



Dixons City Academy Recruitment 2016/17

Contents

1. Letter to applicants from the Principal
2. Academy Overview
3. Academy Improvement Priorities
4. Essential Information
5. Academy Policies
6. Application Process

Our Vision and Values: The Road to Greatness

Every child will be equally able to secure outstanding educational outcomes and reach their full potential. Our students will be instilled with the desire to learn and the knowledge to think critically and creatively. Students are empowered to determine their own future and change the world for the better. Student achievement is secured through them becoming resilient learners embracing our 5 core PRIDE values (Purpose, Respect, Integrity, Determination and Excellence), modelled by all staff at all times. We are ambitious for our whole community and invest in strong professional relationships in order to be the best we can be. Dixons City Academy values its long-established reputation as a top-performing school, with student learning at its heart.

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Dear Applicant

Dixons is committed to the individual achievement of each student. We work hard to make a success of the three-way partnership between the school, the student and the family. Students here are closely monitored whilst enjoying the freedom to develop as young adults and take increasing responsibility for their own lives. We have a great emphasis on supporting students to become self-managing and independent learners. Our students share a strong sense of identity and ethos and are expected to have a great deal of pride in their school; this is nurtured by high-quality tutorial, guidance and personal development.

Dixons City Academy has always had a focus on a relentless drive for improvement; our staff are entirely student focused with a real 'can do' attitude. As a leadership team we believe in high-visibility and leading by example. We believe that the welfare and development of our staff is as important as that of our students and that you cannot have one without the other.

I am very proud to be the Principal of Dixons City Academy and have a healthy respect for its past as well as a keen eye on the present and the future. Dixons City is a very special place and its fast-paced positive feel is tangible from the moment you walk in the door. The staff here are highly professional and buy into the Dixons Difference. If you think you could too, then this may well be the place for you.

Shirley Watson
Principal

2. Academy Overview

Dixons City Academy is a centre of educational excellence serving the whole community of Bradford. Our students meet and work together in a well-ordered, harmonious and happy community drawn from all cultures and backgrounds across the city. We believe that our students have a key role to play in the economic development and social regeneration of our city in the next decade and beyond. We want them to have the desire, knowledge and power to change the world for the better.

Opening in 1990 as one of only fifteen City Technology Colleges across the country, Dixons City has been at the forefront of the Specialist Schools movement which now accounts for 85% of all secondary schools. As a City Academy from September 2005, we now work much more closely with the Local Authority and other local schools. Dixons is now an expanding brand and part of a family of 8 schools, 3 primary and 5 secondary. Whilst positive collaboration and system leadership is now part of our culture and future, I am insistent that we retain our independence and our own unique culture. I am fully supported in this by both the Governing Body and the Chief Executive, Sir Nick Weller.

We are a high-performing school which takes students of all abilities. Our success is built on the traditional values of hard work, mutual respect and integrity in a contemporary hi-tech learning environment. We are a genuine learning community in which all students are challenged and stimulated, cared for and supported.

3. Academy Improvement Plan

The Academy Improvement Plan focuses on the strategies that are known to make a difference to the education and therefore the life chances of our students.

Priority	Impact
Great Outcomes Outstanding Progress for All	<ul style="list-style-type: none">Secure outstanding progress for all, closing the gaps for all groups and individualsValue is added to all students regardless of starting pointAll subjects perform significantly above national (progress and attainment)
Great Learning and Literacy Desire – Knowledge - Power	<ul style="list-style-type: none">Teachers adhere to the routines of great learning, instil a desire to learn and pride in workStudents are empowered to succeed through securing excellent standards of literacyAccess and challenge is appropriate and excellent feedback ensures progress
Great Learners Pride is Everything	<ul style="list-style-type: none">Determination to succeed is demonstrated in and out of the classroom (homework)Pride in self is demonstrated through excellent self-discipline, attendance and punctualityAll understand and demonstrate mutual respect and good manners
Great Community Development and Belonging	<ul style="list-style-type: none">Diversity is celebrated whilst commonality of human experience is emphasisedAll students are encouraged to make healthy decisions to secure happinessWe are all proud of our school, city and country and feel we belong
Great Leadership Can Do Attitude	<ul style="list-style-type: none">Our relentless drive for improvement has impact at all levels and is led by allTargets for all are ambitious and we believe that we all can succeedAll stakeholders feel their voice is heard

4. Essential Information

DCA Students

We do not have a prescribed catchment area at DCA, this means that our students come from across and at times beyond the Bradford district. We value true diversity and our school population represents the rich ethnic and religious mix of Bradford as a whole. We are a non-faith school, whilst having a respect for all religious and spiritual views. Our multi-faith Religious Education is excellent. Students come from very diverse socio-economic backgrounds and our intake is truly comprehensive with children of all abilities. We insist that our students value difference; we have zero tolerance to any form of bullying, verbal or physical. Our students each have a Form Tutor who they see daily for registration and weekly Personal Development Studies (PSHE / SMSC / Citizenship). At DCA, nearly all teachers will take on the role of Form Tutor. All students are led by a teaching Head of Year (horizontal) and year group identity compliments whole Academy ethos. The Head of Year works tirelessly to model and espouse our PRIDE values and lead on our mission of Diversity, Challenge and Achievement.

Continuing Professional Development

The academy has a thorough induction programme for all staff which includes an induction event in the July of each year before the start of the academic year when most new staff will be joining the organisation. All staff will have annual safeguarding and child protection training. Every member of staff will have an annual

appraisal with their line manager, this review will be based on career stage expectation and include a statement of personal impact on learning to ensure every member of staff is striving for and achieving excellence in their role. Our CPD is quite unique in that it focuses clearly on how we can remove barriers for learning for all students. We have a relentless focus on every lesson demonstrating significant aspects of 'Great Learning' and teachers receive very regular feedback on their practice. We believe that staff need to be both challenged and supported and that with a growth mind-set, we can all improve.

Inclusion

DCA aims to ensure every child can take part in the school day regardless of their individual need. Our SENCO works very closely with students, teacher and parents to ensure we are meeting the needs of every child. We fully believe in Quality First teaching as the first source of support for all students. Some students will follow a personalised curriculum with the aim of having every student both literate and numerate in the shortest amount of time. We are committed to each student having a broad and balanced curriculum. Teachers are expected as part of their daily data driven planning to identify the individual progress and needs of all students. We run a homework club every night and all departments run intervention programmes for students who are not meeting expected progress for whatever reason. We invest heavily in inclusion and many classes have more than one adult in the classroom.

Learning Habits

In order to maintain our ethos of high expectations, every member of staff has to implement our positive behaviour policy consistently. We have a simple, effective system for rewards and sanctions in our academy – Pride.

An ordered environment is vital so that teachers can teach and all students can learn. Behaviour is discussed not only by Form Tutors and Heads of Year in year meetings, but also by subject staff and Heads of Department in departmental meetings. Students are taught conflict management skills within Personal Development Studies to allow self-management. Experienced staff support others in classroom management and behaviour and there is an In-Service Training (INSET) session for all staff at least once a year.

There is a firm emphasis on honorific prizes and verbal recognition. The Reward system in the Academy is merits in Key Stage 3 (Years 7 & 8) and the positive slips in Key Stage 4 (Years 9, 10 & 11). These merits or positive slips lead to a range of rewards outlined below. Termly departmental certificates are awarded for achievement and effort; the merits are awarded by staff to students for both hard work and good conduct. Postcards are also sent home for high standards of work and effort.

In addition, all students who do not receive a PRIDE detention in a term will be entered in a prize draw. Those not drawn will be sent a letter home congratulating them on their attitude to learning.

Employment or University Ready

The academy puts a high emphasis on ensuring all students will be ready for their next stage in education at 16, whatever that may be. We have a fantastic record of a 0% NEET figure and this is because of the time we invest in personalised Information, Advice and Guidance (IAG). Each year around 80% of our students stay on to our sixth form, others go onto further study elsewhere or apprenticeships. Our Post-16 students mostly go on to secure places at university (over a quarter to Premier League). We are very proud of the diversity of courses and institutions that our students go on to take up. This is evidence of our insistence that students are all individual and must follow the path most suited to them.

Facilities

We are based within easy access of the City Centre. Our main building includes:

- An impressive central 'Mall' space for large group teaching, events and various communal activities.
- The Lord Kalms Theatre with professional stage setting and seating for an audience of 200
- A superbly resourced library off the Mall with two dedicated teaching areas and Post 16 study area
- Separate cafeteria space for students to enjoy breakfast, snacks and lunch
- Specialist DT teaching rooms (Food, Textiles, CAD-CAM & Resistant Materials).

- Music Technology space, practice and ensemble rooms.
- Purpose built Sports Hall, with gym area and changing facilities recently refurbished.
- External AstroTurf space for outdoor education and recreational use
- 6 specialist Computing suites in the Lewis Building.
- Individual Needs area.
- Dedicated office space for each department.
- Staff room.
- Exercise room with access for staff

Academy Day

Activity	Mon – Wed	Thurs	Fri
Registration	8.30	8.30	8.30
Period 1	08.40	08.40	08.40
Period 2	09.40	09.40	09.40
Break	10.40	10.40	10.40
Period 3	10.55	10.55	10.55
Period 4	11.55	11.55	11.55
Lunch	12.55 – 13.40		
Period 5	13.40	13.40	13.40
Period 6	14.40	PDS / C&G / Assemblies	
Registration (PM reg is in lesson 5 Mon-Thu)			14.40
Curriculum day ends	15.40	15.00	14.45
Library closes	17.00	17.00	16.00
Academy closes for staff	20.00	20.00	20.00

- Weekly staff briefings on Monday, Wednesday and Friday at 8.20am.
- All staff will need to be in school until 16.45 on a Thursday for meetings and CPD.
- Whilst our contract is different to LA schools, we have a strong emphasis on staff well-being and we broadly follow teacher pay and conditions, whilst expecting all staff to have a real focus on doing all they can to secure outstanding outcomes.

Default Teaching Loads / Contact Time*

- 22 subject lessons
- including 1 Personal Development Studies lesson with your form
- 6 non – contact time within the 28 period curriculum week.

**some flexibility may be required, for example a member of staff who is not a Form Tutor may teach two additional subject lessons*

5. Academy Policies

All our academy policies are on our website (www.dixonsca.com). We know that applying for a new job is a stressful time and there is a lot of preparation to be done. To help potential applicants we have summarised some key policies below (these should give you a better understanding of DCA and inform your potential application).

Child Protection / Safeguarding

All of our community is committed to safeguarding and promoting the welfare of our students at all times. The Senior Vice Principal is the Designated Safeguarding Lead (DLS) supported by the Head of Year 13 and the Nurse who have undergone Named Person Training. We have annual Child Protection and

Safeguarding Training for all staff. All new members of staff will be expected to undergo an enhanced DBS check and safeguarding training prior to being able to teach or work with students unsupervised.

Curriculum

We follow a traditional curriculum with each subject being taught discreetly. Opportunities for cross – curricular working are encouraged and when well-planned can be powerful learning experiences for students. Some students will have a personalised curriculum and so may not have as many opportunities in every subject as the rest of the cohort, although every student will experience a broad and balanced curriculum. All Dixons schools work collaboratively to share practice and resources. It is expected that all staff, especially middle and senior leaders, will work across the group on curriculum in order to share good practice.

Teaching & Assessment

We do not prescribe a particular lesson structure or teaching methodology at DCA beyond what we describe as Great Learning. We do expect each department to collectively produce a high quality Scheme of Learning which is constructed to ensure that students develop the knowledge, understanding and skills needed to be successful at GCSE level and beyond. Teachers are expected to use data daily to inform planning and identify which students will be targeted in individual lessons in order to close any progress or attainment gaps that may exist. Students will be formally assessed at least three times a year in each subject, through the means of an exam. We value high quality marking and feedback as a vital component of successful teaching over time. Staff provide students' with regular written feedback using the whole school language of What Worked Well (WWW) and Even Better If (EBI). There is a strong emphasis on students responding to written feedback by undertaking a MAP, My Action Plan. Students receive formative written feedback at least every 3 weeks in all subjects. Oral feedback is a powerful tool and should be used as much as possible, descriptive praise against clear criteria is a common feature in lessons to help students move on in their learning and embed a purposeful learning culture. Literacy is a key focus and we would expect all teachers to challenge student to produce high quality written and spoken responses. Classroom routines and expectations are all outlined in our Positive Behavior for Learning handbook.

Staff Conduct

At all times staff should conduct themselves and interact with integrity and professionalism, Staff are not expected to use raised voices in their interaction with others. A place of work ethos is maintained at all times and this is built on strong professional relationships.

Every adult has the responsibility to act as a role model for our students (in terms of our dress, communication, body language and behaviours). Staff should aim to follow the student rules as much as possible, for example, not having mobile phones on show. Every adult should remember that they are in a position of power and this should never be exploited.

Staff dress professionally and appropriate to their roles. Teachers and office based colleagues are expected to wear business dress, with the exception for teachers of PE for practical reasons. Dixons City is a no smoking and a chewing gum free zone.

ICT equipment and services should only be used for professional purposes at all times. If appointed all staff will be asked to sign an Acceptable Use of ICT agreement detailing what constitutes professional expectations.

6. Application & Selection Process

We strongly advise applicants to visit the academy before applying and meet the staff and students. Changing employment is a major life event and informed choices often result in more successful transitions for both the employer and employee. We hope this pack along with the academy website www.dixonsca.com gives you a flavor of our school.

1. Please complete the DCA application form and email it to recruitment@dixonsca.com before the advertised deadline (a covering letter is not needed but if you wish to include a supporting statement please do so).
2. Your application will be assessed, along with the others, against the personal specification for the job advertised (please use this when writing your supporting statement) and then a short list will be created. The academy uses a scoring system to generate a short list.
3. The academy will aim to contact the candidates shortlisted for interview at least 48 hours notice prior to the interview (if you do not hear from us before the interview day please assume you have been unsuccessful on this occasion).
4. If you are shortlisted, we will take up references prior to the advertised interview date. Please remember that one of your references must be your current or most recent employer. Two satisfactory references must be received before we can appoint anyone to a post at DCA. The referee will be asked to provide information about your last/current role in relation to salary, length of employment, suitability to work with children and any disciplinary records along with being asked to assess your skills and abilities for the advertised role. Your referees may be contacted to provide additional information if something is unclear or there is a discrepancy with other information that has been provided.
5. The selection process will involve various activities related to the role. There is likely to be a student panel and for teaching roles, applicants will be asked to teach at least part of a lesson. We are fully committed to safeguarding children so there will always be some questions relating to safeguarding issues regardless of the role applied for. As part of Dixons being committed to diversity and the requirements of the Equality Act 2010 we would ask any potential candidate to contact us who would like us to consider adjusting the application and selection process to ensure that any candidates with a disability are not disadvantaged in any way by the academy processes.
6. Candidates, once short listed will receive a programme for the day outlining the activities that will be undertaken and any additional resources that might be needed on the day. Candidates will be asked to bring proof of qualifications, photographic proof of identity along with documentation to show they are eligible to work in the UK where appropriate.
7. The interview panel will consist of at least one Senior Leader, usually the Principal and up to 3 other relevant members of staff. At least one member of the interview panel will have had recent safer recruitment training.
8. Once all of the selection activities have been completed by all applicants, the interview panel will consider to what extent each candidate met the personal specification and a decision will be reached. All short listed candidates will receive a telephone call from a member of the interview panel and feedback will be offered.
9. Shortly after the interview day the successful candidate(s) will receive various documents to read and sign in order to process their employment at DCA. This will include an enhanced DBS check and checks will also be made against the Barred List. All such checks must be satisfactory before any contract can be signed and work can take place at the academy. Any offer of employment is on the condition of satisfactory references and DBS check.