



Hasland Hall Community School

Appointment of Curriculum Area Leader Languages

Background Information

Hasland Hall Community School is an 11-16 Local Authority School which is well respected in the local community. It occupies a compact but attractive site in the South Eastern corner of Chesterfield, close to the M1 and within easy reach of the Peak District. There are currently 744 on roll, with a rise in numbers anticipated over the next three years. The school aims (see below) reflect our commitment to the principles of comprehensive education and there is a high priority placed on inclusion and the effective use of the Pupil Premium and SEN funding. The school was judged as Good by OFSTED in September 2015. The improvement from 2013, when the school was deemed to be 'Requiring Improvement', is an indication of the commitment and determination of staff and students, and the support of parents.

A shared sense of purpose, good working conditions and positive relationships between staff and pupils enable us to maintain stable staffing. The Senior Leadership Team and Governors have shown that they have the capacity to improve the school and a determination to continue to raise standards. They have taken decisive action to eradicate staff underperformance, improve teaching and learning and improve outcomes for all students. Our 2013 to 2017 results evidence the impact of school improvement strategies. In 2017, 73% of students achieved 4+ in English and Maths and 50% achieved 5+ in English and Maths. In 2016, 65% of students achieved A*-C grades in English and Maths and the school achieved a Progress 8 score of 0.02. The implementation and impact of the School Improvement Plan over the last four years, together with the information provided by current assessments and analysis, enable us to remain very positive about our capacity to continue to improve the attainment and progress of pupils in 2017/8 and beyond.

Teaching, Learning and Assessment

As is the case in most schools, we emphasise the importance of a broad and balanced curriculum with a focus on the core subjects, English, Maths and Science, at KS3 and KS4. All students learn French in Year 7 and pick up Spanish in Year 8. RE lessons are taught in Years 7 to 10. Personal, Health and Social Education and Citizenship are taught across the curriculum throughout the school and are a feature of assemblies and the Tutor Programme.

In Years 10 and 11 all students study GCSEs in English Language, English Literature, Mathematics, Combined Science: Trilogy (2 GCSEs) and four other subjects.

Dialogue Marking has been implemented across the school and the Teaching and Learning Policy contains clear guidelines for good practice, with an emphasis on the development of independent learning. Appraisal targets rigorously reflect teaching and learning issues as well as statistical targets related to the new Progress Measures. There has been an increased emphasis on the impact of Reading for Pleasure on student outcomes.

Data is used routinely and effectively to improve the quality of teaching and identify where improvements are needed. A review of the tracking system took place in 2015/16, in response to the new progress measures, and student progress is now tracked against Attainment 8 milestones.

Half of the student intake each year comes from Hasland Junior School, situated on the same site as ours, and there are three other local partner primary schools, although a number of students join us from primary schools outside the cluster. We have excellent relationships with all our partner primary schools and work closely with them. As well as joint training events, learning walks and cross-phase subject groups, we also ensure that time is given to implementing changes to the curriculum and this allows staff to plan effectively to ensure continuity and challenge at Key Stage 3.

The needs of individual learners are addressed by all teachers through the emphasis on high quality teaching, with the only withdrawal being Year 7 Catch-up sessions during some Tutor Times. All pupils on the SEN register, including

SEN Support, have a related Individual Education Plan which is used by all staff, reviewed annually and the targets identified provide a focus for class work.

Behaviour and Welfare

The school's expectations are high and pupil attitudes reflect this, as Ofsted confirmed. There is a strong sense of community in the school and a positive climate for learning. The calm purposeful atmosphere and the courteous, pleasant attitude of our pupils have a positive impact on their learning. The school ethos emphasises mutual respect and inclusion and pupils respond positively to this. We expect all staff to place a high priority on student welfare and to ensure that every pupil receives the help they need we have a Student Support Coordinator or Pastoral Manager for each year group.

Extra-Curricular Activities

There is a wide range of extra-curricular activities. We provide a subsidy (33%) for students wishing to learn an instrument (or vocal tuition) through visiting teachers and in both the Music and English (including Drama) Departments there is a strong tradition of extra-curricular and performance opportunities for students. There is also a strong commitment in the School to providing students with the opportunity of participating in a wide range of sports, in lessons, recreationally and competitively. Other clubs, such as the highly successful Craft Club, provide links with the wider community as well as providing additional experiences in school. There are also many residential opportunities for students, including the regular ski-trips, and a wide range of other organised activities which extend the formal curriculum.

Year 11 Focus Groups are provided after school in English, Maths and Science to provide additional support for students as they approach their GCSES. Many other subject areas also open their facilities at lunchtimes and after school. Homework Club, where students are supported by a number of Teaching Assistants, is well attended.

Leadership and Governance

The Senior Leadership Team lead by example, set high expectations, are generous with praise and encouragement, but uncompromising in tackling issues of incompetence or under performance. Evidence of effectiveness can be seen in the significant improvement in outcomes and in the consistently high standards of pupil behaviour and attitudes. There is a clear understanding of how the school can improve and the skill and determination to ensure that this will happen.

The line management of Subject Leaders and other teams is rigorous and challenging. The Leadership Handbook, introduced in September 2013, for use with all Middle Leaders, has achieved greater consistency and accountability.

Governance at the school is strong with individual Governors having the knowledge, skills and commitment to offer appropriate levels of support and challenge.

Site

The very well-maintained site includes blocks of rooms for the various departments: English, Maths, Science, Humanities, Languages, Art and Design, Music, Computer Suites, a Library, a Sports Hall, Gymnasium, Drama Studio, Dining Room, floodlit Astro turf pitches and playing fields. Significant refurbishment of our older buildings has taken place in the past couple of years and a new section of the Maths block was completed in early 2016.

ICT

The ICT infrastructure increases each year and we currently have a network of almost 400 computers. Currently, the only curriculum area without sole access to a suite of computers is the PE department. Curriculum and administrative software packages used in School include a Capita Sims pupil data, assessment and examinations system and an integrated electronic attendance/library bar-code and cashless catering system. There is also an extranet and finance management system which are part of Derbyshire County Council's network. Our policy is to use computers and the skills and knowledge of support staff to strip out unnecessary bureaucracy and routine administration from teachers' workload, freeing them to focus on teaching tasks. The School employs a full-time Network Manager and an ICT Technician.

Parents

We believe that a strong partnership with parents is an essential component to the school's success and most parents respond positively to this and are committed to the education of their children. We communicate with parents regularly through newsletters, Parents' Evenings, Year Group Information Evenings, Open Days and other events.

Community Education

Many of the School's facilities are available for community use and generate an income of around £30,000 a year. The Sports Hall and all-weather pitches are in particularly heavy demand. Wider community links and greater use of the school's facilities are areas we wish to develop.

Safeguarding

We are committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment. This post is subject to an enhanced DBS disclosure.

Senior Leadership Team

Headteacher

Deputy Headteacher

X2 Assistant Headteachers

Future Developments

While proud of our achievements so far, we are not complacent and we know that we can do much to develop the quality of the educational experiences we provide. The successful candidate should find an appointment to Hasland Hall exciting and challenging, with excellent scope for his or her own personal and professional development.

August 2017

Hasland Hall Community School Aims

At Hasland Hall, we aim to develop young people's learning through a range of experiences in a purposeful, ordered environment where achievement and the enriching nature of school community activities are highly valued. Our students' education is for now and for the future in that it will focus on how they live their lives currently and on what they can become. Our starting point is that the past and present experiences of young people are respected and that they all have the capacity to determine their future circumstances regardless of their starting point. The principles of democracy and inclusion underpin the ethos of the school and its processes; central to these principles is the belief that appropriate challenges must be set in order that students and staff can develop and progress.

Learning takes place in a formal sense in classrooms and in a wider sense through the social activities which being part of the school community brings. Learning is a life-long activity and therefore Hasland Hall's contribution is part of a continuum. A strong sense of partnership with other places of learning is essential for the success of the school, as is the commitment to the professional development of all adults within the school community.

Young people will have opportunities to discover, create and reflect. Their personal development will be enhanced by the acquisition of knowledge and the nurturing of skills such that they can become independent thinkers and learners.

The school is a community in itself but it is also part of a wider community. By creating a vibrant and ordered school community we can ensure that young people can appreciate the richness of living and learning with others. Thus they can develop their empathy and respect for others, a sense of justice and an awareness of the importance of peace and harmony. They can also develop their understanding of the rights and responsibilities which being a member of such a community brings. Our building is also a resource for the community and we actively encourage the involvement of members of the outside community in the life of the school and in a range of learning, cultural and sporting activities.

Achievements are valued in a wide range of areas within and outside the curriculum. In recognising success, prior attainment is taken into account as is the potential for further development. Where young people meet the high standards expected of them in the classroom, their success is rewarded through the formal recognition of having met personal learning targets as measured by National Curriculum levels and other qualifications. Of equal measure is the self respect which comes from acquiring the feeling of being at ease with oneself and with others.

We foster positive working relationships with parents and the wider community through effective communication, shared purpose and the recognition of our inter-dependency in striving to maximise young people's potential.

Our commitment to school improvement rests primarily on the development of teachers' skills of professional review and evaluation as individuals and team members. The professional ethos is one in which teachers are supported and appreciate the value of sharing good practice and learning from others. Relevant learning opportunities outside the school will be sought to complement this fundamental process and to maintain links with colleagues locally, nationally and internationally.

We adhere to the principles of providing broad and balanced learning experiences which are accessible to all at Key Stages Three and Four. This involves all young people in the core subjects of English, Maths and Science, Humanities, Languages, Creative Arts, Technology, Physical Education, Religious Education, Careers Education and Guidance and Personal and Social Education. There is flexibility to study in vocational areas at Key Stage Four. There is a very deliberate focus on improving skills which are transferable.

We will establish and maintain a pleasant, clean and stimulating environment which is welcoming to all who work or visit the school.

School resources are managed carefully so that they can be distributed equably to maintain high standards of teaching and learning and to support developments outlined in the School Improvement Plan.

The school aims are not static and are reviewed regularly to ensure that the school is the responsive learning environment which our young people deserve.



Hasland Hall Community School

THE LANGUAGES DEPARTMENT

The Languages Department is based in the main teaching block and consists of five classrooms, which give staff a permanent base and they also share a department office. In addition, one room is equipped with 25 PCs.

The person appointed will join an experienced team of two full-time and two part-time staff. The team provides a purposeful learning environment with varied teaching methods and opportunities for both collaborative and individualised study. A Teaching Assistant works predominantly in Languages. The teachers and Teaching Assistants have a wide range of experience and interests.

The strong commitment to Languages at Hasland Hall Community School is reflected in the fact that all students in Year 7 study French (3 lessons a week) and they all pick up Spanish in Year 8 (2 lessons a week), as well as continuing with French (2 lessons a week). All students continue with two languages to the end of Year 9 and are encouraged to study a Language at GCSE regardless of ability, SEN or disability. We strongly advocate students selecting a language for study at KS4 and insist that all students study either a Language or Humanity at GCSE.

Teaching throughout Years 7 to 11 is in mixed ability groups. Students with special educational needs are supported within lessons.

Strong links have been developed with the feeder schools and joint meetings and transition work is very much encouraged.

While progress in Languages and GCSE Languages results have shown some improvements in recent years, work remains to improve progress and attainment in both Languages at Key Stage 3 and 4, such that they are in line with the improvements demonstrated in other areas of the curriculum. A newly appointed Curriculum Area Leader should find the role rewarding and challenging, with excellent scope for his or her own personal and professional development and opportunities to demonstrate clear leadership skills and subject improvement strategies, supported by a very experienced and effective Line Manager.

The person appointed will be required to act as Tutor to a group of students.

August 2017