



CANDIDATE INFORMATION BROCHURE TENDRING TECHNOLOGY COLLEGE (Frinton Campus and Thorpe Campus)



To inspire young people to make their best better



Welcome from the Principal

Welcome to Tendring Technology College (TTC) and thank you for your interest. We are a large College on the North Essex Coast.

TTC is a place where students are at the heart of everything we do. Our students are happy, have fun and enjoy being engaged in their learning and challenged in their thinking.

Our staff are highly skilled, willing to learn and determined to get the best results for every student.

We aim to provide every student with the opportunity to follow a personalised pathway to success and become confident, creative, and technologically aware. We want them to become leaders ready to take on the world.

Students will leave us with a core set of values and a lifelong love for learning, fully prepared with the skills, qualities and desire to compete in the global future. At TTC we believe in being innovative. Everything we do is designed to increase engagement and maximise learning potential.

Outstanding teachers that can adapt, change and promote creativity and collaboration are the backbone of TTC and an essential part of our vision. We know our teachers are highly committed, each one a leader in the making. They have high expectations and deliver challenging lessons that cater for the needs of every student.

Each one of our students is fantastic. We know and value them as unique individuals. Their **“behaviour is outstanding and their attitudes to work and learning are exemplary.”** We strive to ensure they are fully prepared for the rapidly evolving future that lies ahead of them, standing shoulder to shoulder with the best in the world. They leave school with confidence, ready to dismiss social barriers and face the challenges of adult life.

Above all, we want everyone to wake up every morning and look forward to coming to TTC. We welcome visitors and we look forward to welcoming you to our College.

Yours faithfully



Mr Michael Muldoon
Principal



Tendring Technology College (TTC)

TTC serves a wide catchment area in the Tendring District that is a mix of rural and coastal environment with easy access to the vibrant town of Colchester with London Liverpool Street a straightforward train journey.

TTC is unique in that it is a split site College with approximately 1900 students. The Thorpe campus is dedicated to our Key Stage 3 students and nearly 5 miles away is the Frinton campus for our Key Stage 4 and 5 students. For staff and students alike the split site at TTC offers the breadth of opportunity and experience of a large school, with the intimacy and care of a small school.

We pride ourselves on the support that we give to all new staff. If you want to be part of a dynamic, forward thinking, happy school then make an appointment, we would be very pleased to meet you.

To get an even better feel for our school, follow the link to our College prospectus;

<http://www.tendringtechnologycollege.org/about-us/college-prospectus>



Mission

Our Mission is to be a school that:

- o Fully prepares students for their futures
- o Provides a personalised and relevant pathway of progression for each student
- o Exploits technological developments to the full
- o Nurtures creative students with the skills, knowledge and motivation to compete on an international level
- o Develops confident leaders ready to dismiss social barriers and take on the world
- o Excels in creativity, mathematics, computing, communication and language across the whole curriculum
- o Achieves success in every league both nationally and internationally
- o Adopts innovative design for learning to increase engagement and learning potential
- o Is the provider of choice for students, parents and staff
- o Has a corporate commitment to putting the customer at the heart of service delivery and leaders in our school actively support this and advocate for customers.



Staff Profiles

Kacey Pennifold, Teacher of Religion, Ethics and Philosophy



I first joined TTC in 2013, where I gained experience as a trainee member of staff, teaching Religion, Ethics and Philosophy. The support and encouragement I received from members of staff not only in my department but other areas of the College was very reassuring. I carried on working at TTC for my NQT year, where I was able to develop my teaching and receive the continued support that I had as a trainee teacher. This helped me develop my Teaching and Learning and also encouraged me to be a reflective practitioner. I am currently in my fourth year working at TTC and now support trainees and NQTs by delivering training sessions and mentoring. TTC is a very supportive and rewarding place to work where you can develop your career in your focused area.

Paul Welch, Teacher of Physical Education



Since joining TTC I've thrown myself fully into Academy life. I've been involved with lots of the sports run at the college, especially athletics and rugby along with assisting the Head of PE with regards to improving T&L and outcomes within the department. Having led on lots of department CPD sessions, I was delighted to be informed by the Head of Department they wanted me to lead the athletics and rugby development within the College due the recent success we have had at the Coastal, District and National level. This responsibility has enabled me to work with some of the College's most able sports students within Star Squad, to aid them in their development both sporting and academic. These students also attended CPD courses with international and national coaches to learn and develop how we can keep this talent pool of athletes coming through TTC. These workshops and courses have helped me to continue to improve my own practice and to improve the PE departments teaching and learning as a whole, to ensure the PE curriculum enables everyone to have an inclusion programme of study.

TTC have been very supportive through this whole process, including approving courses for me to attend to further enhance my own knowledge and that of the PE department as a whole.

JOB DESCRIPTION

Job Title: Curriculum Access Practitioner for the Autism Support Centre

Responsible to: Principal / SLT Link

Line Manager: Lead Teacher for Autism Support Centre

Purpose of Job:

To work in partnership with Lead Teacher to support students in accessing the breadth of curriculum in a mainstream setting in line with the national curriculum, codes of practice and College policies and procedures

Liaison with:

Lead Teacher, learning teams, teaching staff, support staff, parents, outside agencies e.g. Educational Psychologists

Key Responsibilities:

- Liaise with the Lead Teacher
- To take responsibility for assisting the development, learning, progress and attainment of students, leading groups, on an individual basis or in a mainstream classroom.
- To maintain records of attainment and progress for students including communication and social interaction as well as academic.

Key responsibilities pupil:-

- To develop knowledge of the particular needs of the child and seek advice from the Lead Teacher, subject teacher and outside agencies as required.
- To aid access to the full range of learning experiences both inside and outside the classroom and provide modified materials as required.
- To make or modify resources as suggested and advised by the Lead Teacher, Educational Psychologist and other outside agencies.
- To be involved in the planning, preparation, delivery and assessment of activities in the Autism Support Centre
- Follow a behaviour plan
- To organise and maintain an inclusive learning environment both in the classroom and outside.
- To support the students during break and lunch times, creating an interactive environment.
- Motivate and encourage the pupil to have a go at activities they may be unsure of.
- Provide positive reinforcements, praise and rewards.

- Facilitate inclusion in small group activities with peers and support interaction between them.
- To attend in service training and meetings relevant to the post, in order to keep up to date with developments in working with students with special educational needs.
- Provide support and facilitate interaction with peers in the classroom and around college.
- To assist students with all aspects of personal hygiene.

Key responsibilities College/Centres:-

- To work as part of the team, to ensure that the wellbeing and personal development of the students enhances their learning opportunities and life skills.
- To attend planning meetings with the Lead teacher to develop learning programmes and to assist in the delivery of the individual learning programmes on a daily basis to promote learning ,behaviour and communication skills.
- To provide regular feedback to the class teacher, Lead Teacher and relevant outside agencies about the pupil's difficulties and progress.
- To contribute to pupils' annual review by reporting and attending the statutory meeting.
- To foster links between home and college
- To participate in relevant professional development as deemed appropriate for the needs of the students.
- To understand and apply the College policies on learning and behaviour, and the statutory guidelines relating to disability discrimination and special educational needs.
- To maintain confidentiality and sensitivity to the students' needs but have regard to the safeguarding procedures of the College.
- To carry out duties as directed by the Lead Teacher or senior staff.
- To support the Lead Teacher to create and maintain a centre of excellence for students with ASD.
- To keep up to date with all new and current thinking about ASD and model good practice and specialist teaching to colleagues as part of continuing CPD.
- To ensure the whole college safeguarding and well-being protocols are followed.

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.
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. Post holder 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	Desirable
Qualifications/ Attainments	<ul style="list-style-type: none"> • Have GCSE, 'O' Level or equivalent qualifications in maths and English. • A good standard of education in other subject areas • Be willing to gain a professional certificate in Autism 	<ul style="list-style-type: none"> • Have GCE "A" levels or equivalent qualifications or higher • Hold a professional certificate in Autism
Experience	<ul style="list-style-type: none"> • Have experience of working with students or adults with Autism Spectrum Conditions. • Experience of working in a school environment 	<ul style="list-style-type: none"> • Have a qualification in Learning Support • Have experience in an Autism related area of need such as social development, fine and gross motor Co-ordination, Speech and Language, Social communication • Experience of planning and evaluating learning activities • Involved in planning programmes of learning for individuals, groups and whole class
Skills, Knowledge and Aptitude	<ul style="list-style-type: none"> • To develop skills in an Autism related area of need such as social development, fine and gross motor Co-ordination, Speech and Language, Social communication • Good oral and written communication skills • Ability to use ICT effectively to support teaching and learning • Support the planning and delivering of the curriculum for students • Ability to work as part of a team • Calm and positive approach • High level of ability to relate well with children and adults • Sensitive to the needs of children and parents • Active listening skills • Ability to use own initiative when required 	
Personal Requirements	<ul style="list-style-type: none"> • Committed to professional development • A full driving licence and access to a vehicle to enable travel between college sites 	

Academies Enterprise Trust

Academies Enterprise Trust is the largest Academy Partnership in the United Kingdom, with 63 schools (Primary, Secondary and Special) across England.

Click [here](#) to view a map of our Academies across the country.

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 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.

Google for Education

Google for Education is an exciting and innovative way of learning, introducing easy tools to engage students whenever, wherever on any device!

In summer 2012, AET adopted G Suite for Education, the free web-based communication and collaboration suite available to education establishments.

With products including Gmail, Google Calendar, Google Drive, Google Sites and Google Classroom, AET recognised the potential it would bring to classroom learning, knowledge sharing across the academies, improvements in administrative efficiency and providing access from home for all.

This enables all our students and staff to have access to the most up-to-date technology. Our academies have also rolled out many class sets of Google Chromebooks, affordable browser-based laptops that provide quick, simple access to the web!

The latest innovation in an increasing number of our academies includes access to Chromebook Flip for all teachers with the ability to cast the screen from anywhere to the large format screen at the front of the classroom. Where students have access to Chromebooks, teachers can also allow students to cast their work to the screen as well to support with peer assessment, group projects and collaborative working!

Google in Education



A New and Open World for Learning

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

- Pension

Health and Wellbeing

- BHSF – The Group works in partnership with BHSF, to support our health and wellbeing agenda. BHSF provides access to support services and employee benefits

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 safe guarding and relationships with pupils.

Equal Opportunities

The 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 for your individual staff record.