPOSITION AND ATTITUDE	<p>Positive and optimistic attitude towards School Improvement and Inclusion</p> <p>Open-minded and receptive to new ideas, approaches and challenges</p> <p>Places high priority on effective team working and works easily and comfortably in a team environment</p>	<p>Commitment to an involvement in extra-curricular activities. Evidence of sharing in and contributing to the corporate life of the school.</p>



Academies Enterprise Trust



Academies Enterprise Trust is a network of 66 academies (Primary, Secondary and Special) across England.

We believe that all young people deserve to become world class learners – to learn, enjoy, succeed and thrive in a world class educational environment, which has the best facilities, the best teaching and the most up to date resources available to them.

Our vision is to help students achieve world class learning outcomes by developing world class teachers in a world class community.

Ethos Statement

Every young person deserves the opportunity to have a life that can be described as ‘good quality’, free from fear and danger, where they can give and receive respect to and from others with a sense of well-being, belonging, worth and achievement.

AET academies will become High Performing Organisations and, therefore, must be the:

- Education provider of choice for students.
- Employer of choice for staff.
- Investment of choice for parents.

Values and Beliefs

Through our actions and behaviours we will strive to develop young people who:

- Respect themselves and the community (people, property and the Environment), and seek to have a positive impact on society;
- Are polite, calm, caring, honest, trustworthy and helpful;
- Are responsible, independent and supportive of each other;
- Are tolerant, open minded and not prejudiced;
- Are determined and have a strong work ethic;
- Will be thoughtful and compassionate with the ability to listen and challenge in a considerate fashion;
- Have good communication skills;
- Offer themselves as good role models for future generations of learners and citizens;
- Can demonstrate strong self-belief and confidence and have high aspirations;
- Are team players who can work and support others, and where necessary are able to take on leadership roles.

Learning and Development

We welcome colleagues who drive their own professional development and who consider themselves lifelong learners. To encourage this we offer a professional learning journey which can be tailored to your individual needs. We provide experiences, social learning and formal programmes that will enable you to develop new skills, and to work, collaborate, learn and develop with colleagues across our large network.

Your journey will be accessible through the knowledge exchange to enable you to be responsible for your own learning and development. You will have access to the marketplace, resources and online communities to share good practice and be part of the vast learning opportunities across our network.

We are the largest network of academies in England allowing you to develop your skills, knowledge and expertise in a variety of different settings and locations across the country.

Our journey is designed to create a clear career pathway from induction, to statutory/core development, supporting further development, talent management and career progression. We will support you in achieving excellence together and stretch your learning and development to have greatest impact across our network.



Staff Benefits

Career Development

- Apprenticeships
- Financial Support towards achieving further Qualifications
- Leadership Programmes
- Progression Opportunities
- Teacher Training Programmes

Family Friendly

- Childcare vouchers – If you are using registered or approved childcare, you can choose to take part of your salary in childcare vouchers to pay for it which are Tax and National Insurance free. This means you get extra value from your pay packet each month.

Financial

- JTRS Apple Product Store–Employees, students and families are eligible to purchase a range of Apple products at preferential terms.
- EAG Essex Auto Group –Employees are eligible to receive preferential terms on the purchase of new vehicles within the EAG range of vehicle bands they offer. EAG also offer vehicle servicing and repairs, and hold an agency with Motability for those who require a vehicle to their specific disability needs.
- Pension

Health and Wellbeing

- Hi-Tec Sport – Hi-Tec offer staff, students, and parents of the Group a discount on all footwear purchased directly from Hi-Tec via its online store.
- Westfield Health – The Group has enjoyed a business partnership with Westfield Health since 2008, which offers an opportunity to obtain cash back for eligible employee's routine health needs. The scheme provides an excellent range of benefits for you and your dependent children.



Academies Enterprise Trust - Safe Recruitment Procedure

Academies Enterprise Trust is committed to safeguarding and promoting the welfare of children and young people in its academies. In order to meet this responsibility, its academies follow a rigorous selection process to discourage and screen out unsuitable applicants.

Disclosure and Barring Service

A Disclosure and Barring Service Certificate will be required for all posts.

Shortlisting

Only those candidates meeting the right criteria will be short listed.

Interview

1. Those shortlisted will take part in an in-depth interview process.
2. Candidates will be asked to address any discrepancies, anomalies or gaps in their application form.

Reference Checking

References from the previous and current employer will be taken up for shortlisted candidates and, where necessary, employers may be contacted to gather further information.

Probation

All new staff will be subject to a probation period of six months (which may, in certain circumstances, be extended by up to 3 months). The probation period is a trial period, to enable the assessment of an employee's suitability for the job for which they have been employed. It provides the academy/trust with the opportunity to monitor and review the performance of new staff in relation to various areas, but also in terms of their commitment to safeguarding and relationships with pupils.

Equal Opportunities

Academies Enterprise Trust recognises the value of, and seeks to achieve, a diverse workforce which includes people from differing backgrounds with different skills and abilities. AET takes positive steps to create an employment culture through its Board of Governors, managers and other employees, in which people can feel confident of being treated with fairness, dignity and tolerance irrespective of their individual differences. This commitment

extends beyond the relationship between and conduct of employees and potential employees, to the whole community and others connected with it. AET is committed to the elimination of unlawful discrimination and to the promotion of good relations between all.

Data Protection

Personal data provided on your application, and for equal opportunities monitoring, is required to enable Academies Enterprise Trust to operate and monitor its recruitment and employment procedures. Data is kept secure and accurate, and disclosure is restricted to those people within the organisation who have a need to access it. Personal data supplied by you is destroyed within prescribed time limits, unless you are appointed, in which case the data you have supplied will form the basis of your individual staff record.