



King's Academy Ringmer

King's Academy Ringmer



SUBJECT LEADER FOR DESIGN TECHNOLOGY

JOB REFERENCE NUMBER: P/347

King's Academy Ringmer
Ringmer, Lewes, East Sussex, BN8 5RB
Tel: 01273 812220
E-mail: ringmer.reception@kingsacademies.uk



Post of: F/T Subject Leader for Design Technology
TLR2a £2665pa

Dear Applicant

Thank you for expressing interest in the above post. I have pleasure in sending you an information pack which includes the following:

- An application form
- A pack containing a job description and a person specification
- Information about the Academy
- Equal Opportunities Policy

The closing date for applications is Monday 21 May 2018 at 10am. The Interview date is Wednesday 23 May 2018.

Are you an outstanding leader with the passion and motivation to inspire young people? We require a Subject Leader for Design Technology to start September 2018. The person appointed will be an ambitious leader with a clear vision of what an outstanding Design Technology department will look like and will have the talent to deliver on this vision.

King's Academy Ringmer is a rural comprehensive with an ethos of "In Pursuit of Excellence". We have a strong reputation for our inclusion and pastoral care and an improving trend of results in terms of student attainment and progress. The Academy has recently had a change of leadership and we anticipate exciting developments ahead working together with students, parents/carers and the wider community to build upon our strengths and make this an outstanding school.

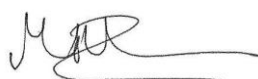
The criteria against which you will be assessed are set out in the person specification. If these details are of interest to you, please apply by completing the application form enclosed. Please also attach a letter of application, which reflects upon the challenges of this post.

King's Academy Ringmer is committed to equality of opportunity. We positively welcome applications from all sections of the community.

King's Academy Ringmer is also committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment. Successful applicants will need to undertake a DBS enhanced clearance.

Thank you for your interest. I look forward to receiving your application.

Yours sincerely



Mr Matt Hillier
Principal

Job Description – King's Academy Ringmer “in pursuit of excellence”

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| Post Title: | | Subject Leader for Design Technology |
| Purpose: | | <ul style="list-style-type: none"> As Subject Leader for Design Technology, to be accountable for leading, managing and developing the subject area. To raise standards of student attainment and achievement within the subject area and to monitor and support student progress. To be accountable for student progress and development within the subject area. To develop and enhance the teaching practice of others. To ensure the provision of an appropriately broad, balanced, relevant and differentiated curriculum for students studying in the department, in accordance with the aims of the School and the curricular policies determined by the Governing Body and Principal of the School To effectively manage and deploy teaching/support staff, financial and physical resources within the department to support the designated subject portfolio. |
| Reporting to: | | Head of Faculty for Creativity, Performing Arts and Technology |
| Responsible for: | | Design Technology Department |
| Liaising with: | | Principal, Vice Principal, Assistant Principal, Faculty and Subject Leaders, Intervention Leaders, Tutors, students and parents/carers. |
| Working Time: | | 195 days per year. Full time |
| Disclosure level | | Enhanced |
| MAIN (CORE) DUTIES | | |
| Operational/ Strategic Planning | | <ul style="list-style-type: none"> To lead the development of Design Technology within the School. To lead the development of appropriate syllabuses, resources, schemes of work, marking policies, assessment and teaching and learning strategies in the subject area. The day-to-day management, control and operation of course provision with the area, including effective deployment of staff and physical resources. To actively monitor and follow up student progress. To implement School Policies and Procedures, e.g. Equal Opportunities, Inclusion, Health and Safety, COSHH, Accommodation Strategy etc. |

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| | | <ul style="list-style-type: none"> To work with colleagues to formulate aims, objectives and strategic plans for the area which have coherence and relevance to the needs of students and to the aims, objectives and strategic plans of the school. To lead and manage the business planning function of the subject area, and to ensure that the planning activities of the area reflect the needs of students within the subject area, CIP/DDP and the aims and objectives of the School. To link with the relevant teachers in the subject area to ensure that the work fully reflects the school's distinctive ethos and mission. In conjunction with the Vice Principal....to foster and oversee the application of I.C.T. in the subject area, including the development of materials for Open Learning. To ensure that Health and Safety policies and practices, including Risk Assessments, throughout the subject area are in-line with national requirements and are updated where necessary, therefore liaising with the School's Health and Safety Manager(s). |
| Curriculum Provision: | | <ul style="list-style-type: none"> To liaise with the Vice Principal to ensure the delivery of an appropriate, comprehensive, high quality and cost-effective subject programme which complements the School Improvement Plan/School Evaluation. To be accountable for the development and delivery of all of the subject area. |
| Curriculum Development: | | <ul style="list-style-type: none"> To lead curriculum development for the whole area. To keep up to date with national developments in the subject areas and teaching practice and methodology. To actively monitor and respond to curriculum development and initiatives at national, regional and local levels. To liaise with the Vice Principal to maintain accreditation with the relevant examination and validating bodies. To be responsible for the development of Key Skills in the relevant subjects. To ensure that the development of subjects in the curriculum area is in line with national developments. |
| Staffing Staff Development: Recruitment/ Deployment of Staff | | <ul style="list-style-type: none"> To work with the Vice Principal to ensure that staff development needs are identified and that appropriate programmes are designed to meet such needs. To be responsible for the efficient and effective deployment of the curriculum area's Design Technology tutors. To promote teamwork and to motivate staff to ensure effective working relations. To participate in the School's ITT programme. To be responsible for the day-to-day management of |

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| | | staff within the designated curriculum area and act as a positive role model. |
| Quality Assurance | | <ul style="list-style-type: none"> • To ensure the effective operation of quality control systems. • To establish the process of the setting of targets within the curriculum area and to work towards their achievement. • To establish common standards of practice within the curriculum area and develop the effectiveness of teaching and learning styles in all subject areas within the area. • To contribute to the school procedures for lesson observation. • To implement school quality procedures and to ensure adherence to those within the department. • To monitor and evaluate the curriculum area/department in line with agreed school procedures including evaluation against quality standards and performance criteria. • To seek/implement modification and improvement where required. • To ensure that the curriculum area's quality procedures meet the requirements of Self Evaluation and the Strategic Plan. |
| Management Information: | | <ul style="list-style-type: none"> • To ensure the maintenance of accurate and up-to-date information concerning the subject area on the management information system. • To make use of analysis and evaluate performance data provided. • To identify and take appropriate action on issues arising from data, systems and reports; setting deadlines where necessary and reviewing progress on the action taken. • To produce reports within the quality assurance cycle for the subject area. • To produce reports on examination performance, including the use of value-added data. • In conjunction with the relevant Vice Principal, to manage the Department's collection of data. • To provide the Governing Body with relevant information relating to the subject area performance and development. |
| Communications: | | <ul style="list-style-type: none"> • To ensure that all members of the subject area are familiar with its aims and objectives. • To ensure effective communication/consultation as appropriate with the parents of students. • To liaise with partner Schools, higher education, Industry, Examination Boards, Awarding Bodies and other relevant external bodies. • To represent the subject area's views and interests. |
| Marketing and Liaison: | | <ul style="list-style-type: none"> • To contribute to the school liaison and marketing activities, e.g. the collection of material for press |

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| | | <p>releases.</p> <ul style="list-style-type: none"> To lead the development of effective subject links with partner Schools and the community, attendance where necessary at liaison events in partner Schools and the effective promotion of subjects at Open Days/Evenings and other events. To actively promote the development of effective subject links with external agencies. |
| Management of Resources: | | <ul style="list-style-type: none"> To manage the available resources of space, staff, money and equipment efficiently within the limits, guidelines and procedures laid down; including deploying the curriculum area budget, acting as a cost centre holder, requisitioning, organising and maintaining equipment and stock, and keeping appropriate records. To work with the Vice Principal in order to ensure that the Department's teaching commitments are effectively and efficiently time-tabled and roomed. |
| Pastoral System: | | <ul style="list-style-type: none"> To monitor and support the overall progress and development of students within the subject area. To monitor student attendance together with students' progress and performance in relation to targets set for each individual; ensuring that follow-up procedures are adhered to and that appropriate action is taken where necessary. To act as a tutor and to carry out the duties associated with that role as outlined in the generic job description. To contribute to PSHCE, citizenship and enterprise according to school policy. To ensure the Behaviour Management system is implemented in the subject area so that effective learning can take place. |
| Teaching: | | <ul style="list-style-type: none"> To teach, students according to their educational needs, including the setting and marking of work to be carried out by the student in school and elsewhere. To assess, record and report on the attendance, progress, development and attainment of students and to keep such records as are required. To provide, or contribute to, oral and written assessments, reports and references relating to individual students and groups of students. To ensure that ICT, Literacy, Numeracy and school subject specialism(s) are reflected in the teaching/learning experience of students To undertake a designated programme of teaching. To ensure a high quality learning experience for students which meets internal and external quality standards. To prepare and update subject materials. To use a variety of delivery methods which will stimulate learning appropriate to student needs and demands of the syllabus. |

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| | | <ul style="list-style-type: none"> • To maintain discipline in accordance with the school's procedures, and to encourage good practice with regard to punctuality, behaviour, standards of work and homework. • To undertake assessment of students as requested by external examination bodies, departmental and school procedures. • To mark, grade and give written/verbal and diagnostic feedback as required. |
| Additional Duties: | | <ul style="list-style-type: none"> • To play a full part in the life of the School community, to support its distinctive mission and ethos and to encourage and ensure staff and students to follow this example. |
| Other Specific Duties: | | |
| <p>To positively engage in the performance review process and in your own professional development including induction and in-service training opportunities and appraisal. To attend and participate in staff and departmental meetings as appropriate. To make your own contribution to the community life of the School.</p> <p>Whilst every effort has been made to explain the main duties and responsibilities of the post, each individual task undertaken may not be identified. Employees will be expected to comply with any reasonable request from a manager to undertake work of a similar level that is not specified in this job description. Such variations are a common occurrence and cannot themselves justify a reconsideration of the grading of the post. Where such duties amount to more than a temporary adjustment to the main responsibilities of this job description, it will be amended accordingly. It will anyway be subject to periodic amendment whenever circumstances or appraisal processes dictate changes in the postholder's role within the School.</p> <p>The School will endeavour to make any necessary reasonable adjustments to the job and the working environment to enable access to employment opportunities for disabled job applicants or continued employment for any employee who develops a disabling condition.</p> <p>Employees are expected to be courteous to colleagues and provide a welcoming environment to visitors and telephone callers.</p> | | |
| <p>King's Academy Ringmer is committed to equality of opportunity. We positively welcome applications from all sections of the community.</p> <p>King's Academy Ringmer is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment. Successful applicants will need to undertake, or currently hold, a CRB enhanced clearance for this authority.</p> | | |

DATE: May 2018

Person Specification – Ringmer Community College

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| Post Title: | Subject Leader for Design Technology |
| | Essential Criteria |
| Specific Teaching Skills & Abilities | <ul style="list-style-type: none"> • Ability to analyse and interpret relevant national, local and college data, research and inspection evidence, to inform policies, practices, expectations, targets and teaching methods. • Ability to set clear, consistent and effective targets for staff and students in relation to planning of lessons and sequences of lessons to meet students' learning needs. • Demonstrate consistent and effective use of information about prior attainment to gain well-grounded expectations for students. • Ability to work with the SENCO and any other member of staff with Special Education Needs expertise, to ensure that individual education plans are used to set subject specific targets and match work well to students' needs. • Ability to set short, medium and long-term plans for the development and resourcing of the subject. • Ability to establish clear expectations and constructive working relationships among staff, including through team working and mutual support; devolving responsibilities and delegating tasks, appropriate evaluating practice; and by developing an acceptance of accountability. • Ability to appraise staff by the College policy on Performance Management and use the process to develop the personal and professional effectiveness of the teacher. Lead professional development through example and support. • Ability to train, monitor, support and assess trainee's and newly qualified teachers. • Demonstrate consistent and effective use of a range of appropriate strategies for teaching and classroom management, so that teaching objectives are met, momentum and challenge are maintained, and best use is made of teaching time. • Ensure that high expectations for students' behaviour, establishing and maintaining a good standard of discipline through well-focused teaching and through positive and productive relationships. • Ability to use teaching methods that keep students engaged, including stimulating students' intellectual curiosity, effective questioning and response, clear presentation and good use of resources. • Ability to assess how well learning objectives have been achieved and use this assessment for future teaching. • Demonstrate consistent and effective monitoring of progress to give clear and |

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| | <p>constructive feedback.</p> <ul style="list-style-type: none"> • Demonstrate that, as a result of your teaching, students' achieve well relative to the students' prior attainment, making good progress as good or better than similar students' nationally. • Demonstrate knowledge on how to prepare and present informative reports to parents. • Ability to recognise that learning takes place outside the college context and provide opportunities to develop students' understanding by relating their learning experiences to real and work-related examples. • Demonstrate that you are an effective professional who challenges and supports all students to do their best through: <ol style="list-style-type: none"> 1. inspiring trust and confidence 2. building team commitment 3. engaging and motivating students 4. analytical thinking 5. positive action to improve the quality of students' learning |
| Other required Key Skills & Abilities | <ul style="list-style-type: none"> • Excellent interpersonal, communication, organisational and presentation skills. • Good analytical and numeracy skills. • Ability to organise and prioritise work effectively, to plan action in order to meet deadlines and to complete tasks with the minimum of supervision. • Ability to provide effective team leadership in a structured, positive and proactive manner. • The capacity to learn new skills, take initiatives and generate ideas. • Good office productivity system skills, particularly Word and Excel. • Ability to instigate, review and manage change. |
| Education & Qualifications | <ul style="list-style-type: none"> • A good honours graduate and have a teaching qualification in Design Technology. |
| Knowledge | <ul style="list-style-type: none"> • Have knowledge of the College's aims, priorities, targets and action plans. • Demonstrate a thorough and up-to-date knowledge of subject(s)/specialism(s) and its relationship to the Curriculum as a whole. • Have a detailed knowledge of the relevant aspects of the students' National Curriculum and other statutory requirements. • Demonstrate knowledge and understanding and take account of wider curriculum developments which are relevant to work. • Cope securely with subject-related questions which students raise and know about students' common misconceptions and mistakes in specialist subject(s). • Knowledge and understanding of management, including employment law, equal opportunities legislation, personnel, external relations, finance and change. • Knowledge and understanding of the implications of the Code of Practice for Special Educational Needs for teaching and learning. |
| Experience | <ul style="list-style-type: none"> • Experience of effective and efficient management and organization of staff and learning resources, including information and communications technology. • Study of Design Technology as part of a Higher Education Course. • Experience of teaching successfully in a secondary school at least as part of an initial training programme. |

**Personal
Attributes**

- Reliability, honesty and a commitment to maintaining confidentiality.
- The ability to establish good working relationships with a wide range of students, staff, parents and Governors.
- An understanding and sympathy for the needs of students across different abilities, age ranges and social backgrounds.
- The ability to handle sensitive matters with discretion and in confidence.
- Ability to take personal responsibility for organising and meeting targets.
- Self motivated with the ability to enthuse and motivate others.
- Energy and enthusiasm.
- Professional and confident manner.
- Demonstrate responsibility for your own professional development and use the outcomes to improve teaching and students' learning.
- A commitment to continuous development and improvement, team working and the highest possible professional standards.
- Ability to work calmly and effectively under pressure.



King's Group
Academies

King's Academy Ringmer

Information to Applicants



Principal : Mr Matt Hillier BA(Hons), PGCE

Chair of Governors : Miss Denise Kong

PA to the Principal : Miss Amanda French

Letter from the Chair of Governors

Dear Applicant

I am glad that you have chosen to think about working at King's Academy Ringmer.

This is an exciting time to join King's Academy Ringmer, as in December 2016 we came under the auspices of the King's Group. The King's Group Multi-Academy Trust is run by educational experts with a track record of creating Academics which enable children to become the best people they can, academically and as well rounded people. This is a vision which the governors of the Academy are also committed to.

To give you an idea of what our Academy is like, we are a rural Academy with a catchment that covers the village of Ringmer, the smaller outlying villages, and parts of Lewes. Our maximum pupil number is 750, and our size enables teachers and support staff to be able to get to know the pupil population well. Our student body is friendly and supportive, with a strong senior student structure and pupil-run anti-bullying scheme. We have also won many awards for our work in sustainability.

Your advertised role will have its own job description, but common to all appointments, we are looking for individuals who are open and receptive to new ideas and challenges, and who are willing to "give a bit to get a bit". In return for your commitment, we offer staff development opportunities, and the chance to become part of a forward moving team which is appreciative of everyone's talents.

I look forward to receiving your application.

Yours sincerely



Denise Kong
Chair of Governors



Principal's Welcome

We are fortunate to work in an attractive area of the country which, whilst being a rural location, is close to the city of Brighton and Hove and is only a 55 minute train journey away from London. The Academy benefits from excellent support from parents, governors and the local community.

Ringmer is a lead National Sustainable Academy with specialisms in Technology and the Arts. The Academy has recently joined with the King's Group of Academies (KGA) who have over forty years of experience in enhancing the education of young people both in the UK and abroad.

We absolutely believe that student learning and progress is our core purpose. However, we are equally determined that Ringmer students will have the skills and attributes to live and work in the global society of tomorrow, and will be confident in their morals and values in order to lead good lives.

We are a Academy that caters for individual talents and strengths. We believe in the importance of enabling every student to achieve to the extent of their ability. We can only be truly successful when the Academy works as a team with students, staff and parents united in securing the common goal of helping your child achieve their best.

Each student is supported through academic mentoring via our house system. We encourage positive attitudes and aim to provide an environment in which all learners feel valued, challenged and secure, and where they can develop the skills and confidence to become young adults.

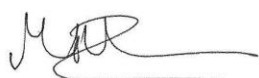
We are passionate about ensuring that our students also develop well personally through participation in wider activities such as clubs, competitions, student leadership and trips. A well-established programme of music, sporting and other enrichment activities offers the chance for our young people to pursue their interests and develop new ones. Our students have a proud reputation for sporting, arts and musical success and we take great pride in their achievements in these and other areas.

We intend to continue to build on our successes and look forward to the future as we work together to help students reach their full potential. I look forward to welcoming you into Ringmer Community Academy.

If there are any questions this booklet has not answered, do contact the personnel department at the Academy, who will either be able to answer your questions or put you in touch with someone who can help.

Thank you for your interest in this post. We hope to hear from you soon and best wishes in the writing of your application.

Kind regards



Mr Matt Hillier
Principal



The Village of Ringmer

King's Academy Ringmer is beautifully situated about a half mile from the centre of the village of Ringmer and looks out over the South Downs. Ringmer is a large village, with a strong sense of community, situated approximately 3 miles from Lewes, with its commuter train service to London, and 12 miles from Brighton. Regular bus services run past the Academy, connecting it with Lewes, Brighton, Uckfield, Hailsham and Eastbourne. House prices in Brighton, Uckfield, Hailsham and Eastbourne are relatively lower than in other parts of the area.

The Academy

The Academy is housed in modern buildings with good provision for all subjects, and is surrounded by 17 acres of playing fields. It is an 11-16 comprehensive Academy currently providing education for 500 students.

The Academy changed to a Community Academy in September 1988 and was re-opened by the former Prime Minister Lord Callaghan, a local resident. Community Academy status recognised the close links the Academy has established with its local community. The Academy acts as a centre for Community Education, and its premises are used by a variety of local sports clubs for football, tennis, cricket and badminton. In 1985 the Community Swimming Association completed the building of an indoor swimming pool on the site, having raised over £250,000 to make this possible.

The Academy gained Academy status on 1 August 2011 and we joined King's Group Academies on 1 December 2016.

The pool is open to the Academy and local primary schools by day and open to swimming clubs and the general public in the evenings and weekends.

We are a Technology Specialist Academy, with The Arts as our second specialism and the Rural Dimension.

We give priority to environmental and STEM issues reflected by our motto "Excellence in technology.... for a sustainable future".

The Catchment Area

The catchment area centres on Ringmer and extends to the Malling estate on the outskirts of Lewes in the west and across a rural area to the east, bounded by the villages of Blackboys, Chiddingly, Berwick, Firle and Glynde. Students come from primary schools in Ringmer, Malling, Laughton, East Hoathly, Chiddingly, Blackboys and Firle, although in recent years the Academy has attracted about a third of its intake from many more primary schools outside its defined catchment area, as a result of parental choice.



The South Downs

The Academy Aims and Vision

Our Intent:

To empower young people to become independent learners and productive, confident and mature adults.

Our Ethos:

In Pursuit of Excellence

Our Values:

Integrity, Inclusive, Empathy

Vision:

A community of learners, who can progress, achieve and grow in culture where it is safe to take risks, where everyone values themselves and each other. A place which excites and encourages innovation, of which we are all proud to be part of.

We care for each other by ensuring that we understand and support the Academy's clear code of expectations. Our strong pastoral ethos is designed to support every person in our community so they feel valued members of our community and learn to care for each other. The majority of staff including a large number of support staff are Tutors and we all take this important pastoral role very seriously indeed.

Our community philosophy encourages everybody, (students, staff and parents) to take an active part in the work of the Academy and make a positive contribution.

Of course, we are all lifelong learners and so our maxim is for us all - students, staff, parents, adult students, youth workers, lecturers, sports coaches, whatever. As staff we have a leadership role in that process and this makes it important that we endeavour to live the ideals we espouse!



The Curriculum, Learning and Teaching

We are a 11-16 Academy delivering the National Curriculum with Key Stage 3 and 4 education for students of all abilities.

It is the policy of the governors to provide every student with

A broad balanced and coherent set of educational opportunities that, whatever their individual talents and abilities, enable them to maximise their levels of achievement and to grow in confidence

We seek to engage and challenge students by providing a wide range of active learning experiences for all. This includes visual, aural and kinaesthetic activities, as well as teaching personal learning and thinking skills.

Years 7 to 9 (KS3)

In the first three years of secondary education, all students follow a common curriculum which comprises the following subjects:

Core Subjects

English
Maths
Science

Additional Subjects

Art
French / Spanish
Geography
History
Music
PE
RE
Design Technology
Food Technology
Computing
Dance
Drama
Personal, Social and Health Education



In KS3, students are taught in either mixed ability or set classes as appropriate.

Years 10 to 11

Students are offered a flexible curriculum: our courses are designed to suit all learners and interests.

Core Subjects – Years 10 to 11 (KS4)

Key Stage 4 at King's Academy Ringmer is built upon core subjects which ensure that all students have the formulation for knowledge and skills essential to their future. All students take exam courses in English, Maths and Science. All Students also follow non-examined courses in PE and Personal, Social Health Education which includes citizenship and philosophy and ethics.

Additional subjects – Years 10 to 11

Students study an eBacc compliant curriculum. This means all students will study a language and either History or Geography in additional to our core subjects. Additionally, they have the opportunity to study two of the following additional courses.

GCSE

- Art
- Computing
- Dance
- Drama
- Engineering
- Food
- Graphics
- Beauty
- History and Geography (to allow for students who would like to study both History and Geography)
- Music
- PE

Tech Level 1/2

- Design Technology
- IT

Extra-Curricular Activities

There are many opportunities for students to participate in extra-curricular activities. There are numerous sports teams with regular matches against other school. Staff also run clubs after Academy some of which include Dance Club, Gardening Club, Drama Club, Film Club, Painting with Acrylics, Extended Learning/Homework Club, Science Club and Technology project work. There are many musical ensembles and orchestras and regular dance and drama productions.



Pastoral, Academic and Management Outline

Curriculum Management

Faculty and Subject Leaders are responsible for the academic framework of the Academy. They maintain, promote and review schemes of work and syllabi, monitor and develop assessment of students work, ensure teaching standards are high and lively, are responsible for resources in their department, are the first point of reference for discipline problems in lessons, and promote and foster the professional development of their team. They are responsible for communication with their departmental members and the Principal, Governors, House Leaders and other Learning Leaders.

Support for Learning

Support and guidance of our students is the primary task of Tutors. Tutors are the Academy's direct link with parents/carers; they meet with students daily, monitor students' attainment and wellbeing and try to resolve any problems. The work of Tutors is directed by Pastoral Leaders who are the Tutors' first point of reference for more difficult matters. The team of Pastoral Leaders is led by the Academy's Vice Principal who is available to meet with parents/carers if additional support is required.

The happiness of every individual is an important consideration for the Academy. Students learn best when they feel secure and confident. The Academy provides a well ordered environment and a warm and open atmosphere. Students are made aware of the high expectations the Academy has of their behaviour and attainment, but they also know that staff care about them and will offer genuine help and support. Our aim is that all students are 'proud to belong' to Ringmer.

Pastoral Leaders lead a team of Tutors and ensure that they have the support and training necessary for their pivotal role.

Senior Leadership Team

There are three members of the senior management team including the Principal. They meet daily and their brief is to strategically lead the Work of the Academy, monitor and evaluate its work and progress and plan for the future.

The Academy Day

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| Mentor time | 8:45am |
| Lesson 1 | 9.10am |
| Lesson 2 | 10.00am |
| Break | 10.50am |
| Lesson 3 | 11.10am (movement bell at 11.08am) |
| Lesson 4 | 12.00pm |
| Lunch | 12.50pm |
| Lesson 5 | 1.35pm |
| Lesson 6 | 2.25pm |
| Academy Ends | 3.15pm |
| Buses | 3.20pm |

Ringmer and Sustainability

The Academy has a long standing reputation for its work on sustainability which has been recognised by the winning of several prestigious national awards. As a Legacy Ambassador Eco Academy we have set a standard that many other schools aspire to. As part of this process all staff are encouraged to act responsibly in the use of resources, energy and to lead by example in the minimisation of waste. In excess of 200 of our students are actively involved in our Eco work and substantial progress has been made by existing staff to advance this process.

All staff should consider introducing references to sustainability where appropriate in their curriculum subjects. The Academy has provided support for this work in the form of a dedicated member of staff.

The Uniform

All students are required to wear uniform, including a games kit. The uniform consists of a white shirt, House tie, black jumper or black cardigan, black blazer with Academy logo, black knee length skirt or trousers for girls and black trousers for boys, all student are required to wear black shoes. The formal standard of dress required of students has implications for how we as a staff dress.

A Non-smoking Campus

The Academy is a non-smoking campus for students, staff and visitors.

Induction of New Staff

All staff are given a comprehensive induction package upon joining the Academy, covering key aspects of the Academy aims, ethos and working practices.

All staff are encouraged to enhance their professional skills and to take responsibility for their professional development. Staff can also access external courses which support whole Academy developments or individual objectives arising from the Performance Management cycle.

NQT's enjoy a 10% time table reduction and have weekly meetings with their mentor, allowing them to reflect upon their experiences, review progress and set targets for their professional development.

Performance Management Reviews

All teaching and central services have access to an appraisal of their work.

The APR process aims to:

- Identify the strengths of staff and set targets in areas that would make them more effective
- Establish a framework of support for the individual and the Academy
- Enhance communication through lines of management
- Allow for the professional development of staff
- Target INSET needs

APMR's take place annually for both teaching and central services staff.

Well-Being Group

King's Academy Ringmer has a developing Well-being Group. All staff are allocated a Well-being Representative. There is a £5 subscription fee to cover the cost of cards and flowers.

OFSTED Inspection

Please see the last OFSTED report on the Academy website: www.kgaringmer.uk for further details.



King's Academy Ringmer "in pursuit of excellence"

Equal Opportunities and Diversity Policy

Date: Agreed at FG on 21 June 2017

Scope and Purpose of this Policy

The Academy is committed to promoting and achieving equality of opportunity for all students, parents, staff, governors, visitors and job applicants.

The Academy aims to create a working environment in which all individuals are able to make best use of their skills, free from discrimination or harassment, and in which all decisions are based on merit.

The Academy does not discriminate against staff on the basis of their gender, sexual orientation, marital or civil partner status, pregnancy or maternity, gender reassignment, race, colour, nationality, ethnic or national origin, religion or belief, disability or age (the protected characteristics).

The Equality Act 2010 prohibits discrimination, harassment and victimisation in employment, and the principles of non-discrimination and equality of opportunity also apply to the way in which staff treat students, parents, visitors, suppliers and former staff members.

All staff have a duty to act in accordance with this policy and treat colleagues with dignity at all times, and not discriminate against or harass other members of staff, regardless of their status. Your attention is drawn to our separate Anti-Harassment and Bullying Policy.

This policy does not form part of any employee's terms and conditions of employment and is not intended to have contractual effect. It is provided for guidance to all members of staff at the Academy who are required to familiarise themselves and comply with its contents. The Academy reserves the right to amend its content at any time.

This Policy applies to the Academy's employees, whether permanent, temporary, casual, part-time or on fixed-term contracts, to job applicants and to individuals such as agency staff and consultants and volunteers who are not employees but who work at the Academy (collectively referred to as "Staff" in this policy).

All Staff must set an appropriate standard of behaviour, lead by example and ensure that those they manage adhere to the policy and promote the Academy's aims and objectives with regard to equal opportunities. Staff will be given appropriate training on equal opportunities awareness and equal opportunities recruitment and selection best practice.

Any questions about the content or application of this policy should be referred to the Principal in the first instance.

This policy applies to all aspects of the Academy's relationship with Staff and to relations between Staff members at all levels. This includes:

- job advertisements;
- recruitment and selection;
- training and development;
- opportunities for promotion;
- conditions of service;
- pay and benefits;
- conduct at work;
- disciplinary and grievance procedures;
- termination of employment.

The Academy will take appropriate steps to accommodate the requirements of different religions, cultures, and domestic responsibilities.

Forms of Discrimination

Discrimination by or against a member of Staff is generally prohibited unless there is a specific legal exemption. Discrimination may be direct or indirect and it may occur intentionally or unintentionally.

Direct discrimination occurs where someone is treated less favourably because of one or more of the protected characteristics set out above. For example, rejecting an applicant on the grounds of their race because they would not "fit in" would be direct discrimination.

Indirect discrimination occurs where someone is disadvantaged by an unjustified provision, criterion or practice that also puts other people with the same protected characteristic at a particular disadvantage. For example, a requirement to work full time puts women at a particular disadvantage because they generally have greater childcare commitments than men. Such a requirement will need to be objectively justified.

Harassment related to any of the protected characteristics is prohibited. Harassment is unwanted conduct that has the purpose or effect of violating someone's dignity, or creating an intimidating, hostile, degrading, humiliating or offensive environment for them. Harassment is dealt with further in the Academy's Anti-Harassment and Bullying Policy.

Victimisation is also prohibited. This is less favourable treatment of someone who had complained or given information about discrimination or harassment, or supported someone else's complaint.

Recruitment and Selection

The Academy aims to ensure that no job applicant suffers discrimination because of any of the protected characteristics above. The Academy's recruitment procedures are reviewed regularly to ensure that individuals are treated on the basis of their relevant merits and abilities. Job selection criteria are regularly reviewed to ensure that they are relevant to the job and are not disproportionate.

Job advertisements will avoid using wording that may discourage particular groups from applying. A short policy statement on equal opportunities and a copy of this policy shall be sent on request to those who enquire about vacancies.

The Academy will take steps to ensure that its vacancies are advertised to a diverse labour market and, where relevant, to particular groups that have been identified as disadvantaged or underrepresented in the Academy.

Applicants will not be asked about health or disability before a job offer is made. There are limited exceptions which the Academy may use, for example:

- Questions necessary to establish if an applicant can perform an intrinsic part of the job (subject to any reasonable adjustments);
- Questions to establish if an applicant is fit to attend an assessment or any reasonable adjustments that may be needed at interview or assessment;
- Positive action to recruit disabled persons;
- Equal opportunities monitoring (which will not form part of the decision-making process).

Applicants will not be asked about past or current pregnancy or future intentions related to pregnancy. Applicants will not be asked about matters concerning age, race, religion or belief, sexual orientation, or gender reassignment without first considering whether such matters are relevant and may lawfully be taken into account.

The Academy is required by law to ensure that all members of Staff are entitled to work in the UK. Assumptions about immigration status will not be made based on appearance or apparent nationality. All prospective members of Staff, regardless of nationality, must be able to produce original documents (such as a passport) before employment starts, to satisfy current immigration legislation. A list of acceptable documents is available from Human Resources Officer/Manager.

To ensure that this policy is operating effectively, and to identify groups that may be underrepresented or disadvantaged in the Academy, the Academy will monitor applicants' ethnic group, gender, disability, sexual orientation, religion and age as part of the recruitment procedure. Provision of this information is voluntary and it will not adversely affect an individual's chances of recruitment or any other decision related to their employment. The information will be removed from applications before shortlisting and kept in an anonymised format solely for the purposes stated in this policy. Analysing this data helps us to take appropriate steps to avoid discrimination and improve equality and diversity.

Recruitment of ex-offenders

The Academy is an organisation that uses the Disclosure and Barring Service (DBS) to assess candidates' suitability for positions of trust working in an environment with children and young people. The Academy complies fully with the DBS Code of Practice and undertakes to treat all candidates fairly.

The Academy undertakes not to discriminate unlawfully against any candidate who is required to provide information (a check) through this process. Having a criminal record will not necessarily prevent a candidate from working with the Academy, whether or not it does will depend on the nature of the position and the circumstances and background of the offences.

The Academy's policy on the recruitment of ex-offenders will be made available to all candidates at the outset of the recruitment process. The Academy will ensure that it makes any candidate who is subject to check aware of the DBS Code of Practice and will provide a copy of the Code on request.

As a check is part of the Academy's recruitment process, the Academy encourages all candidates called to interview to provide details of any criminal record (except cautions, convictions, reprimands or warnings which are "protected" as defined in the Rehabilitation of Offenders Act 1974 (Exceptions) Order 1975 (Amendment) (England and Wales) Order 2013) at an early stage of the application process. The Academy requests that this information is sent under separate confidential cover to a designated person with the Academy who may vary in case to case depending on the nature of the post being recruited. The Academy guarantees that only those who need to see it as part of the recruitment process will see this information.

The Academy will ensure that it discusses with the candidate the relevance of any offence to the job in question. A candidate's failure to reveal information directly relevant to the job could result in withdrawal of an offer of employment.

Staff training, promotions and conditions of service

Staff training needs will be identified through informal and formal staff appraisals.

All Staff will be given appropriate access to training to enable them to progress within the Academy and all promotion decisions will be on the basis of merit.

The composition and movement of Staff at different levels will be reviewed from time to time to ensure equality of opportunity at all levels of the organisation.

Where appropriate, the Academy will take steps to identify and remove unnecessary or unjustifiable barriers and provide appropriate facilities and conditions of service to meet the special needs of disadvantaged or under-represented groups.

The Academy's conditions of service, benefits and facilities will be reviewed from time to time to ensure that they are available to all Staff who should have access to them and that there are no unlawful obstacles to accessing them.

Termination of employment

The Academy will ensure that redundancy criteria and procedures are fair and objective and are not directly or indirectly discriminatory.

The Academy will also ensure that disciplinary procedures and penalties applied are without discrimination, and are carried out fairly and uniformly for all Staff, whether they result in disciplinary warnings, dismissal or other disciplinary action.

Disability Discrimination

If a member of Staff is disabled, or becomes disabled in the course of his or her employment with the Academy, he or she is encouraged to tell us about his or her condition. This is to enable us to support the member of Staff as much as possible.

If a member of Staff experiences difficulties at work because of his or her disability, he or she may wish to contact their Line Manager/Head of Faculty to discuss any reasonable adjustments to his or her working conditions or duties which he or she considers to be reasonable and necessary or which would assist in the performance of his or her duties.

The Line Manager/Head of Faculty may wish to consult with the member of Staff and his or her medical adviser(s) about possible adjustments. Careful consideration will be given to any such proposals and they will be accommodated where reasonable, practicable and proportionate in all the circumstances of the case.

Nevertheless, there may be circumstances where it would not be reasonable for the Academy to accommodate a particular adjustment and in such circumstances it will ensure that it provides the member of Staff with its reasons and try to find an alternative solution where possible.

The Academy will monitor the physical features of its premises to consider whether they place disabled Staff, job applicants or service users at a substantial disadvantage compared to other Staff. Where reasonably practicable and proportionate the Academy will take steps to improve access for disabled Staff and service users.

Fixed-Term Employees and Agency/Temporary Workers

The Academy will monitor its use of fixed-term employees and agency workers, and their conditions of service to ensure they are being offered appropriate access to benefits, training, promotion and permanent employment opportunities. The Academy will also, where relevant, monitor their progress to ensure that they are accessing permanent vacancies.

Part-Time Workers

The Academy will monitor the conditions of service of part-time employees and their progression to ensure that they are being offered appropriate access to benefits and training and promotion opportunities. It will also ensure that requests to alter working hours are dealt with appropriately under the Academy's Flexible Working Policy.

Complaints of Discrimination, Victimisation and Harassment on the Protected Characteristics

The Academy will treat seriously and will take action where appropriate concerning all complaints of discrimination, harassment or victimisation on any of the protected characteristics made by any of its Staff, students or other third parties.

Any member of Staff who considers that they may have been unlawfully discriminated against, victimised or harassed within the meaning of this policy should discuss the matter in the first instance with their Line Manager/Head of Department or, if inappropriate under the circumstances of the case, with the Principal. In some cases it may be possible to resolve the matter informally and reach a satisfactory resolution.

If a member of Staff wishes to make a formal complaint, then he or she should follow the Academy's Grievance Policy and Procedure.

If an employee is accused of unlawful discrimination, victimisation or harassment, the Academy will investigate the matter fully. In the course of the investigation the employee will be given the opportunity to respond to the allegation and provide an explanation for his or her actions.

If the Academy concludes that the claim is false or malicious then the complainant may be subject to disciplinary action.

If on the other hand the Academy concludes that the employee's action amounts to unlawful discrimination, victimisation or harassment he or she may be subject to disciplinary action under the Academy's Disciplinary Policy and Procedure, up to and including summary dismissal for gross misconduct.

**King's Academy Ringmer
“in pursuit of excellence”**

Safer Recruitment

King's Academy Ringmer is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment. Successful applicants will need to undertake a DBS enhanced clearance

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Ringmer

Lewes

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Tel: 01273 812220

HR and Appointments:

Amanda French

Tel: 01273 812220 ext. 240

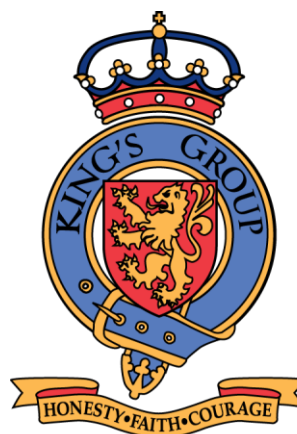
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