

Aylesford School

and Sixth Form College



wonder aspiration respect discipline

May 2019

Dear Applicant

Thank you for your interest in the Teacher of Media Studies with English post at Aylesford School & Sixth Form College from September 2019. This is a permanent full time position and will be paid on the Teacher's Main / Upper pay scale with a TLR 2a of £2721.00 per annum.

Aylesford School and Sixth Form College is a forward thinking and exciting educational environment. From September 2015 we have incorporated a new Primary School into our facilities and now operate as a 4-18 Academy. We pride ourselves on providing a supportive professional environment where high performing practitioners have ample opportunity to develop and grow. If you are imaginative, inspirational and want to develop your career in our supportive and stimulating environment, please complete the application form available in the application pack.

I have included the following details to hopefully provide you with enough information in order for you to make a decision about whether to apply:-

- Job Description
- Person Specification
- Department and School details
- Application Form and Equal Opportunities paperwork

Closing date for applications is **Sunday 19th May 2019**

Shortlisting will take place on **Monday 20th May 2019**

Interviews will take place on **Friday 24th May 2019**

You can find out more about our school on: www.aylesfordschool.org.uk

As a school we are committed to safeguarding and promoting the welfare of children and young people and expect all staff to share this commitment. This post is subject to two positive references and a full enhanced DBS check.

We very much hope to hear from you, and would like to thank you for the time it takes to make an application. If you do not hear from us within 2 weeks of the closing date, please assume that your application has been unsuccessful at this time.

Yours sincerely

Mr S Hall
Headteacher

'from potential to reality'

Tapping Way, Warwick, Warwickshire, CV34 6XR

Tel: 01926 747100 **Fax:** 01926 494194 **Email:** office@aylesford-elearning.net **Web:** www.aylesfordschool.org.uk

A charitable company registered in England and Wales, company number 7848367

Headteacher: Steven Hall BSc MA

Teacher in charge of Media Studies with English

Start Date: September 2019

Contract: Full Time, Permanent

Pay Scale: TMS / UPS with a TLR 2a of £2721.00 per annum

Aylesford School and Sixth Form College is a forward thinking and exciting educational environment. We pride ourselves on providing a supportive professional environment where high performing practitioners have ample opportunity to develop and grow.

We are seeking to appoint an enthusiastic teacher who will be in charge of Media Studies at key stage 4 and 5, with the ability to teach English at key stage 3. Students at Aylesford follow the EDUQAS exam board at GCSE and A Level.

If you are imaginative, inspirational and want to develop your career in our supportive and stimulating environment, please complete the application form available in the application pack.

Please email completed application forms FAO Anna Timson, HR Officer & Headteacher's PA at timson.a@aylesford-elearning.net

or post to:- Miss A Timson, Aylesford School & Sixth Form College, Tapping Way, Warwick, Warwickshire, CV34 6XR.

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Please telephone 01926 747100 or email timson.a@aylesford-elearning.net with any queries or to arrange a visit to the School.

Please note we do not accept CVs - candidates should download and complete the application form available.

This school is 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 two positive references and an Enhanced Disclosure and Barring Services check.

GCSE Media Studies

The GCSE Media Studies course allows students to explore a range of media sectors: in this two year course, you will study advertisements created in differing historical contexts, newspapers, magazine representations, TV dramas in the crime genre, music videos and video games. Students will consider how media texts create representations of differing social groups and products through their use of media language and camerawork, and consider how the intended audiences would interpret these texts.

The course is comprised of two exams, totalling 70% of the course, taken at the end of Year 11. Students will also complete a coursework assignment, individually producing a moving image text such as a TV drama sequence, equivalent to 30% of the GCSE course.

Component 1: Exploring the Media: 1.5 hours, 40% of course

In this exam component, students will analyse texts from the media sectors of magazines, film marketing and newspapers, exploring how they create stereotypical and subversive representations of social groups- the recent 'This Girl Can' Campaign is one of the key campaigns that we will study, alongside Bond film posters. In the examination, students will create written responses analysing how media language is used. The exam will also present students with unseen media texts, requiring students to create an independent analysis of its possible suggestions. Students will also learn about media industries- the processes of production, distribution and contextual factors influencing media texts.

Component 2: understanding Media forms and products: 1.5 hours, 30% of course

Students will study two media sectors in more depth for this component: the television sector and music/online sector. Pupils will study the development and changes in the crime genre, focusing specifically upon the shows 'The Sweeney' and the more contemporary BBC crime drama 'Luther'. The exam will require students to create a written response to a short excerpt of the set episode that we will study as a class.

Pupils will also study the history of music videos, and explore the representations of gender, ethnicity and sexuality created in music videos in contemporary and historical contexts.

Component 3: Creating Media Products, 30% of course

Students will plan and film a sequence/opening to a TV drama or film, individually shooting their own footage and then editing this footage to create an engaging media text of their own. Pupils need to have the independence, self-management skills and drive to form their own shooting schedule and film in their own time, away from lessons, to complete this project.



A LEVEL MEDIA STUDIES

Qualification: A-Level

(2 years)

Exam Board: EDUQAS

About the course

The aims of this course are to allow candidates to develop their interest and abilities in analysing and creating media texts from differing media sectors. The course integrates theoretical and practical approaches by requiring candidates to learn and apply a range of media theorists to different texts, considering ideas about representation, genre and media language.

Pupils will study a wide range of Media areas. In component/exam 1, candidates will analyse advertisements' codes and conventions, representation of stars in music videos and two newspapers' differing representation of political events. Candidates will also study the video game and radio industries. In component 2, students will compare the representation of subjects within magazines and websites from different eras, as well as in-depth study of two different TV drama. Students will also have an opportunity to create their own moving image productions such as short films in the genre of their choice and websites to promote their moving image production in the final component 3.

A broad range of media texts are studied to cater for the individual interests of a multi-cultural audience. Students will also consider regulations and requirements which affect different media, such as video game production. We aim to offer a course which is interesting, relevant and rife with opportunities in both further studies and future employment. The content of the course is as follows:

Component 1: 'Media products, industries and audiences' Exam: 2 hrs 15 mins (35%)

Component 2: 'Media forms and products in depth' Exam: 2hrs 30 mins (35%)

Component 3: Cross-media coursework production: one main product with supporting texts (30%)

Assessment

A range of activities such as: in-class analysis, research and group presentations are employed to motivate and engage candidates as they prepare for exams and coursework. Candidates are assessed on their abilities to analyse, argue and explain ideas in examinations. Organisational skills and abilities with IT and camera work are assessed for the practical productions.

Entry Requirements

No prior knowledge of the subject is required. The specifications build on, but do not depend on, the knowledge, understanding and skills specified for GCSE Media Studies. It is recommended that candidates have attained communication and literacy skills at a level equivalent to GCSE Grade 5 in English.

Higher Education and Careers

Media offers employment in areas such as television, radio, newspapers and magazines, as well as IT and games development. Most businesses have Media departments or contract Media agencies for advertising and communication purposes. It is the fastest growing industry in the world today.

Additional Information

Media Studies is a highly subscribed subject with a history of a 100% pass rate.

There is no charge for the use of cameras and tapes, but you will need to fund any projects outside of school including props and travelling to various locations.

English Department - Information for Candidates

Aylesford's English department is recognised as a successful department within the school and Warwickshire; with 64% of Year Eleven students attaining G4+ in GCSE English and 71% of Year Eleven students gaining G4+ in GCSE English Literature, alongside impressive performances at G8 and G9 for both GCSEs. At KS4, we follow AQA GCSE English Language and English Literature and create an approach which prepares students for their examinations effectively and in an engaging way. We support our students for their studies offering extra tuition as needed to secure high achievement although the success principally stems from excellent teaching and learning in the classroom.

In addition, achievement in our A Levels, English Language and English Literature, is very good to outstanding and our A level courses are popular with students. A great deal of planning is given over to ensure that students complete N.E.A.s to the best of their ability and exam success is supported by focused preparation and practice. The exam boards for A level are currently AQA for English Language and English Literature (Specification A, Option B).

We have established collaborative units of work at KS3 that are continually reviewed and amended to ensure adaptation and flexibility revising schemes in discussion as a department and in light of curriculum reviews. We ensure effective balance between reading, writing and speaking and listening through units for each year group. We offer independent learning units for homework in one half term of each of Year 7 and 8 as well as homeworks focused on spelling and grammar accuracy. In addition, Year 7 students follow the Accelerated Reader Programme.

A strong and enthusiastic team of colleagues has been established and our way of working is collaboratively, ensuring all members of the department contribute not only to our curriculum but also within the wider school. Professional development is important and we encourage staff to partake in a wide array of events in school life. We pride ourselves are delivering creative and innovative lessons which support critical thinking and develop analytical skills.

We look forward to having a new member of the team who shares our passion for turning students' potential in to reality and who recognises the importance of team work and is committed to raising standards further.

Miss Philippa Yeardley
Head of English
May 2019

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Job Description

Teacher in charge of Media Studies

Post: Teacher in charge of Media Studies

Grade/Scale: TMS / UPS & TLR2a

Start date: September 2019

This job description may be amended at any time, following consultation between the post holder and the Head teacher and will be reviewed annually.

Specific Post Holder responsibilities:

- Lead, manage and organise the subject, setting high expectations and a clear climate for learning. Set the tone, ethos and atmosphere necessary for learning and monitor the behaviour of children whilst in the department.
- Ensure the good progress of children in the department and ensure all teachers use data to assess, track, record and report accurately.
- Be responsible and accountable for the accurate assessment of children to ensure positive outcomes at the end of Key Stage 4 and 5.
- Analyse and evaluate the progress and attainment of students when required.
- Uphold dress standards in all matters related to school uniform.
- Regularly monitor the performance of any other teachers who contribute to the delivery of the subject and model high standards of learning in the classroom.
- Coach and mentor colleagues as appropriate.
- Deploy human and physical resources effectively to provide the best learning whilst ensuring best value principles. Conduct risk assessments and liaise on health and safety matters when needed.
- Contribute to the development of school policy, liaise with governors and engage positively with parents.
- Participate as required in meetings with professional colleagues in respect of the duties and responsibilities of the post.

All teachers, regardless of their position in the school must consistently meet the following professional standards:

Set high expectations which inspire, motivate and challenge pupils

- establish a safe and stimulating environment for pupils, rooted in mutual respect.
- set goals that stretch and challenge pupils of all backgrounds, abilities and dispositions.
- demonstrate consistently the positive attitudes, values and behaviour which are expected of pupils.

Promote good progress and outcomes by pupils

- be accountable for pupils' attainment, progress and outcomes.
- be aware of pupils' capabilities and their prior knowledge, and plan teaching to build on these.
- guide pupils to reflect on the progress they have made and their emerging needs.
- demonstrate knowledge and understanding of how pupils learn and how this impacts on teaching.
- encourage pupils to take a responsible and conscientious attitude to their own work and study.

Demonstrate good subject and curriculum knowledge

- have a secure knowledge of the relevant subject(s) and curriculum areas, foster and maintain pupils' interest in the subject, and address misunderstandings.
- demonstrate a critical understanding of developments in the subject and curriculum areas, and promote the value of scholarship.
- demonstrate an understanding of and take responsibility for promoting high standards of literacy, articulacy and the correct use of standard English, whatever the teacher's specialist subject.

Plan and teach well-structured lessons

- impart knowledge and develop understanding through effective use of lesson time.
- promote a love of learning and children's intellectual curiosity.
- set homework and plan other out-of-class activities to consolidate and extend the knowledge and understanding pupils have acquired.
- reflect systematically on the effectiveness of lessons and approaches to teaching.
- contribute to the design and provision of an engaging curriculum within the relevant subject area(s).

Adapt teaching to respond to the strengths and needs of all pupils

- know when and how to differentiate appropriately, using approaches which enable pupils to be taught effectively.
- have a secure understanding of how a range of factors can inhibit pupils' ability to learn, and how best to overcome these.
- demonstrate an awareness of the physical, social and intellectual development of children, and know how to adapt teaching to support pupils' education at different stages of development.
- have a clear understanding of the needs of all pupils, including those with special educational needs; those of high ability; those with English as an additional language; those with disabilities; and be able to use and evaluate distinctive teaching approaches to engage and support them.

Make accurate and productive use of assessment

- know and understand how to assess the relevant subject and curriculum areas, including statutory assessment requirements.
- make use of formative and summative assessment to secure pupils' progress.
- use relevant data to monitor progress, set targets, and plan subsequent lessons.
- give pupils regular feedback, both orally and through accurate marking, and encourage pupils to respond to the feedback.

Manage behaviour effectively to ensure a good and safe learning environment

- have clear rules and routines for behaviour in classrooms, and take responsibility for promoting good and courteous behaviour both in classrooms and around the school, in accordance with the school's behaviour policy.
- have high expectations of behaviour, and establish a framework for discipline with a range of strategies, using praise, sanctions and rewards consistently and fairly.
- manage classes effectively, using approaches which are appropriate to pupils' needs in order to involve and motivate them.
- maintain good relationships with pupils, exercise appropriate authority, and act decisively when necessary.

All teachers should also fulfil wider professional responsibilities in relation to the following and should comment during annual review on how these are demonstrated:

- make a positive contribution to the wider life and ethos of the school.
- develop effective professional relationships with colleagues, knowing how and when to draw on advice and specialist support (examples of this can vary from teacher to teacher).
- take responsibility for improving teaching through appropriate professional development, responding to advice and feedback from colleagues (professional development is a personal responsibility and its relevance should relate to the post held).

Other wider professional responsibilities:

- communicate effectively with parents with regard to pupils' achievements and well-being
- deploy support staff effectively

Signed:

Teacher: _____

Date: _____

Headteacher: _____

Date: _____

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Person Specification: Classroom Teacher i/c of Media

Attributes	Essential	Desirable
Qualifications	<ul style="list-style-type: none"> Degree level qualification in Media/English or related specialism Qualified Teacher Status 	
Teaching Experience	<ul style="list-style-type: none"> Teaching experience within the secondary phase with evidence of positive impact on student achievement 	<ul style="list-style-type: none"> Teaching experience in KS4/5 Media Studies
Professional Development	<ul style="list-style-type: none"> Evidence of continuing professional development or commitment to training Experience of working with other schools/organisations 	<ul style="list-style-type: none"> Ability to identify own learning needs
Teaching and Learning	<ul style="list-style-type: none"> An understanding of the requirements of the Changing Curriculum, and 14-19 framework in relation to the student's learning and development needs Understanding of a range of successful teaching and learning strategies Ability to use the School's assessment procedures and set appropriate targets Ability to assess how well learning objectives have been achieved and be able to report progress to Headteacher and Parents at appropriate intervals Understanding of the characteristics of an effective learning environment and the key elements of successful behaviour management 	<ul style="list-style-type: none"> Knowledge of teaching broader than single subject would be an advantage A willingness to teach lessons outside of specialism when required
Skills, Qualities and Abilities	<ul style="list-style-type: none"> High quality teaching skills High expectations of students' learning and attainment Strong commitment to school improvement and raising achievement for all students Ability to build and maintain good relationships Ability to remain positive and enthusiastic when working under pressure Ability to organise work, prioritise tasks, make decisions and manage time effectively Empathy for young people Ability to negotiate effectively 	<ul style="list-style-type: none"> An ability to embrace the opportunities and challenges afforded by new technology Ability to build strong positive relationships with students and their parents Adaptability and flexibility to respond to the changing educational environment

This school is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment.

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Welcome to Aylesford!

We aim to jump, leap and stride to greater and better things – all the time. We believe in turning potential into reality, in chasing dreams and reaching for the stars! If you believe in the power of teaching and the influence it can have on young lives then we are interested in hearing from you. Our values underpin our determination to create a positive learning environment. See our website for more on our *raison d'être*.

Location

Warwick is a town of international reputation, famous for its Castle and historic connections. The School itself is on the attractive southwest side, adjacent to the green belt and within easy reach of Leamington Spa, Coventry and Stratford-upon-Avon. Junction 15 of the M40 is less than a mile away and the School is clearly visible on the left on the approach to the town.



History

The School's origins go back to the late nineteenth century. It was moved from Leamington Spa to its present site in 1964 as a response to overcrowding and the need for modernising. It opened as a School for 400, mainly Warwick students. In time it became a six-form entry Comprehensive School, attracting students from a wider area. A large prestigious housing development near the School will increase the current roll of approximately 850 to 1,000+. We became an academy on 1st January 2012 as a result of our desire to become more independent and free to control our own destiny. The school, its staff and governors have been supportive and positive in moving to this new status.

From September 2015 we have incorporated a new Primary School into our facilities and now operate as a 4-18 Academy. This is an exciting development as our fourth cohort of reception age children joined us in September 2018.



Accommodation

Subjects are housed in curriculum areas where the clustering of classrooms ensures a team approach and helps a supportive ethos. We are constantly updating facilities and upgrading accommodation to ensure the best that we can for both students and teachers. The school is kept clean and tidy classrooms are well resourced through ICT; the site is a pleasant and attractive place to work.

School Organisation

There are approximately 975 students on roll, including a Sixth Form of around 90. The teaching staff numbers 65 FTE. The Headteacher is aided by a Deputy Headteacher, an Assistant Headteacher and five Directors, who together form the Senior Leadership Team. The teaching staff play an active and important part in decision-making processes within the School, largely through, Middle Leaders Networks and staff meetings. Aylesford is open, honest and transparent in organisation, structure, ethos and culture.

Curriculum

Teaching and learning in the first three years is based on a banding system, with two mixed ability in the majority of subjects. Groups are based largely on ability in English, Maths & Science in Years 7, 8 and 9. Foundation subjects are taught within the mixed ability bands. The curriculum at Key Stage 3 comprises:

Core

English
Mathematics
Science
Religious Education
Citizenship
PE
History
Geography

Art
Music
Drama
Computer Science
French
Spanish
Design and Technology – Systems and Control
Textiles Technology
Food Technology
Graphics
Resistant Materials



During Year 9, there is an extensive programme in which parents also play an important part to assist students in making informed subject choices at 14+. There is a wide 'Core' programme and a limited range of choice within the options system. The curriculum ensures that both breadth and balance are maintained for all until the end of Key Stage 4. The 'Core' subjects are as follows:

English Language and Literature
 Mathematics
 Science, Separate Sciences or Double Award
 Physical Education
 Religious Education
 Personal, Social and Health Education

Students are then able to select four more subjects from the following:

History	Geography
Economics	IT BTEC
French	Art
Spanish	Physical Education BTEC & GCSE
Music/Music Technology	Child Development
Graphics	Food Technology
Product Design	Drama
Business BTEC	Media
Textiles	Electronics

In Years 10 and 11, students follow examination courses, mostly leading to GCSE. The Sixth Form generally points towards GCE 'A' Level and VCE Advanced courses (Business and PE).

The curriculum is delivered by subject departments. School self-evaluation is a valued framework for all aspects of our work and includes a full Performance Management programme, work trawls, line management support and development planning.

CPD

The School is committed to the on-going development of its staff. There is a weekly CPD Programme, currently on Monday twilight that keeps staff up to date on key issues and asks them to explore developments in some depth. We consider active involvement in the teaching and learning process to be the best form of training and support teachers in their role. The staff are the most important resource of any school and we seek to promote an atmosphere that allows them to do their job well.

Rewarding Achievements

The individual efforts of students are recognised. Years 7 and 8 take part in the Gold Run – a system of awarding House Points, which students collect until they receive Bronze, Silver, Gold and Platinum Certificates. In Year 9 and Year 10 Awards take place and recently we have introduced the 'ACE' Award for students in Year 11. Awards are also presented for sporting achievements. In November each year there is a formal Awards Evening, which recognises academic excellence and students' contributions in the community. The school is run so that the rewards system feeds into Houses; Stoneleigh, Ragley and Charlecote. All competitions, events and points contribute to a house total and an annual winner.



Business and Industry Links

Aylesford School has developed excellent links with local employers. Members of the local industrial and business community are often in School to provide their advice and expertise. Projects include:

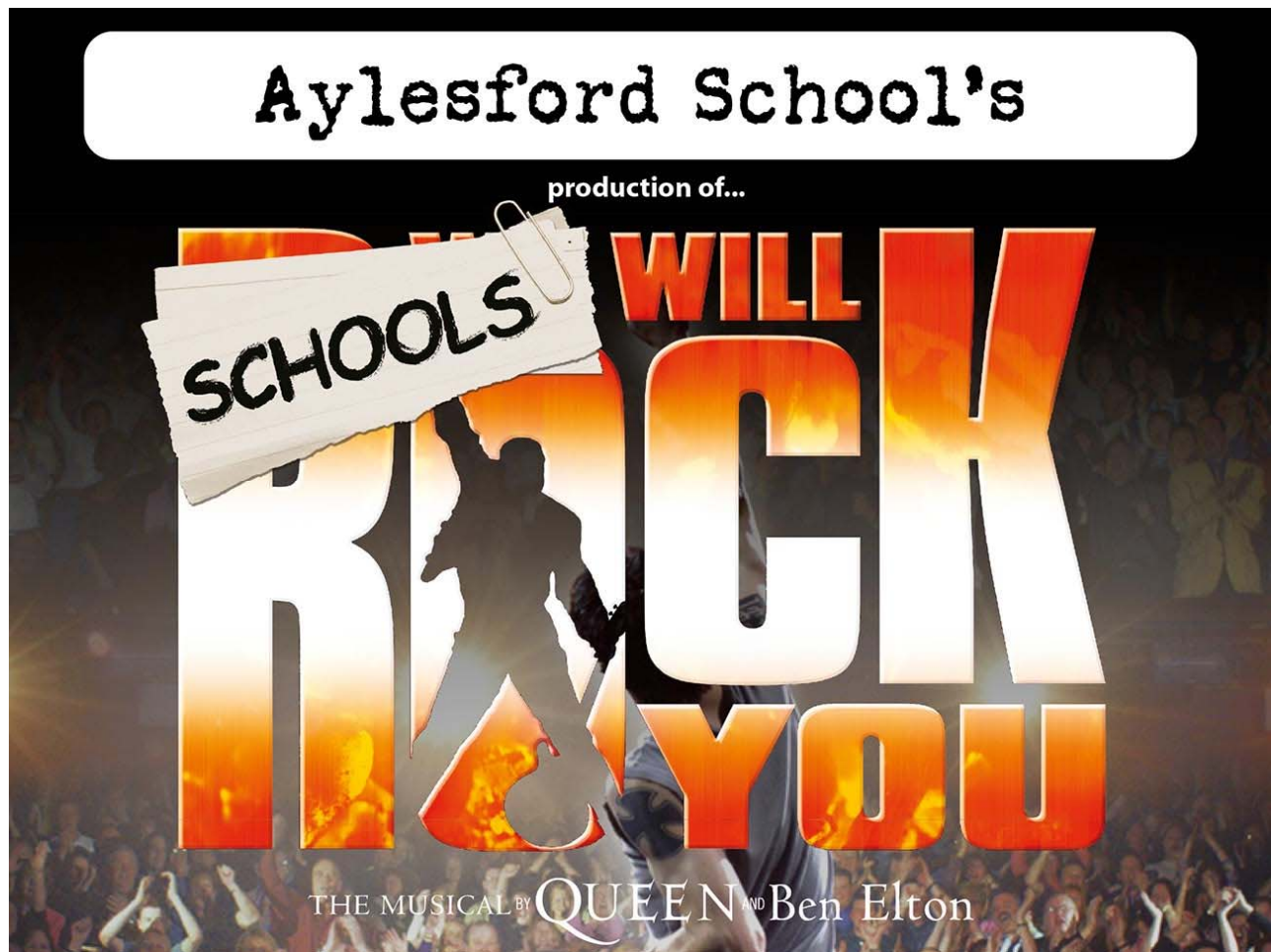
Annual Day events focusing on History (Year 7) Citizenship (Year 9) International Day (Year 8)
Year 11 Mock Interviews
Year 10 Careers talks/Enterprise Days
Work Experience for Year 12 on request (including Foreign WEX placements)
Sixth Form Industrial Conferences and UCAS preparation
Teacher Placements

Extra-Curricular activities/visits

The School offers a full range of extra-curricular activities, including:

Sport	Music
Drama	Continental trips and visits
Skiing	Army courses
Activity Weekends	Theatre visits
Young Enterprise	Duke of Edinburgh Award
School Council	

Educational visits are a regular feature of the work in the majority of subjects and we place great value on residential visits that broaden horizons and help create an independent spirit!



Pastoral Care

There is no strict academic/pastoral divide. Heads of Student Progress have the responsibility for day-to-day management in social and educational matters including pupil progress. Tutor groups are of mixed ability and a Personal, Social and Health Education programme is taught in all year groups.

School Council

The School Council consists of representatives from each Year. It regularly discusses all aspects of School life, it makes recommendations, and its views are often taken into account before decisions are made.

Aylesford Fund Raisers

There is a long-established and active fund raising committee which supports a number of School activities and which raises substantial sums of money for the School. Almost £5000 is raised each year by the combined efforts of students, parents and staff and the money raised is ploughed back into additional resources for the benefit of the students.

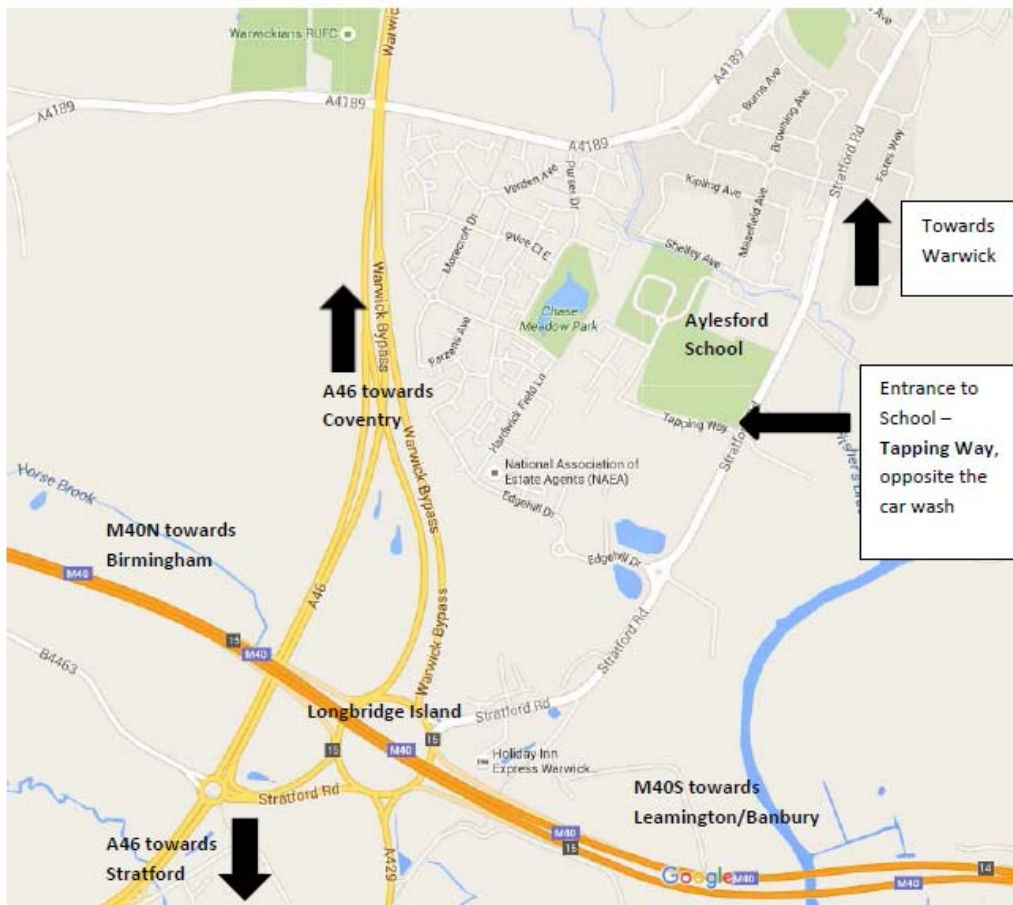
The Future

Aylesford is a thriving, energetic place to teach and learn. On the basis of demographic changes and planned housing development, the future of Aylesford School is assured. We look forward with excitement to the continuous challenges that will arise in the years ahead.



Aylesford School location:

Aylesford School & Sixth Form College, Tapping Way, Warwick, CV34 6XR



To find out more about our school visit www.aylesfordschool.org.uk