



King's Academy Ringmer

# King's Academy Ringmer



**TEACHER OF SCIENCE**

**JOB REFERENCE NUMBER: P/342**

King's Academy Ringmer  
Ringmer, Lewes, East Sussex, BN8 5RB  
Tel: 01273 812220  
E-mail: [reception@ringmeracademy.org](mailto:reception@ringmeracademy.org)



**Post of: Teacher of Science**  
**Teacher Main/Upper Scale**

Dear Applicant

Thank you for expressing interest in the above post. I have pleasure in sending you an information pack which includes the following:

- An application form
- A pack containing a job description and a person specification
- Information about the Academy
- Equal Opportunities Policy

The closing date for applications is Friday 8 December 2017 at 12 noon. The Interview date is 13 December 2017.

We are seeking to appoint a well-qualified, talented and committed Teacher of Science from 19 February 2018 (April & September will be considered), on a full time, permanent basis. There is the possibility of a TLR for the successful candidate. Applications will also be considered from those seeking part time employment.

King's Academy Ringmer is a rural comprehensive with an ethos of "In Pursuit of Excellence". We have a strong reputation for our inclusion and pastoral care and an improving trend of results in terms of student attainment and progress. The Academy has recently had a change of leadership and we anticipate exciting developments ahead working together with students, parents/carers and the wider community to build upon our strengths and make this an outstanding Academy.

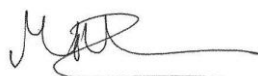
The criteria against which you will be assessed are set out in the person specification. If these details are of interest to you, please apply by completing the application form enclosed. Please also attach a letter of application, which reflects upon the challenges of this post.

King's Academy Ringmer is committed to equality of opportunity. We positively welcome applications from all sections of the community.

King's Academy Ringmer is also committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment. Successful applicants will need to undertake a DBS enhanced clearance.

Thank you for your interest. I look forward to receiving your application.

Yours sincerely



**Mr Matt Hillier**  
**Principal**



## Job Description – King's Academy Ringmer

<b>Post Title:</b>	<b>TEACHER OF SCIENCE</b>
<b>Purpose:</b>	<ul style="list-style-type: none"> <li>To implement and deliver an appropriately broad, balanced, relevant and differentiated curriculum for students and to support a designated curriculum area as appropriate.</li> <li>To monitor and support the overall progress and development of students as a teacher/ Tutor.</li> <li>To facilitate and encourage a learning experience which provides students with the opportunity to achieve their individual potential.</li> <li>To contribute to raising standards of student attainment.</li> <li>To share and support the Academy's responsibility to provide and monitor opportunities for personal and academic growth.</li> <li>If you are a teacher who has successfully passed through Threshold, you must demonstrate that you are an effective professional who can demonstrate this thorough curriculum knowledge, can teach and assess effectively, take responsibility for professional development and has students who achieve well. In fulfilling the requirements of the post, the teacher will demonstrate essential professional characteristics, and in particular will:               <ol style="list-style-type: none"> <li>Inspire trust and confidence in students and colleagues</li> <li>Build team commitment with colleagues and in the classroom Engage and motivate students</li> <li>Demonstrate analytical thinking. Improve the quality of students' learning. Contribute to the school improvement / development planning and promote the learning priorities of the SDP.</li> <li>Contribute to the development and / or implementation of Academy policies</li> <li>Use the performance management process to advance student learning and enhance professional practice in line with the Academy's aspirations and priorities</li> <li>Have lead responsibility for a subject or aspect of the Academy's work and develop plans which identify clear targets and success criteria for its development and / or maintenance</li> <li>Promote the wider aspirations and values of the Academy</li> </ol> </li> </ul>
<b>Responsible for:</b>	The provision of a full learning experience and support for students.
<b>Liaising with:</b>	Senior Leadership Team, teaching/support staff; LEA representatives; external agencies and parents.
<b>Working Time:</b>	195 days per year.
<b>Disclosure level</b>	Enhanced

## MAIN (CORE) DUTIES

<b>Operational/ Strategic Planning</b>	<ul style="list-style-type: none"> <li>To assist in the development of appropriate syllabuses, resources, schemes of work, marking policies and teaching strategies in the Curriculum Area and Department.</li> <li>To contribute to the Curriculum Area and department's development plan and its implementation.</li> <li>If you are a teacher who has successfully passed through Threshold, you will Tutor/coach Pre-Threshold Classroom Teachers as directed by your Line Manager/SLT.</li> <li>To plan and prepare courses and lessons.</li> <li>To contribute to the whole Academy's planning activities.</li> </ul>
<b>Curriculum Provision:</b>	<ul style="list-style-type: none"> <li>To assist SLT, to ensure that the curriculum area provides a range of teaching which complements the Academy's strategic objectives.</li> </ul>
<b>Curriculum Development:</b>	<ul style="list-style-type: none"> <li>To assist in the process of curriculum development and change so as to ensure the continued relevance to the needs of students, examining and awarding bodies and the Academy's Mission and Strategic Objectives.</li> </ul>
<b>Staffing</b>	
<b>Staff Development:</b>	<ul style="list-style-type: none"> <li>To take part in the Academy's staff development programme by participating in arrangements for further training and professional development and by taking a lead role in CPD Sessions.</li> </ul>
<b>Recruitment/ Deployment of Staff</b>	<ul style="list-style-type: none"> <li>To continue personal development in the relevant areas including subject knowledge and teaching methods.</li> <li>To engage actively in the Performance Management Review process.</li> <li>To ensure the effective/efficient deployment of classroom support</li> <li>To work as a member of a designated team and to contribute positively to effective working relations within the Academy.</li> </ul>
<b>Quality Assurance:</b>	<ul style="list-style-type: none"> <li>To help to implement Academy quality procedures and to adhere to those.</li> <li>To contribute to the process of monitoring and evaluation of the curriculum area/department in line with agreed Academy procedures, including evaluation against quality standards and performance criteria. To seek/implement modification and improvement where required.</li> <li>To review from time to time methods of teaching and programmes of work.</li> <li>To take part, as may be required, in the review, development and management of activities relating to the curriculum, organisation and pastoral functions of the Academy.</li> </ul>
<b>Management Information:</b>	<ul style="list-style-type: none"> <li>To maintain appropriate records and to provide relevant accurate and up-to-date information for MIS, registers, etc.</li> <li>To complete the relevant documentation to assist in the tracking of students.</li> <li>To track student progress and use information to inform teaching and learning.</li> </ul>

<b>Communications:</b>	<ul style="list-style-type: none"> <li>• To communicate effectively with the parents of students as appropriate.</li> <li>• Where appropriate, to communicate and co-operate with persons or bodies outside the Academy.</li> <li>• To follow agreed policies for communications in the Academy.</li> </ul>
<b>Marketing and Liaison:</b>	<ul style="list-style-type: none"> <li>• To take part in marketing and liaison activities such as Open Evenings Parents Evenings, Review days and liaison events with partner schools.</li> <li>• To contribute to the development of effective subject links with external agencies.</li> </ul>
<b>Management of Resources:</b>	<ul style="list-style-type: none"> <li>• To contribute to the process of the ordering and allocation of equipment and materials.</li> <li>• To assist SLT to identify resource needs and to contribute to the efficient/effective use of physical resources.</li> <li>• To co-operate with other staff to ensure a sharing and effective usage of resources to the benefit of the Academy, department and the students.</li> </ul>
<b>Pastoral System:</b>	<ul style="list-style-type: none"> <li>• To be a Tutor to an assigned group of students.</li> <li>• To promote the general progress and well-being of individual students and of the Tutor Group as a whole.</li> <li>• To liaise with the Vice Principal to ensure the implementation of the Academy's Pastoral System.</li> <li>• To register students, accompany them to assemblies, encourage their full attendance at all lessons and their participation in other aspects of Academy life.</li> </ul>
	<ul style="list-style-type: none"> <li>• To evaluate and monitor the progress of students and keep up-to-date student records as may be required.</li> <li>• To contribute to the preparation of Action/Improvement Plans and progress files and other reports.</li> <li>• To alert the appropriate staff to problems experienced by students and to make recommendations as to how these may be resolved.</li> <li>• To communicate as appropriate, with the parents of students and with persons or bodies outside the Academy concerned with the welfare of individual students, after consultation with the appropriate staff</li> <li>• To contribute to PSHE and citizenship and enterprise according to Academy policy</li> <li>• To apply the Behaviour management systems so that effective learning can take place.</li> </ul>

**Teaching:**

- To teach, students according to their educational needs, including the setting and marking of work to be carried out by the student in Academy and elsewhere.
- To assess, record and report on the attendance, progress, development and attainment of students and to keep such records as are required.
- To provide, or contribute to, oral and written assessments, reports and references relating to individual students and groups of students.
- To ensure that ICT, Literacy, Numeracy and Academy subject specialism(s) are reflected in the teaching/learning experience of students
- To undertake a designated programme of teaching.
- To ensure a high quality learning experience for students which meets internal and external quality standards.
- To prepare and update subject materials.
- To use a variety of delivery methods which will stimulate learning appropriate to student needs and demands of the syllabus.
- To maintain discipline in accordance with the Academy's procedures, and to encourage good practice with regard to punctuality, behaviour, standards of work and homework.
- To undertake assessment of students as requested by external examination bodies, departmental and Academy procedures.
- To mark, grade and give written/verbal and diagnostic feedback as required.

**Other Specific Duties:**

To positively engage in the performance review process and in your own professional development including induction and in-service training opportunities and appraisal. To attend and participate in staff and departmental meetings as appropriate. To make your own contribution to the community life of the Academy. Adhere to all Academy policies.

Whilst every effort has been made to explain the main duties and responsibilities of the post, each individual task undertaken may not be identified. Employees will be expected to comply with any reasonable request from a manager to undertake work of a similar level that is not specified in this job description. Such variations are a common occurrence and cannot themselves justify a reconsideration of the grading of the post. Where such duties amount to more than a temporary adjustment to the main responsibilities of this job description, it will be amended accordingly. It will anyway be subject to periodic amendment whenever circumstances or appraisal processes dictate changes in the postholder's role within the Academy.

The Academy will endeavour to make any necessary reasonable adjustments to the job and the working environment to enable access to employment opportunities for disabled job applicants or continued employment for any employee who develops a disabling condition.

Employees are expected to be courteous to colleagues and provide a welcoming environment to visitors and telephone callers.

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King's Academy Ringmer is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment. Successful applicants will need to undertake a DBS enhanced clearance for this Academy.

**DATE: November 2017**

## Person Specification – King’s Academy Ringmer

<b>Post Title:</b>	<b>TEACHER OF SCIENCE</b>
	<b>Essential Criteria</b>
<b>Specific Teaching Key Skills &amp; Abilities</b>	<ul style="list-style-type: none"> <li>• Demonstrate consistent and effective planning of lessons and sequences of lessons to meet students’ learning needs.</li> <li>• Demonstrate consistent and effective use of information about prior attainment to gain well-grounded expectations for students.</li> <li>• Ability to identify clear teaching objectives, content, lesson structures and sequences appropriate to the subject matter and the students being taught.</li> <li>• Ability to set appropriate and demanding expectations for students’ learning and motivation. Set clear targets for students’ learning, building on prior attainment.</li> <li>• Ability to identify students who have special educational needs, and know where to get help in order to give positive and targeted support. Implement and keep records on Individual Education Plans (IEPs).</li> <li>• Demonstrate consistent and effective use of a range of appropriate strategies for teaching and classroom management, so that teaching objectives are met, momentum and challenge are maintained, and best use is made of teaching time.</li> <li>• Ensure that high expectations for students’ behaviour, establishing and maintaining a good standard of discipline through well-focused teaching and through positive and productive relationships.</li> <li>• Ability to use teaching methods that keep students engaged, including stimulating students’ intellectual curiosity, effective questioning and response, clear presentation and good use of resources.</li> <li>• Ability to assess how well learning objectives have been achieved and use this assessment for future teaching.</li> <li>• Demonstrate consistent and effective monitoring of progress to give clear and constructive feedback.</li> <li>• Demonstrate that, as a result of your teaching, students’ achieve well relative to the students’ prior attainment, making good progress as good or better than similar students’ nationally.</li> <li>• Demonstrate knowledge on how to prepare and present informative reports to parent/carers.</li> <li>• Ability to recognise that learning takes place outside the Academy context and provide opportunities to develop students’ understanding by relating their learning experiences to real and work-related examples.</li> <li>• Demonstrate an understanding for the need to liaise with agencies responsible for students’ welfare.</li> <li>• Demonstrate an active contribution to the policies and aspirations of the Academy.</li> <li>• Demonstrate that you are an effective professional who challenges and supports all students to do their best through:               <ul style="list-style-type: none"> <li>○ inspiring trust and confidence</li> <li>○ building team commitment</li> <li>○ engaging and motivating students</li> <li>○ analytical thinking</li> <li>○ positive action to improve the quality of students’ learning</li> </ul> </li> </ul>
<b>Other required</b>	<ul style="list-style-type: none"> <li>• Excellent interpersonal, communication, organisational and presentation</li> </ul>



<b>Key Skills &amp; Abilities</b>	<p>skills.</p> <ul style="list-style-type: none"> <li>• Good analytical and numeracy skills.</li> <li>• Ability to organise and prioritise work effectively, to plan action in order to meet deadlines and to complete tasks with the minimum of supervision.</li> <li>• Ability to provide effective team leadership in a structured, positive and proactive manner.</li> <li>• The capacity to learn new skills, take initiatives and generate ideas.</li> <li>• Good office productivity system skills, particularly Word and Excel.</li> <li>• Ability to instigate, review and manage change.</li> </ul>
<b>Education &amp; Qualifications</b>	<ul style="list-style-type: none"> <li>• Evidence of an undergraduate degree and if the degree does not lead to Qualified Teacher Status (QTS) a successful completion of a teacher training programme confirming QTS.</li> </ul>
<b>Knowledge</b>	<ul style="list-style-type: none"> <li>• Demonstrate a thorough and up-to-date knowledge of subject(s)/specialism(s).</li> <li>• Have a detailed knowledge of the relevant aspects of the students' National Curriculum and other statutory requirements.</li> <li>• Demonstrate knowledge and understanding and take account of wider curriculum developments which are relevant to work.</li> <li>• Cope securely with subject-related questions which students raise and know about students' common misconceptions and mistakes in specialist subject(s).</li> </ul>
<b>Experience</b>	<ul style="list-style-type: none"> <li>• Study of Subject(s)/specialism(s) as part of a Higher Education Course.</li> <li>• Experience of teaching successfully in a secondary school at least as part of an initial training programme.</li> </ul>
<b>Personal Attributes</b>	<ul style="list-style-type: none"> <li>• Reliability, honesty and a commitment to maintaining confidentiality.</li> <li>• The ability to establish good working relationships with a wide range of students, staff, parents and Governors.</li> <li>• An understanding and sympathy for the needs of students across different abilities, age ranges and social backgrounds.</li> <li>• The ability to handle sensitive matters with discretion and in confidence.</li> <li>• Ability to take personal responsibility for organising and meeting targets.</li> <li>• Self motivated with the ability to enthuse and motivate others.</li> <li>• Energy and enthusiasm.</li> <li>• Professional and confident manner.</li> <li>• Demonstrate responsibility for your own professional development and use the outcomes to improve teaching and students' learning.</li> <li>• A commitment to continuous development and improvement, team working and the highest possible professional standards.</li> <li>• Ability to work calmly and effectively under pressure.</li> </ul>





King's Group  
*Academies*

# King's Academy Ringmer

## Information to Applicants



**Principal : Mr Matt Hillier BA(Hons), PGCE**

**Chair of Governors : Miss Denise Kong**

**PA to the Principal : Miss Amanda French**

## Letter from the Chair of Governors

Dear Applicant

I am glad that you have chosen to think about working at King's Academy Ringmer.

This is an exciting time to join King's Academy Ringmer, as in December 2016 we came under the auspices of the King's Group. The King's Group Multi-Academy Trust is run by educational experts with a track record of creating Academics which enable children to become the best people they can, academically and as well rounded people. This is a vision which the governors of the Academy are also committed to.

To give you an idea of what our Academy is like, we are a rural Academy with a catchment that covers the village of Ringmer, the smaller outlying villages, and parts of Lewes. Our maximum pupil number is 750, and our size enables teachers and support staff to be able to get to know the pupil population well. Our student body is friendly and supportive, with a strong senior student structure and pupil-run anti-bullying scheme. We have also won many awards for our work in sustainability.

Your advertised role will have its own job description, but common to all appointments, we are looking for individuals who are open and receptive to new ideas and challenges, and who are willing to "give a bit to get a bit". In return for your commitment, we offer staff development opportunities, and the chance to become part of a forward moving team which is appreciative of everyone's talents.

I look forward to receiving your application.

Yours sincerely



Denise Kong  
Chair of Governors



## Principal's Welcome

We are fortunate to work in an attractive area of the country which, whilst being a rural location, is close to the city of Brighton and Hove and is only a 55 minute train journey away from London. The Academy benefits from excellent support from parents, governors and the local community.

Ringmer is a lead National Sustainable Academy with specialisms in Technology and the Arts. The Academy has recently joined with the King's Group of Academies (KGA) who have over forty years of experience in enhancing the education of young people both in the UK and abroad.

We absolutely believe that student learning and progress is our core purpose. However, we are equally determined that Ringmer students will have the skills and attributes to live and work in the global society of tomorrow, and will be confident in their morals and values in order to lead good lives.

We are a Academy that caters for individual talents and strengths. We believe in the importance of enabling every student to achieve to the extent of their ability. We can only be truly successful when the Academy works as a team with students, staff and parents united in securing the common goal of helping your child achieve their best.

Each student is supported through academic mentoring via our house system. We encourage positive attitudes and aim to provide an environment in which all learners feel valued, challenged and secure, and where they can develop the skills and confidence to become young adults.

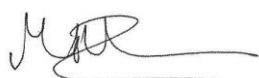
We are passionate about ensuring that our students also develop well personally through participation in wider activities such as clubs, competitions, student leadership and trips. A well-established programme of music, sporting and other enrichment activities offers the chance for our young people to pursue their interests and develop new ones. Our students have a proud reputation for sporting, arts and musical success and we take great pride in their achievements in these and other areas.

We intend to continue to build on our successes and look forward to the future as we work together to help students reach their full potential. I look forward to welcoming you into Ringmer Community Academy.

If there are any questions this booklet has not answered, do contact the personnel department at the Academy, who will either be able to answer your questions or put you in touch with someone who can help.

Thank you for your interest in this post. We hope to hear from you soon and best wishes in the writing of your application.

Kind regards



**Mr Matt Hillier**  
**Principal**



## **The Village of Ringmer**

King's Academy Ringmer is beautifully situated about a half mile from the centre of the village of Ringmer and looks out over the South Downs. Ringmer is a large village, with a strong sense of community, situated approximately 3 miles from Lewes, with its commuter train service to London, and 12 miles from Brighton. Regular bus services run past the Academy, connecting it with Lewes, Brighton, Uckfield, Hailsham and Eastbourne. House prices in Brighton, Uckfield, Hailsham and Eastbourne are relatively lower than in other parts of the area.

## **The Academy**

The Academy is housed in modern buildings with good provision for all subjects, and is surrounded by 17 acres of playing fields. It is an 11-16 comprehensive Academy currently providing education for 500 students.

The Academy changed to a Community Academy in September 1988 and was re-opened by the former Prime Minister Lord Callaghan, a local resident. Community Academy status recognised the close links the Academy has established with its local community. The Academy acts as a centre for Community Education, and its premises are used by a variety of local sports clubs for football, tennis, cricket and badminton. In 1985 the Community Swimming Association completed the building of an indoor swimming pool on the site, having raised over £250,000 to make this possible.

The Academy gained Academy status on 1 August 2011 and we joined King's Group Academies on 1 December 2016.

The pool is open to the Academy and local primary schools by day and open to swimming clubs and the general public in the evenings and weekends.

We are a Technology Specialist Academy, with The Arts as our second specialism and the Rural Dimension.

We give priority to environmental and STEM issues reflected by our motto "Excellence in technology.... for a sustainable future".

## **The Catchment Area**

The catchment area centres on Ringmer and extends to the Malling estate on the outskirts of Lewes in the west and across a rural area to the east, bounded by the villages of Blackboys, Chiddingly, Berwick, Firle and Glynde. Students come from primary schools in Ringmer, Malling, Laughton, East Hoathly, Chiddingly, Blackboys and Firle, although in recent years the Academy has attracted about a third of its intake from many more primary schools outside its defined catchment area, as a result of parental choice.



**The South Downs**

## **The Academy Aims and Vision**

### **Our Intent:**

To empower young people to become independent learners and productive, confident and mature adults.

### **Our Ethos:**

In Pursuit of Excellence

### **Our Values:**

Integrity, Inclusive, Empathy



**Vision:**

*A community of learners, who can progress, achieve and grow in culture where it is safe to take risks, where everyone values themselves and each other. A place which excites and encourages innovation, of which we are all proud to be part of.*

We care for each other by ensuring that we understand and support the Academy's clear code of expectations. Our strong pastoral ethos is designed to support every person in our community so they feel valued members of our community and learn to care for each other. The majority of staff including a large number of support staff are Tutors and we all take this important pastoral role very seriously indeed.

Our community philosophy encourages everybody, (students, staff and parents) to take an active part in the work of the Academy and make a positive contribution.

Of course, we are all lifelong learners and so our maxim is for us all - students, staff, parents, adult students, youth workers, lecturers, sports coaches, whatever. As staff we have a leadership role in that process and this makes it important that we endeavour to live the ideals we espouse!



## **The Curriculum, Learning and Teaching**

We are a 11-16 Academy delivering the National Curriculum with Key Stage 3 and 4 education for students of all abilities.

It is the policy of the governors to provide every student with ....

*A broad balanced and coherent set of educational opportunities that, whatever their individual talents and abilities, enable them to maximise their levels of achievement and to grow in confidence*

We seek to engage and challenge students by providing a wide range of active learning

experiences for all. This includes visual, aural and kinaesthetic activities, as well as teaching personal learning and thinking skills.

### **Years 7 to 9 (KS3)**

In the first three years of secondary education, all students follow a common curriculum which comprises the following subjects:

#### **Core Subjects**

English  
Maths  
Science

#### **Additional Subjects**

Art  
French / Spanish  
Geography  
History  
Music  
PE  
RE  
Design Technology  
Food Technology  
Computing  
Dance  
Drama  
Personal, Social and Health Education



In KS3, students are taught in either mixed ability or set classes as appropriate.

### **Years 10 to 11**

Students are offered a flexible curriculum: our courses are designed to suit all learners and interests.

#### **Core Subjects – Years 10 to 11 (KS4)**

Key Stage 4 at King's Academy Ringmer is built upon core subjects which ensure that all students have the formulation for knowledge and skills essential to their future. All students take exam courses in English, Maths and Science. All Students also follow non-examined courses in PE and Personal, Social Health Education which includes citizenship and philosophy and ethics.

#### **Additional subjects – Years 10 to 11**

Students study an eBacc compliant curriculum. This means all students will study a language and either History or Geography in addition to our core subjects. Additionally, they have the opportunity to study two of the following additional courses.

#### **GCSE**

- Art
- Computing
- Dance
- Drama
- Engineering
- Food
- Graphics
- Beauty
- History and Geography (to allow for students who would like to study both History and Geography)



- Music
- PE

Tech Level 1/2

- Design Technology
- IT

## Extra-Curricular Activities

There are many opportunities for students to participate in extra-curricular activities. There are numerous sports teams with regular matches against other school. Staff also run clubs after Academy some of which include Dance Club, Gardening Club, Drama Club, Film Club, Painting with Acrylics, Extended Learning/Homework Club, Science Club and Technology project work. There are many musical ensembles and orchestras and regular dance and drama productions.



## Pastoral, Academic and Management Outline

### Curriculum Management

Faculty and Subject Leaders are responsible for the academic framework of the Academy. They maintain, promote and review schemes of work and syllabi, monitor and develop assessment of students work, ensure teaching standards are high and lively, are responsible for resources in their department, are the first point of reference for discipline problems in lessons, and promote and foster the professional development of their team. They are responsible for communication with their departmental members and the Principal, Governors, House Leaders and other Learning Leaders.

### Support for Learning

Support and guidance of our students is the primary task of Tutors. Tutors are the Academy's direct link with parents/carers; they meet with students daily, monitor students' attainment and wellbeing and try to resolve any problems. The work of Tutors is directed by Pastoral Leaders who are the Tutors' first point of reference for more difficult matters. The team of Pastoral Leaders is led by the Academy's Vice Principal who is available to meet with parents/carers if additional support is required.

The happiness of every individual is an important consideration for the Academy. Students learn best when they feel secure and confident. The Academy provides a well ordered environment and a warm and open atmosphere. Students are made aware of the high expectations the Academy has of their behaviour and attainment, but they also know that staff care about them and will offer genuine help and support. Our aim is that all students are 'proud to belong' to Ringmer.

Pastoral Leaders lead a team of Tutors and ensure that they have the support and training necessary for their pivotal role.

## Senior Leadership Team

There are three members of the senior management team including the Principal. They meet daily and their brief is to strategically lead the Work of the Academy, monitor and evaluate its work and progress and plan for the future.

## The Academy Day

Mentor time	8:45am
Lesson 1	9.10am
Lesson 2	10.00am
Break	10.50am
Lesson 3	11.10am (movement bell at 11.08am)
Lesson 4	12.00pm
Lunch	12.50pm
Lesson 5	1.35pm
Lesson 6	2.25pm
Academy Ends	3.15pm
Buses	3.20pm

## Ringmer and Sustainability

The Academy has a long standing reputation for its work on sustainability which has been recognised by the winning of several prestigious national awards. As a Legacy Ambassador Eco Academy we have set a standard that many other schools aspire to. As part of this process all staff are encouraged to act responsibly in the use of resources, energy and to lead by example in the minimisation of waste. In excess of 200 of our students are actively involved in our Eco work and substantial progress has been made by existing staff to advance this process.

All staff should consider introducing references to sustainability where appropriate in their curriculum subjects. The Academy has provided support for this work in the form of a dedicated member of staff.

## The Uniform

All students are required to wear uniform, including a games kit. The uniform consists of a white shirt, House tie, black jumper or black cardigan, black blazer with Academy logo, black knee length skirt or trousers for girls and black trousers for boys, all student are required to wear black shoes. The formal standard of dress required of students has implications for how we as a staff dress.

## A Non-smoking Campus

The Academy is a non-smoking campus for students, staff and visitors.

## Induction of New Staff

All staff are given a comprehensive induction package upon joining the Academy, covering key aspects of the Academy aims, ethos and working practices.

All staff are encouraged to enhance their professional skills and to take responsibility for their professional development. Staff can also access external courses which support whole Academy developments or individual objectives arising from the Performance Management cycle.

NQT's enjoy a 10% time table reduction and have weekly meetings with their mentor, allowing them to reflect upon their experiences, review progress and set targets for their professional development.

## **Performance Management Reviews**

All teaching and central services have access to an appraisal of their work.

The APR process aims to:

- Identify the strengths of staff and set targets in areas that would make them more effective
- Establish a framework of support for the individual and the Academy
- Enhance communication through lines of management
- Allow for the professional development of staff
- Target INSET needs

APMR's take place annually for both teaching and central services staff.

## **Well-Being Group**

King's Academy Ringmer has a developing Well-being Group. All staff are allocated a Well-being Representative. There is a £5 subscription fee to cover the cost of cards and flowers.

## **OFSTED Inspection**

Please see the last OFSTED report on the Academy website: [www.kgaringmer.uk](http://www.kgaringmer.uk) for further details.

**King's Academy Ringmer**  
**An Academy for a Sustainable Future**

**Equal Opportunities and Dignity at Work**

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**1. Policy Statement**

Ringmer Community Academy is committed to promoting equality of opportunity for all staff and job applicants. We aim to create a working environment in which all individuals are able to make best use of their skills, free from discrimination or harassment, and in which all decisions are based on merit.

We do not discriminate against staff on the basis of age, disability, gender reassignment, marital or civil partner status, pregnancy or maternity, race, colour, nationality, ethnic or national origin, religion or belief, sex or sexual orientation (protected characteristics).

The principles of non-discrimination and equality of opportunity also apply to the way in which staff treat students, parents/carers, Governors, third party organisations and former staff members.

All staff have a duty to act in accordance with this policy and treat colleagues with dignity at all times, and not to discriminate against or harass other members of staff, regardless of their status.

This policy does not form part of any employee's contract of employment and may be amended at any time.

**2. Who is covered by the policy?**

This policy covers all individuals working at all levels and grades, including members of the senior leadership team, teachers, teaching assistants, learning Tutors, support staff, trainees, part-time and fixed-term employees, volunteers, casual workers and agency staff (collectively referred to as staff in this policy).

### **3. Who is responsible for this policy?**

The Governing Body has overall responsibility for the effective operation of this policy and for ensuring compliance with discrimination law. Day-to-day operational responsibility, including regular review of this policy, has been delegated to the Principal.

All members of the senior leadership team within Ringmer Community Academy ("managers") must set an appropriate standard of behaviour, lead by example and ensure that those they manage adhere to the policy and promote our aims and objectives with regard to equal opportunities. Managers will be given appropriate training on equal opportunities awareness and equal opportunities recruitment and selection best practice. The Principal has overall responsibility for equal opportunities training.

If you are involved in management or recruitment, or if you have any questions about the content or application of this policy, you should contact the PA to the Principal.

### **4. Scope and purpose of the policy**

This policy applies to all aspects of our relationship with staff and to relations between staff members at all levels. This includes job advertisements, recruitment and selection, training and development, opportunities for promotion, conditions of service, pay and benefits, conduct at work, disciplinary and grievance procedures, and termination of employment.

We will take appropriate steps to accommodate the requirements of different religions, cultures, and domestic responsibilities. Please refer to Ringmer Community Academy's Flexible Working Policy.

### **5. Forms of discrimination**

Discrimination by or against an employee is generally prohibited unless there is a specific legal exemption. Discrimination may be direct or indirect and it may occur intentionally or unintentionally.

Direct discrimination occurs where someone is treated less favourably because of one or more of the protected characteristics set out above. For example, rejecting an applicant on the grounds of their race because they would not "fit in" would be direct discrimination.

Indirect discrimination occurs where someone is disadvantaged by an unjustified provision, criterion or practice that also puts other people with the same protected characteristic at a particular disadvantage. For example, a requirement to work full time puts women at a particular disadvantage because they generally have greater childcare commitments than men. Such a requirement will need to be objectively justified.

Harassment related to any of the protected characteristics is prohibited. Harassment is unwanted conduct that has the purpose or effect of violating someone's dignity, or creating an intimidating, hostile, degrading, humiliating or offensive environment for them.

Victimisation is also prohibited. This is less favourable treatment of someone who has complained or given information about discrimination or harassment, or supported someone else's complaint.

## **6. Recruitment and selection**

We aim to ensure that no job applicant suffers discrimination because of any of the protected characteristics above. Our recruitment procedures are reviewed regularly to ensure that individuals are treated on the basis of their relevant merits and abilities. Job selection criteria are regularly reviewed to ensure that they are relevant to the job and are not disproportionate. Short listing of applicants will be done by more than one person wherever possible.

Job advertisements will avoid stereotyping or using wording that may discourage groups with a particular protected characteristic from applying. We take steps to ensure that our vacancies are advertised to a diverse labour market.

Applicants will not be asked about health or disability before a job offer is made. There are limited exceptions which will only be used with the Principal's approval. For example:

- Questions necessary to establish if an applicant can perform an intrinsic part of the job (subject to any reasonable adjustments).
- Questions to establish if an applicant is fit to attend an assessment or any reasonable adjustments that may be needed at interview or assessment.
- Positive action to recruit disabled persons.
- Equal opportunities monitoring (which will not form part of the decision-making process).

Applicants will not be asked about past or current pregnancy or future intentions related to pregnancy. Applicants will not be asked about matters concerning age, race, religion or belief, sexual orientation, or gender reassignment without the approval of a HR Advisor (who will first consider whether such matters are relevant and may lawfully be taken into account).

We are required by law to ensure that all staff are entitled to work in the UK. Assumptions about immigration status will not be made based on appearance or apparent nationality. All prospective employees, regardless of nationality, will be expected to produce original documents (such as a passport) before employment starts, to satisfy current immigration legislation. The list of acceptable documents is available from the UK Border Agency.

To ensure that this policy is operating effectively, and to identify groups that may be underrepresented or disadvantaged in our organisation, we monitor applicants' ethnic group, gender, disability, sexual orientation, religion and age as part of the recruitment procedure. Provision of this information is voluntary and it will not adversely affect an applicant's chances of recruitment or any other decision related to their employment. The information is removed from applications before short listing, and kept in an anonymised format solely for the purposes stated in this policy. Analysing this data helps us take appropriate steps to avoid discrimination and improve equality and diversity.

## **7. Staff training and promotion and conditions of service**

Staff training needs will be identified through regular staff appraisals. All staff will be given appropriate access to training to enable them to progress within the organisation and all promotion decisions will be made on the basis of merit.

Workforce composition and promotions will be regularly monitored to ensure equality of opportunity at all levels of the organisation. Where appropriate, steps will be taken to identify and remove unjustified barriers and to meet the special needs of disadvantaged or underrepresented groups.

Our conditions of service, benefits and facilities are reviewed regularly to ensure that they equal opportunities for all.



## **8. Termination of employment**

We will ensure that redundancy criteria and procedures are fair and objective and are not directly or indirectly discriminatory.

We will also ensure that disciplinary procedures and penalties are applied without discrimination, whether they result in disciplinary warnings, dismissal or other disciplinary action.

## **9. Disability Discrimination**

If you are disabled or become disabled, we encourage you to tell us about your condition so that we can support you as appropriate.

If you experience difficulties at work because of your disability, you may wish to contact your line manager or the Academy HR team to discuss any reasonable adjustments that would help overcome or minimise the difficulty. Your line manager or a member of the Academy HR team may wish to consult with you and a medical adviser(s) about possible adjustments. We will consider the matter carefully and try to accommodate your needs within reason. If we consider a particular adjustment would not be reasonable we will explain our reasons and try to find an alternative solution where possible.

We will monitor the physical features of our premises to consider whether they place disabled workers, job applicants or service users at a substantial disadvantage compared to other staff. Where reasonable, we will take steps to improve access for disabled staff and service users.

## **10. Fixed-term employees and agency workers**

We monitor our use of fixed-term employees and agency workers, and their conditions of service, to ensure that they are being offered appropriate access to benefits, training, promotion and permanent employment opportunities. We will, where relevant, monitor their progress to ensure that they are accessing permanent vacancies.

## **11. Part-time work**

We monitor the conditions of service of part-time employees and their progression to ensure that they are being offered appropriate access to benefits and training and promotion opportunities. We will ensure requests to alter working hours are dealt with appropriately under our Flexible Working Policy.

## **12. Breaches of this policy**

If you believe that you may have been discriminated against you are encouraged to raise the matter through our Grievance Procedure. If you believe that you may have been subject to harassment you are encouraged to raise the matter with your line manager and / or a member of the Academy HR team.

Allegations regarding potential breaches of this policy will be treated in confidence and investigated in accordance with the relevant procedure. Staff who make such allegations in good faith will not be victimised or treated less favourably as a result. False allegations which are found to have been made in bad faith will, however, be dealt with under our Disciplinary Procedure.

Any member of staff who is found to have committed an act of discrimination or harassment will be subject to disciplinary action. Such behaviour may constitute gross misconduct and, as such, may result in summary dismissal. We take a strict approach to serious breaches of this policy.

### **13. Management of Policy**

The Governors and Principal have overall responsibility for the maintenance and operation of this policy. They will maintain a record of concerns raised and the outcomes. King's Academy Ringmer policies will be reviewed regularly and will include an evaluation for impact on workload and working hours.

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The Governing Body Approved this policy on date:

Signed:

Chair of Governors

Signed:

Principal

**King's Academy Ringmer**  
**An Academy for a Sustainable Future**

**Safer Recruitment**

Ringmer Community Academy is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment. Successful applicants will need to undertake a DBS enhanced clearance

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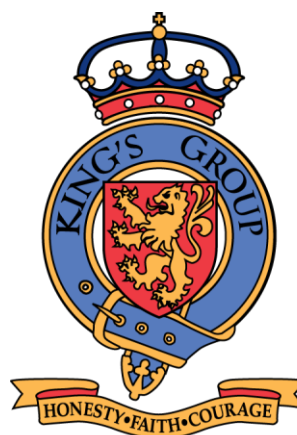
*Principal: Mr Matt Hillier*

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**In Pursuit of Excellence**

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**King's Group**  
*Academies*

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