



Candidate Information



Chipping Campden School

Inspired to learn, empowered to excel

Introduction to Chipping Campden School

Chipping Campden School is a high performing comprehensive mixed 11-19 converter Academy with 1300 students on roll, including some 270 students in the sixth form. At the last inspection in May 2017 we were judged to be an outstanding school. The School was established in 1440 and through its long illustrious history it has maintained its enviable local and regional reputation for high academic achievement. It is located in the beautiful North Cotswolds, an area of outstanding natural beauty.



Our Mission

To cultivate an ambitious and vibrant learning community that inspires and empowers students to excel in a dynamic world.

It is Chipping Campden School's mission to provide a safe, supportive and challenging learning environment that inspires and empowers young people to grasp the opportunities to develop responsibility, personal integrity, self-respect, and respect for others; that cultivates creativity and a desire to become a life-long learner; that fosters inclusion through a strong sense of heritage and community, while acknowledging diversity; and that raises aspirations in order to champion academic and personal excellence.

Our Vision – 'Every student is inspired to learn and empowered to excel'

It has been the vision of Chipping Campden School for nearly six centuries that all students embrace a transformational educational experience that will both inspire and empower them to fulfil their potential and excel.

School Outcomes

2017 GCSE Results

English 9 - 4	81%
Maths 9 - 4	83%
Attainment 8	50.18
Progress 8	+0.11

2017 A Level Results

A* - B	50%
A* - C	79%
A* - E	99%

School Organisation

We are committed to providing an exciting and enriched curriculum. On entry, students are placed in mixed ability groups for the first term in order to promote their social cohesion and give staff ample time to get to know them as learners in order to accurately assess their skills and abilities. From January onwards, and throughout the rest of key stage 3, mathematics, English, science and modern foreign languages group by ability while other subjects may choose to continue with their mixed ability teaching groups. Alongside history, geography and religious education, students not only enjoy three full years of teaching in the three design disciplines (food, resistant materials & textiles) but also participate in weekly discrete art, music and drama lessons from the outset in Year 7. Consequently, students develop skills and understanding across a wide and diverse range of subjects and enter key stage 4 ready to rise to the challenge of GCSEs. By selecting four GCSE option subjects alongside English Language & English Literature, mathematics, and either double or triple award science, students' attitude and enthusiasm for learning remains high. Our most able students can also opt to take additional GCSEs after school in languages, dance and astronomy.

Post-16, the majority of our students opt to enter our thriving sixth form. Joined by a good proportion of students from surrounding schools, most select a programme of three at A Level's. In addition a high proportion of students select to complete Level 3 Core Maths and the Extended Project Qualification in order to attain the AQA Baccalaureate. Some of our most able students complete Open University modules and are supported in their applications to Russell Group Universities and Oxbridge.


While the School benefits from an extremely effective horizontal pastoral system which places students from the same year into one of seven tutor groups to form a year group, each tutor group is also part of one of our three Houses, Fereby, Hicks and Townsend, named after the school's founding fathers. This helps promote a healthy inter-house rivalry which is framed within a range of sporting and academic endeavours. Heads of Year lead a team of Tutors within the year group and are supported by Directors of Learning for each key stage.

Our inclusion team is led by a member of the senior leadership team who is the SEND-Co and line-manager for a range of intervention programmes delivered by our learning and student support teams. Both the Student and Learning Support Centres are a fully staffed and resourced facilities offering specialist teaching and support for students with more complex learning and social and emotional challenges.

The School Team

Our staff are well-qualified, talented and dedicated professionals. We currently have 83 teaching staff and 60 support staff. Our support staff complete a variety of roles both classroom based and whole school in areas such as finance, administration, human resources, IT and facilities.

Our teachers are specialists in their subject areas and are supported by a senior leadership team which consists of the Principal, two Vice Principals and five Assistant Principals (including the SEND-Co). Each faculty area has a Director of Learning and Associate Heads of Faculty for English, Mathematics and Science.



Facilities

We are continually developing and improving our facilities. During recent years, the school has enjoyed major improvements to its fabric, the most recent of which has been an additional science block and additional classrooms. We have extensive playing fields and recreation areas and a full-size floodlit artificial grass hockey and football pitch. Most of our classrooms are equipped with interactive whiteboards and Wi-Fi with suites of laptops available to each faculty across the site.

In order to support the use of technology to enhance learning in the classroom, teachers are issued with an iPad and students are encouraged to participate in our community iPad scheme.

CPD Opportunities

We provide a full range of CPD opportunities to support all staff to continually deliver the best in all they do. Our Teaching and Learning CPD includes:

- In Service Training (INSET) which is delivered during non-teaching days and a variety of twilight sessions
- Attendance at external training events
- PiXL Conferences and meetings
- Balcarras Teaching School Alliance Conferences and meetings
- Access to the TTST Specialist teacher training.

There are also HOY, department meetings, pastoral meetings, regular teaching and non-teaching staff meetings all allowing opportunities to communicate, share good practice and ensure all are secure in the part they play in the success of the school.

We actively work with other schools to share good practice and challenge each other as we develop and adapt to ongoing educational changes.


In order to support middle leaders we encourage participation in local and national leadership training programmes aimed at aspirant middle and senior leaders. Our Directors of Leading are heads of key faculties and together with the Senior Leadership Team form the Extended Leadership Team. This helps to ensure that appropriate skills and channels of communication are constantly being developed across the organisation.

Initial Teacher Training

We are a partner in the Balcarras Teaching School Partnership, GITEP, Gloucestershire's leading provider of Initial Teacher Training, and Warwick University. We have an excellent mentoring programme, where you will be guided from lesson observation, to paired teaching, to going solo!

We assume that good teachers are not born, but made. Excellent mentoring from experienced and successful staff who make time for you makes this much more likely.

You will meet your mentor every week, and the school's ITT trainer every week also. We are not just a very successful school with altruistic intentions – our aim is to train you well enough so that we can employ you when posts arrive. A high proportion of our NQTs are appointed this way.



The GITEP model typically involves you joining all the other ITT trainees in Gloucestershire on Thursdays, where you are taught as a whole cohort. In the afternoon, you are taught as subject specialists. Apart from study breaks, the rest of your time is spent in two schools.

You typically have 3 assessments, based on your practice in school. These carry credits towards and MA if you wish to pursue further study.

NQT Programme

We have a comprehensive induction programme for our Newly Qualified Teachers (NQT's). This begins with a two day visit to the school in July for initial induction and orientation. NQTs are given a reduced time table to ease the transition from the ITT context to that of the first year teaching. Punctuated throughout the year are a number of focused training sessions to support a teacher's professional development and orientation as to how and why things are done in a certain way across the school. NQTs will also have opportunity to meet other NQTs from across the county and in some cases might be able to visit colleagues in different schools. Within school, those participating in the NQT programme will have a designated subject mentor as well as a specific Senior Leader who oversees and co-ordinates the whole programme. In addition, the SLT Training Manager runs a fortnightly meeting for all NQTs which provides a great opportunity for mutual support and development.



Additional Staff Benefits

- Free on-site gym and use of the swimming pool
- Pension Scheme membership (Teachers Pensions or Local Government Pensions Scheme)
- Childcare voucher scheme
- Car lease scheme
- Health and wellbeing support including access to a confidential counselling service
- Meals – all food freshly prepared and cooked on site

Recruitment and Selection


The School is committed to providing the best possible care and education for its students and to safeguarding and promoting the welfare of children and young people. We are committed to providing a supportive and flexible working environment to all its members of staff. We recognise that, in order to achieve these aims, it is of fundamental importance to attract, recruit and retain staff of the highest caliber who share this commitment.

The aims of the School's recruitment policy are:

- To ensure that the best possible staff are recruited on the basis of their merits, abilities and suitability for the position;
- To ensure that the School meets its commitment to safeguarding and promoting the welfare of children and young people by carrying out all necessary pre-employment checks.
- To ensure that all job applicants are considered equitably and consistently;
- To ensure that no job applicant is treated unfairly on any grounds including race, colour, nationality, ethnic or national origin, religion or religious or philosophical belief, sex or sexual orientation, pregnancy or maternity, gender re-assignment, marital or civil partnership status, disability or age;
- To ensure compliance with all relevant recommendations and guidance;

Recruitment Checks and Data

As part of the recruitment process, the school collects and processes personal data relating to job applicants by a variety of ways, for example, data contained in application forms, CV's, obtained from your passport or other identity documents, or collected through interviews and other forms of assessment. The School may also collect and share personal data about you from/with third parties in order for the following checks to be carried out:

- An enhanced DBS check and certificate is required for all successful applicants
 - Fitness for work
 - Proof of identity and right to work in the UK
 - References
 - Qualification and certification evidence
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Data will be stored in a range of different places, including on your application record in HR management systems and other IT systems including email.

Your information may be shared internally for the purposes of the recruitment exercise. This includes HR, Managers in the business area with a vacancy, interviewers involved in the process and IT staff if access to the data is necessary for the performance of their roles.

The school takes the security of your data seriously. It has internal policies and controls in place to ensure your data is not lost, accidentally destroyed, misused or disclosed and is not accessed except by our employees in the proper performance of their duties.

If your application for employment is unsuccessful, the school will hold your data on file for 6 months after the end of the relevant recruitment process.

If your application is successful, personal data gathered during the recruitment process will be transferred to your HR file and retained during your employment.

The application process

All of our vacancies are advertised on our school website and we would encourage candidates to refer to any job related information available prior to applying (such as department information, associated school information, job description and person specification). We do not accept CV's as there is a requirement to apply by way of our school application form. All applications received by the closing date are put forward for shortlisting. If you are shortlisted to attend our selection process, we will pursue references prior to your attendance.

And finally

Thank you, for taking the time to consider joining the staff of Chipping Campden School. We appreciate that choosing the next step in your career is an exciting time and we trust that you will have the information you need to translate your interest into an application for this post.

A handwritten signature in dark ink, reading "John Sanderson". The signature is fluid and cursive, with the first letters of "John" and "Sanderson" being capitalized and prominent.

John Sanderson BA (Hons) MA
Principal





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