

FOXFORD
School & Community Arts College

Foxford - for Learning, for Creativity, for Success!



Recruitment Pack

ASSISTANT DIRECTOR OF TEACHING AND LEARNING
HUMANITIES – HISTORY SPECIALIST

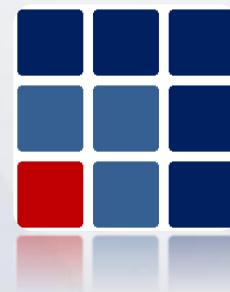
TMS or UPS; TLR 2B (£4441) or 2C (£6511) for suitable candidate

Foxford School and Community Arts College, Grange Road, Coventry, CV6 6BB

Tel : 024 7636 9200

Fax : 024 7636 9201

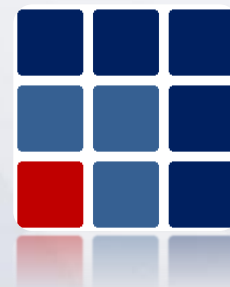
Email : aliw@foxford.coventry.sch.uk



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LETTER FROM THE HEAD TEACHER

March 2018

Dear Colleague

Vacancy for Post of Assistant Director of Teaching and Learning – History Specialist

Thank you for your interest in the above post at Foxford School and Community Arts College.

Foxford is a dynamic, multi-cultural school where colleagues work together to support each other in providing an enthusing, broad and relevant curriculum for our students.

The catchment area is wide and varied, and our student body is diverse encompassing the age and ability range. We provide excellent support for our students including a well-staffed EAL and SEND team. We are very proud of our Post-16 curriculum which comprises of a range of 'A' level and level 3 vocational courses. Over 90% of our Post-16 students went on to university; with students going to Oxbridge and in our current cohort, over 30% are holding Russel Group offers.

We put students at the heart of everything we do, providing regular enrichment opportunities for all; as well as a variety of additional trips, visits, residentials and extra-curricular clubs and teams.

Staff development is also key to our ethos, and development with excellent CPD opportunities for staff to both take part in and lead on. All our teaching staff participate in action research projects throughout the year.

If you would like to apply, please complete the application form, including your personal statement of no more than two or three sides of A4, outlining why you feel your experience, qualifications and interests make you a suitable candidate.

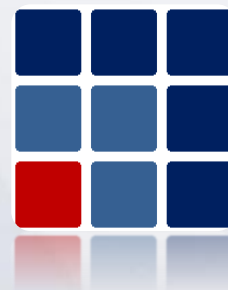
The school is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment.

The closing date for applications is **NOON on Tuesday, 17th April**. If you want to make arrangements for a visit, or wish to discuss any aspect of this post, please contact Ali Wilkins, HR Manager at the school on 024 7636 9200, or email her at aliw@foxford.coventry.sch.uk.

I look forward to receiving your application.

Yours sincerely

pp Ruth Williamson
Head Teacher



INTRODUCTION

At Foxford we believe that:

- Success is realised in a variety of ways
- People can and do change
- Growth is achieved through learning and partnership

We will, therefore, continue to develop a curriculum which matches the learning needs of all our students, taking account of their special needs or particular gifts and talents.

Our fundamental aims are:

- To promote educational attainment
- To work in partnership with other agencies and organisations to ensure that children are ready for learning
- To place emphasis on those learners who may be at risk of underachievement, marginalisation or exclusion.

We want all our young people to grow into successful adults.

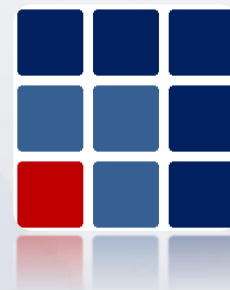
The work we undertake with students is based on a clear understanding of what education is about. We know that it is important for the whole school community, to share these principles to help to build a meaningful partnership between home and school.



Foxford is a thriving and dynamic city comprehensive with Trust Status that has chosen to maintain its distinctive Arts specialist ethos. The school continues its journey towards an overall Ofsted judgement of Good, having gained Good for Leadership and Management in May 2016.

“Senior Leaders are ambitious. They have raised expectations of staff and pupils. Teaching and pupils’ outcomes, behaviour and attendance are all improving as a result”.

Ofsted report, June 2016



EXAMINATION SUCCESS

While our students join the school with levels of attainment significantly below the national average our final key stage 3 assessment data (July 2017) showed that our students had made accelerated progress across the key stage.

Our students celebrated huge success A level, Vocational and GCSE results last summer. At A level, our A*-B rate rose to 42.1%. At GCSE almost all subjects improved their rates of progress and attainment in almost all subjects including English and maths.

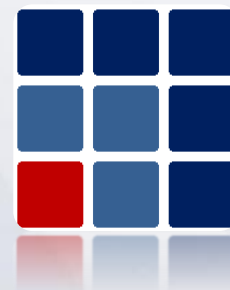
Our Progress 8 score increased to give us a judgement of average in the DfE tables. The progress of our students was judged to be above average in the current DfE tables, placing us third in the City.

Our students have high aspirations and the majority of them leave the school for either university or apprenticeships. We have an excellent record for students joining Russell group universities. Our first student started at Oxford University in September 2016 to study Mathematics at Somerville College, closely followed by another student this summer, going on to study Economics at Exeter College, Oxford.

Summer 2017 Results

At A level we had our best results to date; 42.1% of students achieved A*-B rating us in the top half of schools in the city. All our year 13 students deserve praise as they have secured apprenticeship employment or, for the vast majority, university places. Midlands's universities remain favoured destinations for many, although others will be going far and wide. Of particular note, one student will be studying Economics and Management at Exeter College, Oxford University. We are very proud that this is the second year running that we have a student going to Oxford. We also have three students who were supported with Education and Health Care Plans who leave us to study at university this year. The excellent progress made by all our year 13 students is a real testament to the partnership we have between student, teacher and parents in ensuring all students can achieve very positive outcomes.

At GCSE again, we have seen an improvement in results. This year is the first in which students have had new syllabuses to study in English and Maths which brought with them much uncertainty. Nevertheless, we are delighted that targets have been met and, in some cases, exceeded. Students fared equally well in other subjects. Again, well done to students and parents for the support you have given them and the school. Our current year 11 students now have the challenge of new syllabuses in these other subjects next summer.



CONTEXT OF THE SCHOOL

Opened in 1956, Foxford is a mixed comprehensive school serving families in a complex catchment area in the North East of Coventry. The catchment is socially and ethnically diverse and serves the Alderman's Green, Edgwick, Little Heath, Courthouse Green, Holbrook, Foleshill and Longford districts of Coventry. Some areas have levels of deprivation above the City and National Average.

Foxford has been an Arts College since 2000. Despite the school no longer having a specialist designation financially supported by Central Government Foxford continues to maintain its Arts focus. In July 2001, Foxford was one of the first schools to achieve an Arts Mark Gold Award, which was re-awarded at each renewal date since.

We also currently hold recognition as a Healthy School, for Investors in Careers and Investors in People (3 times). In 2012 we received the Coventry Anti Bullying School Award and in the summer of 2013 were proud to become the first school in the City to be designated a School of Sanctuary.

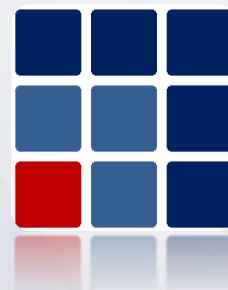
The Student Voice has developed greatly over recent years. As well as School and Year Councils, we also have a number of subject and topic related student groups, eg Sports Council, Arts Council, and Foxfam. The Student Liaison Committee meets with the Head Teacher each half term to have regular dialogue around current matters and further the development of key issues. Recent examples include the updating of rewards, developing the student leadership team and developing work for charity. Students are also involved in supporting the establishment of a Health Youth Council at the University Hospitals, Coventry and Warwickshire, and work developing further

Foxford is an active member of the Coventry Improvement Partnership – providing collaborative provision Post 16.

The Governors of Foxford School are currently supporting the school towards becoming an academy and joining a MAT led by another Coventry Secondary School.

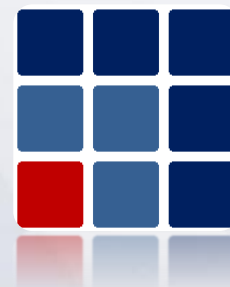
On 1 March 2010, the school became a Trust School, our partners currently being:

- Coventry City Council
- Coventry University
- Henley College
- The Ricoh Arena, Coventry



- University Hospitals Coventry and Warwickshire
- Changing Cultures

Partners have already greatly enhanced the curriculum experience of the students at Foxford through projects, placements and joint planning and delivery of aspects of the curriculum.



OUR SCHOOL SITE

Foxford moved into new buildings in September 1997, on a site immediately adjacent to the old school. Four of the existing buildings have been retained and re-furbished, and provides accommodation for English, Mathematics, Catering/Dining, and Personal Learning, most community uses and sport and P.E.

New accommodation was provided for, Modern Languages, Humanities, Administration, Careers, Learning Support, the Library, Sciences, Technology, Visual and Performing Arts.

The new and refurbished buildings are clustered around a very pleasant paved courtyard, and many existing mature trees have been retained on the new site.

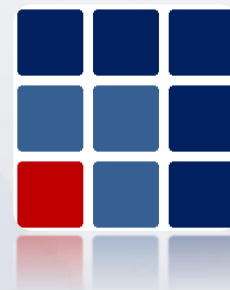


In September 2006, we added a further building to our site. A new Post 16 Centre provides us with modern facilities for our Year 12 and 13 students. Set back from the central site, in very attractive surroundings, the new facility offers much enhanced accommodation for our 16+ students.

Coventry was part of the fourth phase of Building Schools for the Future. We expected Foxford to have all its remaining, very dated, facilities replaced as part of this programme in the next few years. With the demise of BSF, however, this is not to be. We have, therefore, tried to continue a programme of refurbishment, completely refurbishing our 3-storey block.

We are currently engaged in a feasibility study with the City Council regarding possible expansion to help accommodate recent increased numbers in primary schools moving to secondary schools.

Our sports facilities form Foxford Leisure Centre which, out of school hours, provides gym and sports facilities to the local community.



CURRICULUM ORGANISATION

At Key Stage 3 broadly the same curriculum is offered to all students: English, Mathematics, Creative Arts, Spanish (with the option of studying Panjabi or Urdu after school); Integrated Science, Humanities, Technology and Physical Education. For a



group of our vulnerable students, a competency based “Flex” curriculum is delivered in Year 7 – with some following the model into Year 8. The students have English, Maths, Humanities and Languages taught in an integrated way by a small number of teachers.

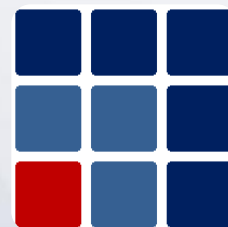
The school’s Personal Learning Facility offers a very wide range of support strategies for students experiencing difficulties, including in-class support, corrective reading, ICT based independent learning, support for children whose first language is not English, and intervention and support for children with behavioural needs. The school also provides extensive provision for students who are characterised as gifted or talented.

At Key Stage 4 our curriculum has been revised for September 2016 in order to embrace Progress 8. All students follow a core curriculum comprising of English, Maths, Additional Science or Triple Science, English Literature, Geography or History and then two additional option subjects. Additionally, all students follow non-exam courses in PSHE and PE.

Careers Guidance and Education is planned as part of the pastoral curriculum in Years 7 – 11, and personal counselling sessions are available to all individuals at KS4.

As part of Foxford’s Secondary Guarantee students are involved in a number of enrichment opportunities which include residential visits, educational visits, speakers and workshops during the year. All such experiences are recorded on each individual student’s profile.

The Post 16 curriculum comprises a variety of courses at Advanced (AS, A2 and Level 3 Vocational) and retake English and maths GCSE. There are strong links with the other nine schools in East Coventry and Henley College, forming the Coventry East Partnership, which provides students with an even wider range of courses. Post 16 students also follow an “Enrichment Curriculum” covering additional courses e.g. OCN Drug Awareness; OCN Sex Health Education; Basic Counselling; Emergency First Aid



Certificate and Fitness Training. Individual students will also have “shadowing” placements in primary schools, industry and commerce.

All students at Key Stage 3, Key Stage 4 and Post 16 have one tutor period each week, taken by their Form Tutor.

Assemblies are an important part of the corporate life of the school for reinforcing community values and celebrating achievements. As a multi-faith school, the Governors have accepted our present mode of delivery as the most suited to our needs.

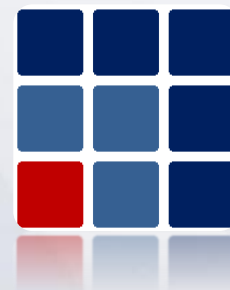


Great importance is attached to the role of the Form Tutor, and many tutors remain with the same group of students for most of their school life. Each tutor works with his or her own tutor group in a tutor period each week. There are strong emphases on active tutoring, personal development and reviewing achievement.

The work of the tutors is managed by six Directors of Learning including Post 16, who have responsibility for setting and maintaining the ethos of their cohort.

Directors of Learning have an increasingly important role in coordinating and evaluating the curriculum for their cohort and working with Directors of Teaching and Learning to improve the match of teaching and learning styles to the needs of the students.





ORGANISATIONAL STRUCTURE

Over 70 members of teaching staff are employed at the school and, with the non-teaching support staff; the total number of employees at Foxford exceeds 180.

Our Head Teacher is supported in the senior leadership team by two Deputy Head teachers, four Assistant Heads and the School Business and Finance Manager.

The formal curriculum is organised into faculties each with a Director of Teaching and Learning as leader.

The Faculties currently are:

English

Mathematics

Sciences

Technology

Modern Foreign Languages

Creative Arts

Personal Wellbeing

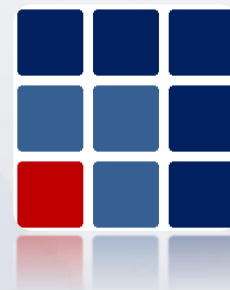
Humanities

Personal Learning

The Pastoral organisation is based on Year Teams, with a Director of Learning and tutor team who currently move with the students through Key Stage 3 and Key Stage 4.

Each student has a Progress Reviewer who is their tutor, or another member of staff who meets with them at least termly to review their progress.





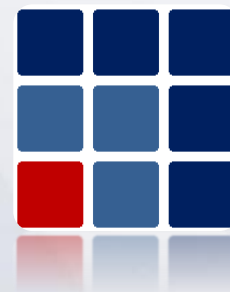
STAFF DEVELOPMENT

We support the development of all staff at the school with our range of professional development programmes. These include externally accredited courses and qualifications as well as bespoke internal programmes and interventions that help individuals or groups of staff develop.

We have many trained coaches on our staff who work with colleagues to develop their practice and skills. We also employ a consultant from Changing Cultures who supports individuals to develop creative approaches to their teaching.

We have 3 lead practitioners in post who, alongside the senior leadership team, plan and deliver a bespoke CPD and Inset program for all staff. This program enables all teaching staff to take part in action research and also affords staff the opportunity to receive support, coaching and shadowing in order to pursue roles with more responsibility.

We have an excellent middle leadership development program and also support colleagues through many different ITT routes.



CITY OF COVENTRY AND ITS SECONDARY EDUCATION

Coventry continues its tradition as a pioneering city, bringing in new innovations. The city that led the way in ribbon weaving and watchmaking as well as the cycling and motor industries, is now preparing to be at the forefront of technology such as driverless cars and superfast broadband.

JLR has long been a Coventry success story and this year it announced it is making the city the heart of its future through a £3.8billion investment in a global HQ and product development at Whitley. Continuing the city's long and proud links with the motor industry, Geely, owners of the London Taxi Company and makers of the famous black cabs, have announced a £250million investment in a new HQ and assembly plant at Ansty, creating up to 1,000 new jobs as the company steps up production to cope with worldwide demand.

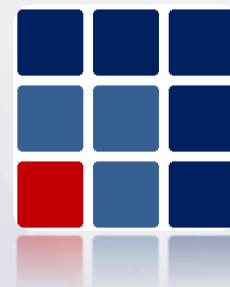
Helping to drive innovation are the two universities of Coventry and Warwick – with thousands of students bringing their skills to the area.

With the tourism draw of the Cathedral and ruins that drive the city's reputation as a centre for peace and reconciliation, the impressive Transport Museum, Herbert Art Gallery, and Belgrade Theatre, the city also hosts top events that bring in thousands of spectators, such as the Godiva Festival, SkyRide and Motofest.

Coventry, and in particular the location of Foxford has excellent links to the main motorway networks.

There are 22 secondary schools in the City, all 11-18 age range, except the UTC which is 14-18. All schools continue to work together through the Secondary Heads' Forum and many other city networks. A good range of training opportunities are offered to each other by schools across the city.

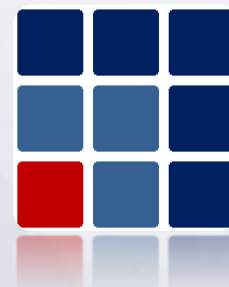
We are very excited to be a School within the City as plans continue towards 2021 following Coventry winning their bid to become City of Culture.



WHY WORK AT FOXFORD?

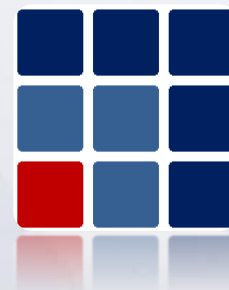
- We are committed to the development of all staff. This includes: -
 - Full appraisal programme (teaching staff) – including at least 1 milestone review
 - Annual appraisal for non-teaching staff
- We offer comprehensive support for Teach First, School Direct and NQTs with each teacher having an individual mentor / coach and a twilight inset programme.
- Clear progression support programme including: -
 - Training to become a coach
 - Action research
 - Middle leadership development programmes
 - Extended leadership board
- Opportunities to be supported on externally validated programmes including: -
 - Teaching Leaders
 - Leading from the middle
 - NPQH
 - Contribution towards further qualifications or degrees.
- Laptops are provided for all teachers
- Free tea and coffee in the staff room
- Subsidised staff events
- Occupational Health and counselling support
- Long service awards
- Employee benefits via 'wider wallet' offering access to corporate benefits and discount packages

INFORMATION ABOUT THE POSITION



JOB DESCRIPTION

Assistant Director of Teaching and Learning – Humanities – TLR 2B or 2C
To be responsible for specific aspects of teaching and learning within the Faculty
<p>Specific roles and responsibilities</p> <p>The Assistant Director of Teaching and Learning will be responsible for leading on specific areas with the Faculty.</p> <p>This will include:</p> <ul style="list-style-type: none"> • Taking responsibility for the History curriculum. • The teaching of courses within a curriculum area (currently Business Education; Geography; History or Religious Education), student progress, teaching and learning schemes of work across all key stages for this subject. • Monitoring, with the Director of Teaching and Learning, the quality of teaching and learning in the Faculty. • Leading improvement of teaching and learning and development of the curriculum. • Advising the Director of Teaching and Learning – Humanities - on all matters relating to the responsibility with the curriculum and acting as a consultant to other faculty members as necessary. • Being the lead advocate with students, staff and all stake holders. • Taking responsibility for an agreed area of focus within the Faculty.
<p>Line Management</p> <ul style="list-style-type: none"> • The Line Management of staff within the Faculty as agreed with the Director of Teaching and Learning on an annual basis
<p>Teaching</p> <p>Teaching commitment will be in line with other Assistant Directors of Teaching and Learning, agreed on an annual basis.</p>



JOB PROFILE

POST TLR 2B or 2C – Assistant Director of Teaching and Learning **Humanities**

Job Purpose:

To ensure the continued delivery of high quality teaching and learning within Humanities and to improve outcomes for students

Line Manager who you will report to in the first instance: The Director of Teaching and Learning **Humanities**

Line Management:

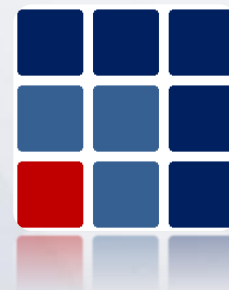
To take responsibility for the delivery of areas of the curriculum and the agreed area of focus for the Faculty. To line manage the staff for which you are responsible.

Accountability, with the Line Manager, for leading, managing and developing an agreed area of focus (to be decided) within the Humanities Faculty. Be accountable in the first instance to the line manager for:

- Leading evaluation strategies to contribute to the overall evaluation of Humanities
- Defining and agreeing appropriate improvement targets
- Supporting staff in planning strategies to meet attainment and achievement targets
- Evaluating the effectiveness of intervention strategies and practice in the faculty
- Evaluating the impact of all improvement activities on the quality of teaching and learning in consultation with the DTL for Humanities
- Identifying relevant improvement issues
- Producing action plans, in consultation with the DTL for Humanities, to respond to findings from observations, sampling, checking and interviews.
- Identifying good practice, areas for development and strategies for sharing and support.

Accountability for the impact on the educational progress of students with the area of responsibility in the faculty:

- Monitor and evaluate assessment data and to identify trends in student performance and issues for development.
- Use data to identify exceptional performance and underachievement
- Monitor pupil standards and achievement against annual targets particularly for vulnerable groups – EAL, G&T, SEN, LAC
- Identify communicate and meet appropriate attainment targets.
- Identify groups requiring strategies for intervention.
- Define and implement intervention strategies to address issues to raise attainment



Leading, developing and enhancing the teaching practice of staff:

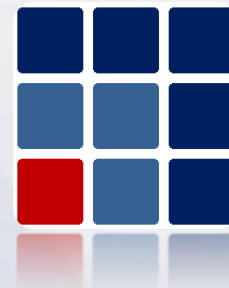
- Maintain personal expertise and share this with other staff
- Act as a role model of good classroom practice for other staff, modelling effective strategies
- Monitor planning, curriculum coverage and other activities to ensure the range of needs of learners are met
- Monitor and evaluate standards of teaching and learning, identifying areas of strength and areas for improvement.
- Ensure that teachers are aware of the needs of inclusion of all pupils and groups and make provision for this in their planning
- Plan and implement strategies to improve teaching where needed.
- Induct, support and monitor new staff and initial teacher training students as appropriate.
- Act as performance management leader for identified teachers. Ensure challenging and appropriate targets are set.
- Identify CPD needs and opportunities in partnership with the Director of Teaching and Learning.
- Lead aspects of professional development in the school related to **Humanities**.
- Delegate responsibilities and tasks appropriately.

Specific roles and responsibilities:

- To act as Deputy to the Director of Teaching and Learning.
- Take responsibility for an area of the curriculum

The major focus of the post is likely to be as follows and will be reviewed on an annual basis:

- Take responsibility for the development and implementation of the whole school policy for Literacy in Humanities
- Use national, local and school management data to monitor standards of achievement across Humanities in Literacy
- Monitor, with the DTL for Humanities, the progress made towards achieving targets and use this information to plan future developments
- Collaborate with staff on short, medium and long-term planning to develop Literacy in relation to:
 - Resources
 - Continuous professional development of staff
 - Aims of the school, including its policies and practices
 - Challenging targets for improvement
- Manage strategic development across the Humanities faculty in Literacy



THE HUMANITIES FACULTY

“TODAY’S STUDENTS: TOMORROW’S CITIZENS”

The Humanities Faculty is responsible for the delivery of Geography, History and R.E. at Key Stage 3.

At Key Stage 4 all students follow History or Geography to GCSE. They can also take Business Studies as an option.

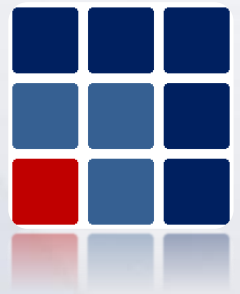
In Post 16 we currently have students studying, Citizenship’ Economics, Business Studies, Geography, Sociology, History and Psychology to Advanced level.

At Key Stage 3 most staff teach their own specialist subject plus at least one other. Most of the team deliver some of the Key Stage 4 and 5 courses, depending upon their specialism.

One of the key strengths of the Humanities Faculty is its ability to work as a team. The successful candidate would be joining a large group of supportive, experienced, enthusiastic and committed staff who are continually trying to improve the learning experience for students. We work together to develop the curriculum and are all willing to develop new teaching and learning strategies that further engage our students. We are embracing the changes to all areas of the curriculum and new team members will be integral to us moving forward together.

The Faculty considers that, in addition to achieving the best results possible for its students, in terms of those areas of knowledge and understanding required by various forms of certification, it has a major role to play in preparing students to take their place as citizens in the world into which they will move upon leaving school.

The Humanities faculty are based in a suite of rooms within the two-storey block. All rooms have overhead projectors and cable computer connections to the school network and there are currently two ICT rooms within the area. There is also a faculty staff work room.



Growth is achieved through learning and partnership

People can and do change

Success is realised in a variety of ways