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# Beaumont Leys School

# Recruitment Pack



***‘Together We Achieve Success’***

**Deputy Headteacher:** Jude Mellor **Business Manager:** Jayne Bickmore

QiSS.png**Assistant Headteachers:** Julie Mousley, Paula Staley, Sam Nadolski, Keval Thakrar, John Stewardson

**STATEMENT FROM HEADTEACHER**

Thank you for expressing an interest in a post at Beaumont Leys School

Beaumont Leys is a vibrant school, with a real heart and soul, where teaching and support staff at all levels are encouraged to develop their skills, and are given every opportunity to do so. The school, which was beautifully rebuilt in 2009, has been on a real journey over recent years and has developed an excellent reputation, locally, regionally and, increasingly, nationally.

Our last Ofsted was in September 2016 and we were really delighted that, under a much tougher Ofsted regime, the school was judged to have maintained it’s ‘Good’ grading. The inspector reported that ‘You are determined that the potential of every pupil should be realised, no matter what the barriers may be to their success.’ This is a statement that we are very proud of and was part of the reasoning behind Sir Michael Wilshaw identifying Beaumont Leys in his 2016 annual OfSTED report as an example of a school that is showing what can be done in areas of significant social and economic disadvantage. To ensure we maintain the highest possible learning for our students, we are part of a national school-led initiative which is focused on school-to-school challenge and support; Challenge Partners. We have now had several Challenge Reviews and were judged Outstanding in the last three, including the most recent in November 2015. You can see the Challenge Partner reports, and indeed the OfSTED report, on our own website and we would urge you to read them.

Beaumont Leys School has been on a powerful journey since 1998, when exam results were 26% 5+A\*-C. In 2017, we achieved the equivalent of 57% 5A\*CEM, and a progress figure of -0.06 indicating that students progress really well here from starting points that are significantly below national standards. English and Maths results were in line with national averages making significant contributions to this. In addition, eleven of our subjects’ results were better than national averages and sixteen subjects improved their results compared to last year. However, perhaps our proudest achievement in 2017 was that 20% of our leaving students achieved at least 3 AA\* grades and eight students achieved at least one grade 9.

These results are a testament to the hard work of our students, but also to our staff who invest hugely to generate the best possible outcomes for their students. We have exceptionally high aspirations and ambitions for our students and work consistently hard to support them into their best possible futures. Like many urban schools Beaumont Leys requires high levels of maintenance and energy and we are constantly looking for ways to evolve and improve. There is no room for complacency, but there is a real satisfaction in working in a school where you know that you really are making a difference. We believe that we have adopted the role of wise parent in our expectations of students and the structures we have in place to support them. For some of our students we are the most stable presence in their lives and it is this holistic care provided to students that has supported our excellent track record over many years of both very low NEET figures and high levels of success with apprenticeship placements. In general students are hugely proud of the school, something we actively encourage in everything we do.

Beaumont Leys is heavily over-subscribed. We have good links with parents and the community, and we try hard to build good relationships and respond quickly to any concerns. Several members of the governors, teaching and support staff have been with the school for many years and have built up strong connections with the community. Some of our support staff have children in the school and there are some who went to the school themselves. It is a school to which people become very attached.

There is strong positive leadership at all levels, including in the classroom. The Senior Leadership Team works hard to provide high level strategic leadership but we are also intimately involved in the day-to-day management of the school: taking on most of the lunchtime duties to enable teachers time to relax, work or run clubs; providing emergency referral during lesson times so that disruptive students are not allowed to disrupt the learning of others; taking all main assemblies to allow tutors time to undertake mentoring and generally adopting a high profile with staff and students in order to reiterate and emphasise the expectations of the school.

Teachers and tutors set high standards for behaviour, dress and work rate and are expected to set a strong example to students. All students are expected to wear school uniform at all times, without exception. There is a good level of consistency within the school, in terms of expectations of students and we believe that this is a strength, which makes it a purposeful and secure place in which to be a student. There is a strong behaviour policy, based on clear expectations of staff and students, and whilst staff can be extremely firm with students, the emphasis is on the positive, with an extensive reward system. The policy is clearly put into practice because there are good relationships between students and staff. A high premium is placed on good behaviour in the classroom.

As Headteacher I see it as my responsibility to ensure that the school continues to develop and improve, for the benefit of our students, but in a positive climate which acknowledges and recognises the hard work of everybody, and in an environment where people are supported and enabled to develop their skills and careers, and do the best job they can. There is an excellent induction programme in place for new staff and we have an excellent record for helping staff to develop, contribute and make a real difference. In our recent very successful Investors in People inspection the assessor said, “There is a very strong culture of motivating staff by emphasising good news and praising good work. It is well understood how effective it can be in further improving performance to ensure that staff feel valued and appreciated.” I understand how important it is for schools to develop, recognise and value the contribution of its staff. A strong school makes its staff strong, and strong staff make the school stronger. I arrived here as an NQT and very much benefitted from our approach to development and recognition of staff. We have many stories to tell of how we nurture careers and talent and we can see the results of that in the success of our students.

We do hope that you like what you have read about us in this information pack and that you will want to come to work with us.

Dawn Parkinson

Headteacher

**Our Values at Beaumont Leys School**

The strength of our school is that we are deeply driven by our values, which underpin all that we do. This means that all of our amazing staff can pull together in the same direction, and thereby create a force for good. Our values, for our students are:

1. **Ambition and Success:** All students share our ambition and aspiration for them and so they work hard and are enthusiastic, curious learners. They develop the skills and qualities to turn their dreams into reality and as a result we can all celebrate and be proud of their successes as they become their Best Scholarly Selves.
2. **Best Self:** All students are positive members of our community. They are caring, thoughtful and kind and take responsibility for themselves. They have the emotional intelligence to respect themselves and others and as a result they develop, and allow everyone else to develop, as well-rounded individuals.
3. **Positive Future Selves:** All students understand that they are responsible for their own destiny. They develop and display independence, resilience, leadership, positive attitude and self-management skills that allow them to thrive as engaged citizens and take opportunities to make a positive difference, both now, in school and in the community, as well as in their future lives at work and in the world. They have rich memories of school life.

We achieve great things, and this is no accident. Our staff always go the extra mile and our belief that we should strive to be “Never Less than Good” for our students is evident in our classrooms every day. Alongside our academic successes we believe in creating in our school the sort of society we want to live in. Kindness, respect, leadership and responsibility are all important parts of what we try to teach our students.

Beaumont Leys is a school with a heart and soul, and our students’ school lives are rich with opportunities and experiences. This school is full of good people and together we do great things.

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Some external reflections of our school:

Investors in People Silver Status – 14th June 2016

*‘The student-centeredness of all staff with high commitment to ensuring that students perform to their best and are proud of their achievements’.*

*‘The school has a strong culture of CPD for all staff and a wide variety of processes are used including innovative processes such as Digital Champions and micro-CPD sessions in briefing’.*

*‘A good thing about this school is that it develops people so that they can see career progress to management positions…you will find lots of examples of this here.’*

*‘Leaders constantly look to make improvements in ‘people processes’ knowing that such efforts impact positively upon staff performance, morale, wellbeing and retention’.*

*‘The great majority of people think that the culture and ethos of the school is great and that they like coming to work, relishing the challenge of making a difference for the students and raising ambitions in the community.’*

OFSTED ‘Good’ – 13th September 2016

*‘You never underestimate the importance of the school to the community that it serves and you feel that the main priority is to ensure that each pupil leaves school well prepared to be an effective member of society.’*

*‘You are committed to ensuring that the school is a great place to learn for your pupils and you are clear with your staff that no learning experience should ever be less than good.’*

*‘In 2016, greater proportions of disadvantaged pupils and those who have special educational needs and/or disabilities have made appropriate progress in both English and mathematics and are achieving closer to other pupils nationally than they did in 2015. Importantly, a greater proportion of most-able disadvantaged pupils have achieved A\* and A grades at GCSE.’*

*‘The Year 10 pupils who spoke with inspectors were vociferous when they said that prejudice ‘would never be tolerated’ and that homophobic or racist bullying would never be acceptable. They said that ‘everyone is made to feel welcome at our school’*

*‘There is no doubting the expertise of leaders and staff, their passion, and the impact that is evident for pupils. This is clear from the positive feedback received from parents and the individual examples they cited of how leaders and teachers had helped their children.’*

Leicester Mercury – 2nd December 2016

*"We're absolutely delighted that Ofsted has recognised how well our students are achieving. Our teachers work very hard to ensure all students know to become their best future self - it’s part of our mantra here and we've worked hard to raise all students' aspirations"*

**Curriculum**

We are extremely proud that our curriculum is engaging and delivers skills for life and work through a range of subject specialisms and cross-curricular activities.

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|  | **Year 7** | **Year 8** | **Year 9** |
| **Maths** | 3 | 4 | 4 |
| **English** | 4 | 3 | 4 |
| **Science** | 3 | 3 | 3 |
| **Humanities** | 2 | 5 | 4 |
| **Competency Curriculum** | 3 | - | - |
| **Design Technology** | 2 | 2 | 2 |
| **MFL** | 2 | 3 | 2 |
| **Creative Arts**  **Art, Drama, Music** | 3 | 2 | 3 |
| **ICT** | 1 | 1 | 1 |
| **PE** | 2 | 2 | 2 |
| **Learning 4 Life** | 1 | 1 | 1 |

In Years 7, 8 and 9 the following subjects are included;

Every student has access to a broad and balanced curriculum that is flexible enough to meet the needs of the individual and best support both achievement and progression to further education. Therefore, the curriculum at Key Stage 4 consists of the core curriculum which is studied by all students and additional options chosen by students in consultation with parents and teachers. In most cases students choose 3 options although some may be selected for the Future Pathways programme as an alternative.

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|  | **Year 10** | **Year 11** | **Options** | |
| **Maths** | 4 | 5 | BTEC Art  BTEC H&SC  BTEC P Arts  BTEC Sport  Business  Food  French  Geography | History  ICT  Music  BTEC  Product Design  Res. Materials  Single Sciences  Spanish  Textiles  Comp. Science |
| **English** | 4 | 5 |
| **Science** | 5 | 5 |
| **PE** | 1 | 1 |
| **RE\*** | 2 | - |
| **Option** | 3 | 3 |
| **Option** | 3 | 3 |
| **Option** | 3 | 3 |
| **Learning 4 Life** | 1 | 1 |

**\*RE is examined as a full GCSE at the end of Year 10**

**HOW TO APPLY**

We hope that, having got a flavour of our school, you will want to apply.

To apply you need to:

1. Write a letter of application of no more than two A4 sides, font no smaller than 12. In your letter address your experience, vision for education and how you meet the requirements for the post.
2. Complete the application form – you may omit the section on Supporting Evidence in lieu of your application letter

Please send completed application form **by 9:00am on the closing date specified in the advert via e-mail to apply**[**@beaumontleys.leicester.sch.uk**](mailto:msmith@beaumontleys.leicester.sch.uk)**.**

Applications will be acknowledged where requested.

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**SAFER RECRUITMENT APPLICANT INFORMATION**

**The information contained within this document is aimed at helping applicants understand what is required should they be asked to attend for interview.**

**SAFEGUARDING CHILDREN AND YOUNG PEOPLE**

Beaumont Leys School has a commitment to safeguard and promote the welfare of children and/or young people. We have robust processes and procedures to reduce risk and continuously promote a positive culture of safeguarding amongst our workforce.

The post you are applying for involves working with children and/or young people and you will be subject to Beaumont Leys School safer recruitment process.

**PRE- EMPLOYMENT VETTING**

As part of its safer recruitment and selection process, Beaumont Leys School operates a strict pre-employment vetting procedure. All applicants will be required to undergo the checks outlined below.

**Declaration of Previous Convictions**

The **Rehabilitation of Offenders Act 1974 (Exceptions) Order 1975 as amended** makes certain regulated activity (i.e. work with children and/or young people) exempt from the Act and therefore, requires individuals seeking to work with these groups to be subject to Enhanced Criminal Records Bureau Disclosure checks amongst others.

This post is classed as exempt under the Rehabilitation of Offender Act 1974 (Exceptions) Order 1975 as amended. Therefore, you are required to reveal all convictions, both spent and unspent in your application.

**Disclosure and Barring Service** (DBS)

Successful applicants seeking to work with children and/or young people will be required to undergo an Enhanced DBS Disclosure; this will include a check against the Protection of Children Act (PoCA) List and List 99. For posts working with vulnerable adults, this will include a check against the Protection of Vulnerable Adults (PoVA) List.

A List 99 check is the minimum check required for staff working in organisations. Successful applicants will be checked against the List prior to an offer of appointment being made.

For posts working with children and/or young people, Beaumont Leys School policy requires all shortlisted applicants to complete a DBS Disclosure Application form at the interview stage. We give an undertaking to destroy the forms and identity documents of all unsuccessful candidates.

We will also retain, with the permission of the applicant, the DBS Disclosure documents of any ‘hold’ candidates. These documents will be destroyed once a decision (offer and acceptance) has been reached.

Where an applicant is not normally resident in the United Kingdom or has been resident outside the United Kingdom for more than 6 months, an additional police check will be carried out with the normal or most recent country of residence.

**Qualifications**

If the post applied for requires a specific qualification, the applicant will be required to bring the original **(plus one copy for our records)** certificate along to the interview. If the original certificate is unavailable, a certified copy of the document must be provided by the issuing establishment.

**Registration with a Professional Body**

If the post applied for requires registration with a professional body, the applicant will be required to bring the original **(plus one copy for our records)** certificate along to the interview. If the original certificate is unavailable, a certified copy of the document must be provided by the issuing establishment.

Beaumont Leys School will verify registration/membership with the relevant professional body.

**References**

Applicants are required to provide a minimum of two referees, one of which must be your most recent employer. One reference must be from a referee where the employment involved working with children and/or young people.

If you have undertaken voluntary work with children and/or young people you should use the voluntary as a referee.

If you have not previously worked with either children and/or young people you must provide a character reference from someone who is able to confirm your suitability to work with children and/or young people. This would normally be someone in authority

e.g. a lecturer, doctor or community leader. Please note that character references are normally only accepted as a supplement to an employer’s reference.

In addition, Beaumont Leys School will seek references from educational establishments for those applicants with no previous employment history.

**Under no circumstances will Open References (i.e. addressed “to whom it may concern”) be accepted.**

In all cases, Beaumont Leys School will contact the referee prior to the interview, except if you have specifically indicated that you would prefer us to contact them only if you are made an offer of appointment.

**Eligibility to Work in the UK**

Beaumont Leys School has a legal obligation to check documentary evidence to confirm that all potential employees are eligible to work in the UK.

Residents of the European Economic Area (EEA) will be able to provide evidence by presenting a valid passport. Residents from the 8 Accession States must be registered with the **Accession State Workers Registration Scheme.**

Further information about the scheme can be obtained from www.workingintheuk.gov.uk or by telephoning 08705 210 224.

**Medical Assessment**

All offers of appointment will be subject to the satisfactory outcome of the Leicester City

Council’s medical assessment procedure.

**IMPORTANT NOTICE TO ALL APPLICANTS**

As stated previously, all offers of appointment are made subject to the satisfactory outcome of the pre-employment checks for the post.