



CANDIDATE INFORMATION BROCHURE TENDRING TECHNOLOGY COLLEGE (Frinton Campus and Thorpe Campus)



To inspire young people to make their best better



Welcome from the Principal

Welcome to Tendring Technology College (TTC) and thank you for your interest. We are a large College on the North Essex Coast.

TTC is a place where students are at the heart of everything we do. Our students are happy, have fun and enjoy being engaged in their learning and challenged in their thinking.

Our staff are highly skilled, willing to learn and determined to get the best results for every student.

We aim to provide every student with the opportunity to follow a personalised pathway to success and become confident, creative, and technologically aware. We want them to become leaders ready to take on the world.

Students will leave us with a core set of values and a lifelong love for learning, fully prepared with the skills, qualities and desire to compete in the global future. At TTC we believe in being innovative. Everything we do is designed to increase engagement and maximise learning potential.

Outstanding teachers that can adapt, change and promote creativity and collaboration are the backbone of TTC and an essential part of our vision. We know our teachers are highly committed, each one a leader in the making. They have high expectations and deliver challenging lessons that cater for the needs of every student.

Each one of our students is fantastic. We know and value them as unique individuals. Their **“behaviour is outstanding and their attitudes to work and learning are exemplary.”** We strive to ensure they are fully prepared for the rapidly evolving future that lies ahead of them, standing shoulder to shoulder with the best in the world. They leave school with confidence, ready to dismiss social barriers and face the challenges of adult life.

Above all, we want everyone to wake up every morning and look forward to coming to TTC. We welcome visitors and we look forward to welcoming you to our College.

Yours faithfully



Mr Michael Muldoon
Principal



Tendring Technology College (TTC)

TTC serves a wide catchment area in the Tendring District that is a mix of rural and coastal environment with easy access to the vibrant town of Colchester with London Liverpool Street a straightforward train journey.

TTC is unique in that it is a split site College with approximately 1900 students. The Thorpe campus is dedicated to our Key Stage 3 students and nearly 5 miles away is the Frinton campus for our Key Stage 4 and 5 students. For staff and students alike the split site at TTC offers the breadth of opportunity and experience of a large school, with the intimacy and care of a small school.

We pride ourselves on the support that we give to all new staff. If you want to be part of a dynamic, forward thinking, happy school then make an appointment, we would be very pleased to meet you.

To get an even better feel for our school, follow the link to our College prospectus;

<http://www.tendringtechnologycollege.org/about-us/college-prospectus>



Key Priority

Strategic leadership of the Academy

Data

Age range	11 – 18
Location	Frinton-on-Sea and Thorpe-le-Soken, Essex
Number on roll	1866
% of students on free school meals	8.36%
% of students who qualify for PPI	23.15%
% of students with English as an additional language	3.48%
Number of Looked After Children	19
% of students with SEN	18.7
Attendance % and PA %	Attendance 95.06% - PA 6.9%
Date academy established	01 August 2011
Number of teaching staff	167
% of newly qualified teachers	10.65%
GCSE Results 2016	Progress 8 +0.05 Attainment 8 48.26 % of students achieving a good pass in English & Maths 54%
GCSE Results 2015	5 x A*-C including English & Maths 57% based on new 1st entry rules
GCSE Results 2014	5 x A*-C including English & Maths 47% based on new 1st entry rules
GCSE Results 2013	5 x A*-C including English & Maths 72% based on new 1st entry rules

Mission

Our Mission is to be a school that:

- Fully prepares students for their futures
- Provides a personalised and relevant pathway of progression for each student
- Exploits technological developments to the full
- Nurtures creative students with the skills, knowledge and motivation to compete on an international level
- Develops confident leaders ready to dismiss social barriers and take on the world
- Excels in creativity, mathematics, computing, communication and language across the whole curriculum
- Achieves success in every league both nationally and internationally
- Adopts innovative design for learning to increase engagement and learning potential
- Is the provider of choice for students, parents and staff
- Has a corporate commitment to putting the customer at the heart of service delivery and leaders in our school actively support this and advocate for customers.



Staff Profiles

Kacey Pennifold, Teacher of Religion, Ethics and Philosophy



I first joined TTC in 2013, where I gained experience as a trainee member of staff, teaching Religion, Ethics and Philosophy. The support and encouragement I received from members of staff not only in my department but other areas of the College was very reassuring. I carried on working at TTC for my NQT year, where I was able to develop my teaching and receive the continued support that I had as a trainee teacher. This helped me develop my Teaching and Learning and also encouraged me to be a reflective practitioner. I am currently in my fourth year working at TTC and now support trainees and NQTs by delivering training sessions and mentoring. TTC is a very supportive and rewarding place to work where you can develop your career in your focused area.

Paul Welch, Teacher of Physical Education



Since joining TTC I've thrown myself fully into Academy life. I've been involved with lots of the sports run at the college, especially athletics and rugby along with assisting the Head of PE with regards to improving T&L and outcomes within the department. Having led on lots of department CPD sessions, I was delighted to be informed by the Head of Department they wanted me to lead the athletics and rugby development within the College due the recent success we have had at the Coastal, District and National level. This responsibility has enabled me to work with some of the College's most able sports students within Star Squad, to aid them in their development both sporting and academic. These students also attended CPD courses with international and national coaches to learn and develop how we can keep this talent pool of athletes coming through TTC. These workshops and courses have helped me to continue to improve my own practice and to improve the PE departments teaching and learning as a whole, to ensure the PE curriculum enables everyone to have an inclusion programme of study.

TTC have been very supportive through this whole process, including approving courses for me to attend to further enhance my own knowledge and that of the PE department as a whole.

Job description

School:	Tendring Technology College (site based but deployable over either site, as requested)
Post Held:	Classroom Supervisor
Hours worked:	30
Weeks worked:	39
Core Purpose:	To supervise whole classes during the short-term absence of teachers. Classroom Supervisors will give instructions for the lesson as provided by a teacher and the primary focus of the role will be to maintain good order and to keep students on task. Classroom Supervisors will respond to general questions and provide general feedback to teachers but will not be required to undertake 'specified work' (planning, preparation, delivery, assessment, recording and reporting of achievement, progress and development). Classroom Supervisors will not therefore be subject to a 'system of performance management' other than the general supervision application to all staff and will act under the professional direction of teachers.

Specific duties:

Support for students:

- Supervise students engaged in learning activities
- Act as a role model and set high expectations of conduct and behaviour
- Promote the inclusion and acceptance of all students within the classroom
- Keep students on task and respond to general queries

Support for teachers:

- Provide objective and accurate feedback to the teacher on the conduct of the lesson
- Keep appropriate records as agreed with the teacher
- Promote positive values, attitudes and good student behaviour, dealing promptly with conflict and incidents in line with established policy and encourage students to take responsibility for their own behaviour

Support for the curriculum:

- Support the use of ICT where appropriate
- Make appropriate use of equipment and resources

Support for the College:

- Be aware of and comply with policies and procedures relating to child protection, equal opportunities, health, safety and security, confidentiality and data protection, reporting all concerns to an appropriate person
- Be aware of and support difference and ensure all students have equal access to opportunities to learn and develop
- Participate in training and other learning activities as required
- Attend relevant college meetings as required
- To respect confidentiality at all times

Other duties:

- Classroom Supervisors will be required to act as examination invigilators
- Provide classroom support with a teacher
- Administrative duties
- Associated other duties that may be required from time to time

To whom responsible: Senior Assistant Principal, Curriculum Leaders, Cover Managers

Other clauses:

1. The above responsibilities are subject to the general duties and responsibilities contained in the Statement of Conditions of Employment.
2. This job description allocates duties and responsibilities but does not direct the particular amount of time to be spent on carrying them out and no part of it may be so construed.
3. The job description is not necessarily a comprehensive definition of the post. It will be reviewed at least once a year and it may be subject to modification or amendment at any time after consultation with the holder of the post.
4. This job description may be varied to meet the changing demands of the academy at the reasonable discretion of the Principal.
5. This job description does not form part of the contract of employment. It describes the way the post holder is expected and required to perform and complete the particular duties as set out in the foregoing.
6. Postholder may deal with sensitive material and should maintain confidentiality in all academy related matters.

Safeguarding

We are committed to safeguarding and protecting the welfare of children and expect all staff and volunteers to share this commitment. A Disclosure and Barring Service Certificate will be required for all posts. This post will be subject to enhanced checks as part of our Prevent Duty.

Person specification

	Essential	Desirable
Qualifications	English/Literacy and Mathematics/Numeracy to at least Level 2 of National Qualification framework.	A knowledge and understanding of learners needs in a specialist area
Knowledge /Experience	<p>Good understanding of school curriculum, age related expectations of learners, teaching methods and testing/assessment arrangements</p> <p>Understanding of aims, content, teaching strategies and intended outcomes in lessons</p> <p>Working and supporting learners in an educational environment (<i>preferably secondary phase*</i>)</p> <p>Experience of effective delivery of specific areas of the curriculum to individuals and in small groups</p> <p>Knowledge of the key factors affecting the way young people learn</p> <p>Knowledge of a range of strategies to establish purposeful learning and promote good behaviour</p>	Experience of supporting learners with specific needs
Skills/ Abilities	<p>Use of ICT to advance both own and students' learning</p> <p>Developed administrative skills including report writing and observations/evaluations</p> <p>Ability to organise, prioritise and work on own initiative</p> <p>Written – Ability to record basic information and undertake written tasks as required</p> <p>Verbal – Experience of exchanging information clearly in person and by telephone. Ability to deal with situations in a sensitive manner both in person and by telephone</p> <p>Ability to communicate effectively and sensitively with Academy staff,</p>	

	<p>professionals and parents/carers</p> <p>Relationships – Experience of forming appropriate and productive relationships with students, staff and parents</p> <p>Team work – Proven experience of effective team and independent working</p> <p>Ability to work with collaboratively and flexibly within a team and contribute to team development</p> <p>Confidentiality – Comprehensive understanding of confidentiality issues within a school environment</p> <p>Creativity – Ability to work on own initiative</p>	
Special Requirements	<p>Health & Safety – An understanding of Health and Safety in the workplace and how this applies</p> <p>Continuous Professional Development – Commitment to increasing own learning and development</p> <p>Commitment to raising educational achievement, positive values, attitudes and behaviour</p> <p>Commitment to building and maintaining successful relationships with pupils</p> <p>An understanding of Equal Opportunities and the issues affecting the social, cultural, linguistic, religious and ethnic backgrounds.</p> <p>The ability to travel between two sites.</p>	




Academies Enterprise Trust

Academies Enterprise Trust is the largest Academy Partnership in the United Kingdom, with 66 schools (Primary, Secondary and Special) across England.

We believe that all young people deserve to become world class learners – to learn, enjoy, succeed and thrive in a world class educational environment, which has the best facilities, the best teaching and the most up to date resources available to them.

Our vision is to help students achieve world class learning outcomes by developing world class teachers in a world class community.



Secondary 
Primary 
Special 

Ethos Statement

Every young person deserves the opportunity to have a life that can be described as 'good quality', free from fear and danger, where they can give and receive respect to and from others with a sense of well-being, belonging, worth and achievement.

AET academies will become High Performing Organisations and, therefore, must be the:

- Education provider of choice for students.
- Employer of choice for staff.
- Investment of choice for parents.

Values and Beliefs

Through our actions and behaviours we will strive to develop young people who:

- Respect themselves and the community (people, property and the environment), and seek to have a positive impact on society;
- Are polite, calm, caring, honest, trustworthy and helpful;
- Are responsible, independent and supportive of each other;
- Are tolerant, open minded and not prejudiced;
- Are determined and have a strong work ethic;
- Will be thoughtful and compassionate with the ability to listen and challenge in a considerate fashion;
- Have good communication skills;
- Offer themselves as good role models for future generations of learners and citizens;
- Can demonstrate strong self-belief and confidence and have high aspirations;
- Are team players who can work and support others, and where necessary are able to take on leadership roles.

Learning and Development

We welcome colleagues who drive their own professional development and who consider themselves lifelong learners. To encourage this we offer a professional learning journey which can be tailored to your individual needs. We provide experiences, social learning and formal programmes that will enable you to develop new skills, and to work, collaborate, learn and develop with colleagues across our large network.

Your journey will be accessible through the knowledge exchange to enable you to be responsible for your own learning and development. You will have access to the market place, resources and online communities to share good practice and be part of the vast learning opportunities across our network .

We are the largest network of academies in England allowing you to develop your skills, knowledge and expertise in a variety of different settings and locations across the country.

Our journey is designed to create a clear career pathway from induction, to statutory/core development, supporting further development, talent management and career progression. We will support you in achieving excellence together and stretch your learning and development to have greatest impact across our network.

Google Education

Google Education is an exciting and innovative way of learning, introducing easy tools to engage students whenever, wherever on any device!

In summer 2012, AET adopted G Suite for Education, the free web-based communication and collaboration suite available to education establishments.

With products including Gmail, Google Calendar, Google Drive, Google Sites and Google Classroom, AET recognised the potential it would bring to classroom learning, knowledge sharing across the academies, improvements in administrative efficiency and providing access from home for all.

This enables all our students and staff to have access to the most up-to-date technology. Our academies have also rolled out many class sets of Google Chromebooks, affordable browser-based laptops that provide quick, simple access to the web!

Google in Education



A New and Open World for Learning

Staff Benefits

Career Development

- Apprenticeships
- Financial Support towards achieving further Qualifications
- Leadership Programmes
- Progression Opportunities
- Teacher Training Programmes

Family Friendly

- Childcare vouchers – If you are using registered or approved childcare, you can choose to take part of your salary in childcare vouchers to pay for it which are Tax and National Insurance free. This means you get extra value from your pay packet each month.

Financial

- JTRS Apple Product Store–Employees, students and families are eligible to purchase a range of Apple products at preferential terms.
- EAG Essex Auto Group –Employees are eligible to receive preferential terms on the purchase of new vehicles within the EAG range of vehicle bands they offer. EAG also offer vehicle servicing and repairs, and hold an agency with Motability for those who require a vehicle to their specific disability needs.
- Pension

Health and Wellbeing

- Hi-Tec Sport – Hi-Tec offer staff, students, and parents of the Group a discount on all footwear purchased directly from Hi-Tec via its online store.
- Westfield Health – The Group has enjoyed a business partnership with Westfield Health since 2008, which offers an opportunity to obtain cash back for eligible employee's routine health needs. The scheme provides an excellent range of benefits for you and your dependent children.



Academies Enterprise Trust, Safe Recruitment Procedure

Academies Enterprise Trust is committed to safeguarding and promoting the welfare of children and young people in its academies. In order to meet this responsibility, its academies follow a rigorous selection process to discourage and screen out unsuitable applicants.

Disclosure and Barring Service

A Disclosure and Barring Service Certificate will be required for all posts.

Shortlisting

Only those candidates meeting the right criteria will be short listed.

Interview

1. Those shortlisted will take part in an in-depth interview process.
2. Candidates will be asked to address any discrepancies, anomalies or gaps in their application form.

Reference Checking

References from the previous and current employer will be taken up for shortlisted candidates, and where necessary employers may be contacted to gather further information.

Probation

All new staff will be subject to a probation period of six months (which may, in certain circumstances, be extended by up to 3 months). The probation period is a trial period, to enable the assessment of an employee's suitability for the job for which they have been employed. It provides the academy/trust with the opportunity to monitor and review the performance of new staff in relation to various areas, but also in terms of their commitment to safe guarding and relationships with pupils.

Equal Opportunities

The Academies Enterprise Trust recognises the value of, and seeks to achieve, a diverse workforce which includes people from differing backgrounds with different skills and abilities. AET takes positive steps to create an employment culture through its Board of Governors, managers and other employees, in which people can feel confident of being treated with fairness, dignity and tolerance irrespective of their individual differences. This commitment extends beyond the relationship between and conduct of employees and potential employees, to the whole community and others connected with it. AET is committed to the elimination of unlawful discrimination and to the promotion of good relations between all.

Data Protection

Personal data provided on your application, and for equal opportunities monitoring, is required to enable Academies Enterprise Trust to operate and monitor its recruitment and employment procedures. Data is kept secure and accurate, and disclosure is restricted to those people within the organisation who have a need to access it. Personal data supplied by you is destroyed within prescribed time limits, unless you are appointed, in which case the data you have supplied will form the basis for your individual staff record.