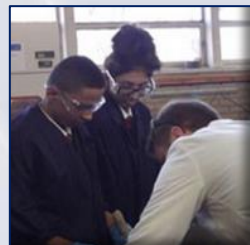




Foxford - for Learning, for Creativity, for Success!



INCLUSION TUTOR

37 HOURS PER WEEK, TERM TIME ONLY + 5 DAYS

Temporary for one year

GRADE 4 PRO RATA £17,772 - £21,268

Recruitment Pack

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

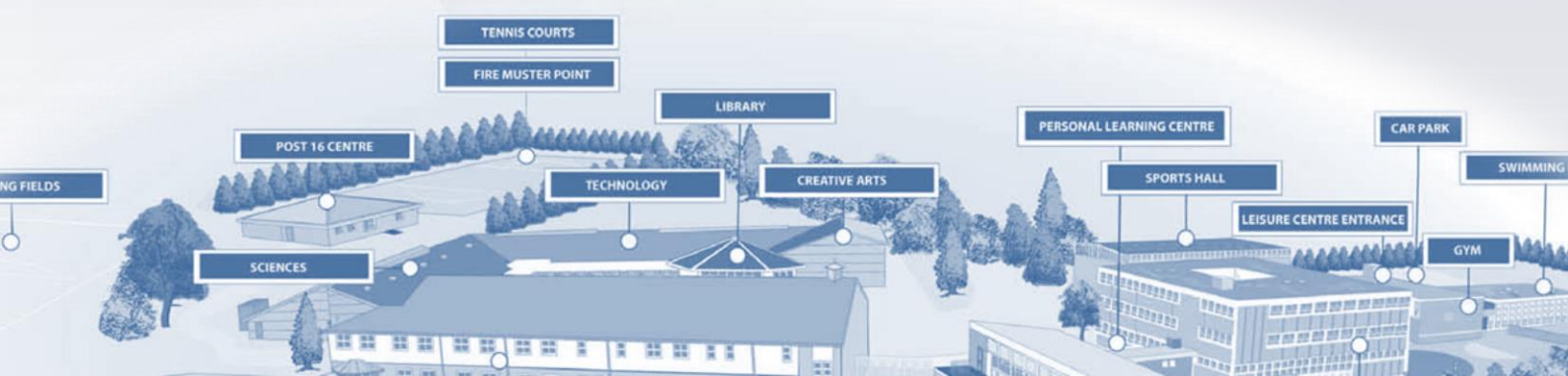
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CONTENTS

Introduction	Page 3
Examination Success	Page 4
Context of the School	Page 5
Our School Site	Page 6
Curriculum Organisation	Page 7
Organisational Structure	Page 9
Supporting Staff Development	Page 10
City of Coventry and its Secondary Education	Page 11
Why Work at Foxford School?	Page 12
Letter to applicants	Page 13
Job Description	Page 14



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	Creative Arts
Mathematics	Personal Wellbeing
Sciences	Humanities
Technology	Personal Learning
Modern Foreign Languages	

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

INCLUSION TUTOR – Temporary for 1 year

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 37 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	Inclusion Tutor – (Progress Mentor)
SCALE	Grade 4
HOURS	37 hrs per week (term time only plus 5 teacher training days)

Job Purpose

To provide a complementary service to that provided by teachers and pastoral staff, addressing the needs of pupils who need help and support to overcome barriers to learning both inside and outside school in order to achieve to their full potential.

You will work in year teams supervising students in the absence of teachers and will contribute to the work of the school in raising standards of attainment, improving attendance, reducing exclusions and maintaining good standards of behaviour.

Duties and Responsibilities

These will include:

- To develop positive one to one mentoring relationships with pupils identified as needing support, devising, implementing and evaluating individual action plans for these pupils, working with teachers in the school as appropriate.
- To maintain good order and discipline amongst the pupils in line with the school Behaviour for Learning Policy to ensure a positive environment.
- To encourage the young people to interact and work co-operatively with each other and engage all pupils in activities.
- To respond to any questions from pupils about processes and procedures.
- To deal with any immediate problems or emergencies in accordance with school policy.
- To establish communication links with the appropriate teacher to ensure continuity is maintained for the pupils.
- Cover lessons for absent teachers.
- To supervise classes and to undertake work/activities that have been set by teachers.
- To collect completed work after the lesson and return it to the appropriate teacher.
- To report back to the appropriate person on any issues arising.
- To co-ordinate individual support for identified students with the Directors of Learning and SECON, ensuring they complement each other.
- To work with teachers, pastoral staff, education welfare officers and other agencies to identify pupils with barriers to learning and at risk of disaffection in order to ensure that these receive support.
- To establish and maintain contact with the families/carers of pupils receiving support in order to keep them informed about pupils, needs and progress and to secure positive family / carer involvement and support.
- To establish good relations and work closely with other agencies who may also be involved in supporting a targeted pupil - e.g. Behaviour Support, Child Guidance, Business Mentors, Voluntary Mentors - so that the needs of the pupil concerned are met in a focused and integrated way.

- To develop as full a range of knowledge as possible of the agencies and activities, which can be drawn upon to support vulnerable pupils.
- Prepare, display and mount work, set out equipment/materials etc., for use under the direction of class teachers.
- Make and maintain teaching aids and equipment, for example undertake simple repairs of books and equipment.
- To assist/supervise examinations as directed when required.
- To take part in all appropriate inset activities.
- To carry out his/her duties in accordance with the equal opportunity and anti-discriminatory practices of the school.
- Provide physical care and attention for the personal needs of children as necessary.
- Undertake supervision of children in the playground and dining room if required.
- To encourage positive attitudes to pupils receiving support and a shared understanding of their needs within the school.
- Assist class teachers in preparing and supervising outings and visits.
- Assist class teachers in supporting volunteer helpers and students in the classroom.
- Attend staff meetings as necessary.
- Any other duties and responsibilities within the range of the salary grade.
- To undertake first aid duties as required by the School.

Special Requirements

This School is committed to safeguarding and promoting the welfare of children and young people/vulnerable adults and expect 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 Criminal Records Bureau.

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.

Postholder reports to: Manager of Learning Zone / Asst Head teacher / Business and Finance Manager

PERSON SPECIFICATION

JOB TITLE	Inclusion Tutor
SCALE	Grade 4
Job Code	L3022D
HOURS	37 per week (term time only plus 5 teacher training days)
ATTRIBUTES	JOB REQUIREMENTS
Knowledge and Understanding	<ul style="list-style-type: none"> • Of the needs and characteristics of young people. • Of the importance of positive role models for young people. • Of equal opportunities and anti-discriminatory practice in the context of the school community. • Training will be provided in the following areas, however, any experience would be an advantage: • Child protection. • Supervision and behaviour management techniques. • Strategies, including literacy, numeracy, ICT, independent learning, special educational needs and anti-racism to ensure effective learning.
Skills and Abilities	<ul style="list-style-type: none"> • To communicate effectively. • To motivate and encourage students to work co-operatively. • To establish and maintain good professional relationships with adults and young people and to deal with difficult situations sensitively. • To be a team player. • To organise and co-ordinate classroom activities. • To plan and deliver effective lessons that ensure clear learning objectives are met.
Attitudes and values	<ul style="list-style-type: none"> • High expectations of personal performance and of pupils' success. • Ability to adapt to different situations and show initiative. • Commitment to one's own professional development. • A belief that schools and individuals can make a difference.
Experience	<ul style="list-style-type: none"> • Of inspiring and motivating young people. • Of resolving problems and handling challenging situations. • Of managing behaviour effectively. • Counselling skills or experience
Education/ Future training	<ul style="list-style-type: none"> • Educated to level 2 minimum (GCSE grade C or above in English and Maths) • To undertake the LM National Training including the completion of the linked Portfolio • A willingness to participate in in-service training and professional development

Foxford School operates a strictly non-smoking policy



Growth is achieved through learning and partnership

People can and do change

Success is realised in a variety of ways