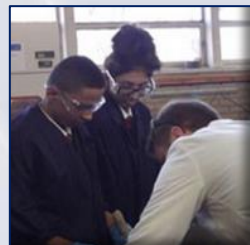




Foxford - for Learning, for Creativity, for Success!



INTERVENTION MENTOR (ENGLISH)
33 HOURS PER WEEK
POST AVAILABLE FOR UP TO 2 YEARS
GRADE 4 PRO RATA £17,772 - £21,268

Recruitment Pack

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

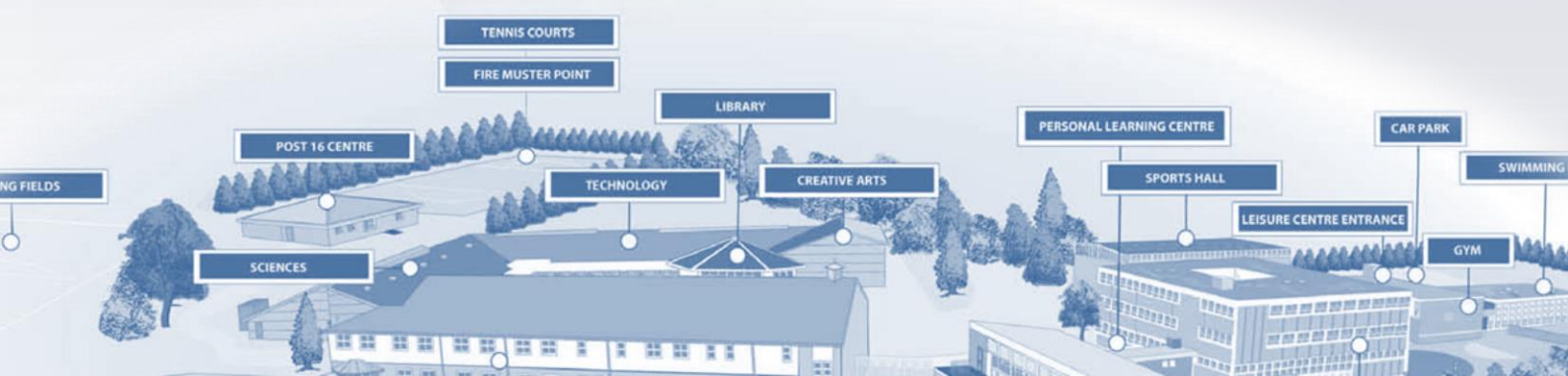
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INTRODUCTION

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 particular 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, parents to share these principles in order 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 on its journey towards an overall Ofsted judgement of Good.

“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, May 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 2016) showed that our students had made accelerated progress across the key stage.

In 2016 with the advent of Progress 8; the school achieved a DfE draft score of 0.19 for progress. Well above the floor target; however an outcome we look at greatly improving in summer 2017 with a stronger cohort of students. At Post 16 our Yr 12 students increased their % A*-E grades by 10%, and at A level, improvements were also made.

Our students have high aspirations and the vast 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.

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 issue related student groups, eg Sports Council, Arts Council, and Foxfam. The Student Liaison Committee meets with the Head Teacher each half term in order to have regular dialogue around current matters and further the development of key issues. Recent examples include the innovative new reward bands, and updating of rewards in general. Students are also involved in supporting the establishment of a Health Youth Council at the University Hospitals, Coventry and Warwickshire, and work developing further the behaviour for learning culture in the school.

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

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 of 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, Modern Languages (Spanish in Years 7, 8 and 9, students in the upper school still study French, 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 AVCE) 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, three 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 a number of 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.

Our Staff Innovations Group (SIG) is a thriving group which meets half-termly, led by a Middle Leader. It is the hub for innovation and sharing of Teaching and Learning. Members have recently showcased some of their work locally and nationally.

In addition we have our Teaching, Learning, Community – comprised of Assistant Directors of Teaching and Learning – whose focus is to become leading teachers within their subject areas. They are currently involved in action research focused on Pupil Premium.

CITY OF COVENTRY AND IT'S 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 nineteen secondary schools in the City, all 11-18 age range, two are community schools, two are voluntary aided and fifteen are now academies; added to in recent years by three free school and one UTC (Yr10 - 13). 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.

WHY WORK AT FOXFORD?

- We are committed to the development of all staff. This includes:-
 - Full appraisal programme (teaching staff) – including 2 milestone reviews
 - Annual appraisal for non-teaching staff
- We offer comprehensive support for Teach First 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
 - Teaching and Learning community
 - School Improvement Group
 - 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
- Free*/low-priced leisure centre membership (* depending on time of day)
- Employee benefits via 'wider wallet' offering access to corporate benefits and discount packages

INFORMATION ABOUT THE POSITION

September 2017

Dear Applicant

INTERVENTION MENTOR – ENGLISH (TEMPORARY)

Thank you for your interest in the above position at Foxford School and Community Arts College. If you require further information, please contact Ali Wilkins, HR Manager, aliw@foxford.coventry.sch.uk.

This is a 33 hour per week, term time only post, plus 5 days. The salary range is pro rata £17,772 - £21,268.

If, having read the details, you wish to apply, please complete the application form - outlining your knowledge, skills and abilities and experience, ensuring that you demonstrate how you meet the person specification.

We will not take up references before a candidate is shortlisted but you should be aware that, in line with our requirements for the safeguarding of our students, we will need to take up your references prior to interview.

Closing date for an applications is 13th September 2017 at Noon. If you have not heard from the school by the end of September, please assume that your application has been unsuccessful on this occasion.

I look forward to receiving your application.

Yours sincerely



Ali Wilkins
HR Manager

JOB DESCRIPTION

| | |
|-----------|---|
| JOB TITLE | Intervention Mentor |
| SCALE | Grade 4 |
| HOURS | 33 hours per week – term time only + 5 teacher days |

Job Purpose

To work collaboratively with the responsible classroom teacher in their responsibility for the development and education process by utilising detailed knowledge and specialist skills to undertake 'specified work' and provide care and supervision to students

Duties and Responsibilities

Under the direction and supervision of teaching/senior staff:

- Undertake appropriate planning and preparation of lessons and courses for individuals, groups and whole classes.
- Deliver agreed lessons and learning experiences to individuals and groups as required.
- Assess the development, progress and attainment of pupils.
- Report on the development, progress and attainment of pupils to the responsible teacher as appropriate.
- Use specialist skills to undertake those activities necessary to meet the physical and emotional needs of individuals and groups of children/young people, including those with special educational, physical or emotional needs.

JOB RESPONSIBILITIES AND TASKS MAY INCLUDE SOME OF THE FOLLOWING:

1. Work with the teacher in lesson planning, evaluating and adjusting lessons/work plans for individuals, groups of pupils or a whole class as appropriate.
2. Implement agreed learning activities/teaching programmes using strategies in liaison with the teacher, to support pupils to achieve learning goals.
3. Monitor and evaluate pupil's responses to learning activities through observation

and planned recording of achievements against pre-determined learning objectives.

4. Provide objective and accurate feedback and reports as required, to the teacher on pupil achievement, progress and other matters.
5. Establish productive working relationships with pupils providing feedback to them in relation to progress and achievement.
6. Manage, prepare and maintain equipment and teaching resources for lesson and activities.
7. Undertake supervision and discipline of pupils within the procedures of the school/service, providing feedback to pupils.
8. Promote pupil independence in learning, social and mobility skills, and employ strategies to recognise and reward achievement of self –reliance.
9. Ensure that pupils are able to safely use equipment and materials provided.
10. Support the implementation of programmes designed by other professionals such as educational psychologists and speech and language therapists.
11. Liaise sensitively and effectively with other professional staff and when reporting information from/to parents/carers, contributing to meetings to discuss a specific child's progress as appropriate.
12. Establish constructive relationships and communicate with other agencies/professionals, in liaison with the teacher, to support achievement and pupil progress.
13. Assist the teacher in monitoring and analysing records of pupils' progress.
14. Utilise ICT in learning activities and develop pupils' competence and independence in its use.
16. Be aware of and comply with policies and procedures relating to child protection, health and safety and security, confidentiality and data protection, reporting all concerns to an appropriate person.
17. Support and contribute to the overall ethos/work/aims of the school.
18. Assist with the supervision of pupils outside of lesson times, including before and after school and during lunchtime.
19. Participate in personal and professional development activities to meet the changing demands of the job, and encourage and support other staff in their development and training.
20. Attend and participate in relevant meetings as required.
21. Assist in the supervision, training and development of volunteer helpers, other staff or students in the classroom.

22. Any other duties and responsibilities within the range of the salary grade.

23. Cover lessons for absent teachers

Special Requirements

Foxford School is committed to safeguarding and promoting the welfare of children and young people/vulnerable adults and expects all staff and volunteers to share this commitment.

All posts within this School are exempted under the Rehabilitation of Offenders Act 1974 and, as such, appointments to these posts will be conditional upon the receipt of a satisfactory response to a check of police records via The Disclosure and Barring Service. All duties and responsibilities must be carried out with due regard to the Schools Health & Safety Policy.

Duties which include the processing of any personal data must be undertaken within the corporate data protection guidelines.

Responsible to: Director of Teaching and Learning (ENGLISH)

Date Reviewed: June 2017

PERSON SPECIFICATION

| JOB TITLE | Intervention Mentor |
|----------------------|--|
| SCALE | Grade 4 |
| HOURS | 33 hours per week term time only + 5 teacher days |
| ATTRIBUTES | JOB REQUIREMENTS |
| Knowledge | <ul style="list-style-type: none"> Working knowledge of relevant policies/code of practice and understanding of relevant legislation A working knowledge of the national curriculum and other relevant learning programmes Understanding of the principles of child development and learning processes and in particular, barriers to learning. Basic understanding of child development and learning Understanding of a range of SEN needs |
| Skills and Abilities | <ul style="list-style-type: none"> to plan effective action for pupils at risk of underachieving to self-evaluate learning needs to relate well to students and adults to work constructively as part of a team to explain tasks simply and clearly to liaise effectively with others to work under pressure and remain calm to effectively use ICT and other equipment – video, photocopier to work effectively with students who display emotional and behavioural difficulties |
| Experience | <ul style="list-style-type: none"> Of working with students with a range of educational needs. |
| Personal Attributes | <ul style="list-style-type: none"> Willingness to adapt to changing requirements of the role Commitment to valuing student and parents in need |
| Qualifications | <ul style="list-style-type: none"> English and Maths to GCSE C or equivalent? Degree level qualification/NVQIII for Teaching Assistants or equivalent qualifications and or experience |

Special Requirements – Foxford School

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All duties and responsibilities must be carried out with due regard to the School's Health & Safety Policy. Duties which include the processing of any personal data must be undertaken within the corporate data protection guidelines



Growth is achieved through learning and partnership

People can and do change

Success is realised in a variety of ways