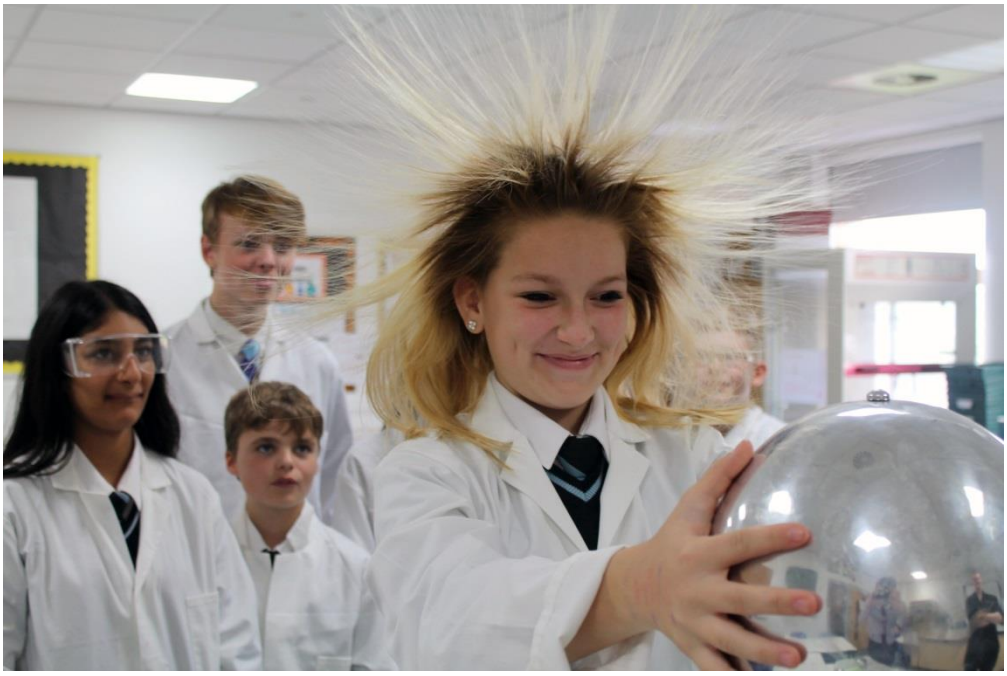


CANDIDATE INFORMATION BROCHURE

Swallow Hill Community College
To make our best better

Academies Enterprise Trust
To make our best better



October 2017

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: Teacher of Art (MPR/UPR)

Reporting to: Head of Creative Arts

Overall aim: To facilitate and encourage learning which enables students to achieve high standards; to share and support the corporate responsibility for the well-being, education and discipline of all students.

The Job Description should be read alongside the range of professional duties of Teachers as set out in Part X11 of the Teachers' Pay and Conditions Document, sections 48 to 50. The postholder will be expected to undertake duties in line with the professional standards for qualified teachers and uphold the professional code of the Teaching Standards Agency.

Main Duties:

Teaching and Managing Pupil Learning

- Ensure effective teaching of whole classes, groups and individuals so that teaching objectives are met, momentum and challenge are maintained, and best use is made of teaching time.
- Use teaching methods which keep pupils engaged, including stimulating pupils' intellectual curiosity, effective questioning and response, clear presentation and good use of resources.
- Set high expectations for pupils' behaviour, establishing and maintaining a good standard of discipline through well-focused teaching and through positive and productive relationships.

Planning and Setting Expectations/Pupil Achievement

- Identify clear teaching objectives, content, lesson structures and sequences appropriate to the subject matter and the pupils being taught.
- Set appropriate and demanding expectations for pupils' learning and motivation. Set clear targets for pupils' learning, building on prior attainment.
- Identify pupils who have special educational needs, and know where to get help in order to give positive and targeted support. Implement and keep records on Individual Education Plans (IEPs).

Assessment and Evaluation

- Assess how well learning objectives have been achieved and use this assessment for future teaching.
- Mark and monitor pupils' class and homework providing constructive oral and written feedback, setting targets for pupils' progress.
- When applicable, understand the demands expected of pupils in relation to the National Curriculum, KS4 and post-16 courses

Relationship with Parents and the Wider community

- Prepare and present informative reports to parents.
- Provide opportunities to develop pupils' understanding by relating their learning to real and work-related examples, recognising that learning takes place outside the school context.
- Liaise with agencies responsible for pupils' welfare.

Manage Own Performance and Development

- Take responsibility for their own professional development and to keep up to date with research and developments in pedagogy and in the subjects they teach.
- Share corporate responsibility the implementation of school policies and practices.
- Set a good example to the pupils they teach in their presentation and their personal conduct.
- Evaluate their own teaching critically and use this to improve their effectiveness.

Managing and Developing Staff and Other Adults

- Establish effective working relationships with professional colleagues including, where applicable, associate staff.

Managing Resources

- Select and make good use of textbooks, ICT and other learning resources which enable teaching objectives to be met.

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

Academy Vision: To make our best better

Job Title: Teacher

Reporting to: Head of Department

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

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



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 to access to the market place, 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.