

RIPLEY ST THOMAS

CHURCH OF ENGLAND ACADEMY



Application pack

SUBJECT LEADER, SPANISH

MPS / UPS + TLR 2c
January 2020

RIPLEY ST THOMAS

CHURCH OF ENGLAND ACADEMY



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January 2020

Dear Applicant,

A letter from the Principal

Thank you for expressing interest in applying for the post of Subject Leader, Spanish at Ripley. This vacancy will give the successful applicant the opportunity to work in a visionary and expanding department. We do hope you find the information contained in this pack informative and that it will enable you to reach a decision on whether to apply for the post.

We are seeking to appoint a colleague who shares our ambition to ensure that every young person at Ripley achieves their personal best.

We are a Church of England school which gives us a very distinctive ethos. Our motto of 'Believe.....' is central to our work, and we aim to share God's love by encouraging each young person and adult to believe in their own potential and by being a welcoming and inclusive school that looks for the best in everyone.

We are also very proud to be one of the highest performing, non-selective schools in Lancashire. Our GCSE results are consistently among the best in the county, averaging around 85% 9-4 (including English and Maths). We have received many local and national accolades which celebrate our excellent work over many years. Our post-16 results are equally as good. In 2018 our A Level results put us in the top 25% of Sixth form providers nationally.

One of our proudest features is our wonderful sixth form. Working in a modern purpose built centre we have nearly 400 students working on a mixture of A Levels and vocational courses. Our sixth form contributes significantly to our whole school ethos, and students develop their leadership skills by working with younger pupils in a wide variety of ways. The sixth form is a vibrant and dynamic place, and attracts a significant number of students from Ripley and from other local schools, making it one of the biggest school sixth forms in the country.

The school was last inspected by Ofsted in 2011 and was deemed to be "outstanding". We have been visited subsequently by Ofsted in July 2019 for a pilot inspection for the new framework. We are particularly proud that the Ofsted inspector commented so favourably on the positivity of our pupils and the excellent way in which our pupils buy into our ethos.

We are always oversubscribed in Year 7. Last year 962 pupils applied for one of our 280 places. Working at Ripley represents an exciting opportunity to work in a school which has huge potential. I have found the staff to be incredibly supportive. Similarly, I have found that our pupils are a very positive and enthusiastic group of young people.


Believe.....

If you like what you have read so far and wish to be considered for this role, please complete the application form which is available from our website, and include a letter (of not more than two sides of A4, in Tahoma point 11 point) explaining your suitability for the post. At Ripley we take safeguarding very seriously and consequently the successful candidate will be required to complete a DBS enhanced check. Please do not include CVs with your application as these will be disregarded for safeguarding purposes.

The closing date for applications is Monday 24 February (midday) and interviews are planned for the week beginning 2 March. Electronic applications are fully acceptable and these should be emailed to my Executive Assistant, Mrs Rees at reesj@ripley.lancs.sch.uk. Candidates called for interview will be contacted by phone in the first instance with detailed information following by email. I hope you will consider joining our team and I look forward to receiving your application.

Please do not hesitate to get back to me should you wish to discuss the role further or arrange a visit.

Yours sincerely

A handwritten signature in black ink that reads "L Nicholls". The signature is written in a cursive style with a large, stylized 'L' and 'N'.

Mrs Liz Nicholls
Interim Principal



RIPLEY ST THOMAS CHURCH OF ENGLAND ACADEMY

Ripley was founded in 1864 by Julia and Thomas Ripley. Their gift to the city of Lancaster was our school with its beautiful buildings and grounds. The Ripleys' spirit of faith, hard work and service is still at the core of what we do now, over 150 years later. Today, Ripley is a school family made up of over 1700 children and young people and 200 members of staff. We continue the Ripley story by offering the best possible education to all our young people, firmly grounded in our Christian faith.

About us:

- Our pupils and students are fantastic—they are highly motivated and engaged young people with supportive and caring parents.
- As a Church of England school we aim to maintain a distinctly Christian ethos while being genuinely welcoming and inclusive.
- We have 1750 pupils and students, including nearly 400 in our large sixth form
- The school admits 280 children into year 7 each year, and is heavily oversubscribed. In 2019 we had over 900 applications for one of our places in Year 7.
- Our long tradition of academic excellence places us among the highest achieving, non-selective schools in the country.
- Our Christian foundation is central to what we do and what we are.
- We offer a rich co-curricular provision, including music, drama and sport. We believe this gives our pupils and students essential buy in to the work of the school.
- Our purpose built sixth form centre gives us a modern area in which to work and study. It allows us to have a distinctive sixth form which is still closely linked to the main school.
- One of our most unusual features is our working farm. All children in KS3 study Agriculture and Horticulture, and can opt to continue this study at GCSE and in the sixth form.
- Produce from the farm is frequently to be found on our school kitchen's menu.
- We offer an academic curriculum and are unashamedly an academic school, which values hard work and high standards of teaching and learning.
- We are one of the highest achieving non-selective schools in the country, with 83% of our pupils achieving good passes in English and Maths in 2019.
- Pupils make good progress with us. In 2019 our progress score at GCSE was +0.25
- In 2018 our A' level results were in the top 25% nationally.
- We have very little "in year mobility". This stable population means that we can get to know every child and young person very well.
- We invest heavily in our pastoral system with teachers and support staff working as progress leaders in every year group.
- We are a leading school within the Bay Learning Trust. The Trust is growing fast and currently has four local schools working together. This gives colleagues the opportunity to work collaboratively with people in different contexts and is a way in which we promote career progression and CPD.
- Ripley is a Teaching School and a National Support School. We also run a successful SCITT, and we recruit many of the teachers we train.

Our facts:

- The majority of our children are white British
- 12% claim free school meals, 1.5% have SEND and 6% are EAL
- Attendance is 95%
- 56% of our pupils are classed as "high prior attainment" by DfE
- Ofsted have told us we are "outstanding" three times - we agree!



ABOUT RIPLEY

Introduction:

Ripley St Thomas Academy started life as the Ripley Hospital, a charitable foundation endowed in 1864 by Julia Ripley in accordance with her late husband's wishes. Thomas Ripley was a local man who had made a fortune trading out of Liverpool and as he and Julia were childless they wished to spend their fortune in accordance with their Christian beliefs to benefit their home town. The Ripley Hospital originally provided for orphaned children in Lancaster and Liverpool. The buildings and the grounds were endowed by Julia Ripley and included a farm to ensure the children grew up well nourished. The farm still thrives and is one of our many unique features. The work of the Hospital continued until the outbreak of World War II when the building was requisitioned by the army. For three years after the war it was used as an emergency Teachers' Training College. After the trainee teachers left, the building became a National School, then a boys' secondary modern school. In 1966 the Boys' School amalgamated with St. Thomas Girls' School to become Ripley St. Thomas Church of England School. We became an academy in 2011, and set up the Bay Learning Trust in 2016 to ensure the school continued to serve its local area. The Bay Learning Trust now has four schools working in collaboration with a vision to ensure that all young people in the area have the opportunity to receive an excellent education.

Leadership

Mrs Gill Jackson, taking on her second headship, joined the school in 2019 as its Principal, and became part of an established and experienced leadership team. Mrs Jackson was designated as a National Leader of Education in 2017. As the senior team, we recognise the importance of CPD in helping staff to develop professionally in order to realise their own potential and improve the life chances of all the children they work with.

A Church of England School

We take being a Church school seriously and expect all colleagues to support our ethos, whatever their own personal faith position may be. Our aim is simply to serve our local community through providing an outstanding education to children of all faiths and none. We emphasise our Christian distinctiveness through regular acts of worship, but more importantly by valuing and caring for every member of our community.

National Teaching School / National Support School

Ripley is a National Teaching School and a National Support School. We are very proud of this recognition of our work. We work within our Teaching School Alliance, in collaboration with other schools in the area. This enables us to share expertise with a wide range of colleagues, and ensure that we always have opportunities to improve our professional practice.

Curriculum

Ripley aims to provide a curriculum that meets the needs of all pupils by offering a breadth of educational opportunity. Subjects are taught according to National Curriculum guidelines and a wide range of teaching and learning styles are used to ensure that pupils are actively engaged in their lessons. We have a three year KS4, so in Years 9, 10 and 11 all pupils follow a core curriculum of English, mathematics, science, RE, PSHE and PE. In addition, pupils select 3 option courses from a wide-ranging choice of GCSE subjects. We give our pupils the opportunity to take the EBacc suite of qualifications, with the most able following single science courses. The curriculum is based on five 60 minute periods per day, organised as a two week timetable.

Our post-16 provision offers a wide choice of A Level courses, as well as BTECs in some vocational subjects.



Pastoral care and academic guidance

The Progress Leaders, assistant Progress Leaders and Progress Tutors have responsibility for the welfare, academic progress and discipline of the pupils in their care. The tutors in each year group team have a particularly important role since they look after the same group of children as they move through the school. Time is set aside each day for a programme of activities designed to promote the pupils' social and learning skills, support literacy, and to enable tutors to get to know each pupil as an individual. Pupil Voice is important at Ripley and we have an active School Council and Year Group Councils.

Links between home and school

We aim to develop strong links between home and school. We hold consultative evening meetings between staff and parents to discuss any concerns, acknowledge successes and agree targets for further improvement.

Parents also receive termly monitoring reports and are provided with regular communications about developments in school.

In addition, we publish various brochures and organise information evenings for parents at key points in their children's education, together with prize evenings to celebrate the success of pupils at different Key Stages.

Special educational needs and disabilities

At Ripley we place equal value on the education of all pupils. Those with special educational needs or disabilities are encouraged to achieve their potential within each curriculum area where they are provided with differentiated materials by their class teachers, whilst teaching assistants also offer additional individual support. Some pupils are withdrawn from lessons for brief periods to work with specialist staff.

Co-curricular activities

A wide variety of out-of-school clubs and activities are available to pupils. These vary across the academic year but might include science, cookery, film club, eco club, IT and many others. There are a wide range of opportunities in physical education and the arts. The school enjoys a national reputation for music; we have school bands and choirs, and a large number of musical functions are held annually. There are also excellent opportunities for pupils to begin or continue instrumental tuition as well as to participate in the annual school musical production. Educational visits and exchanges all appear in our annual programme. Enrichment activities are vital to the development of our pupils and we continue to seek new and exciting educational opportunities to develop each individual.

School uniform

Pupils are expected to dress appropriately for a learning environment. School uniform is compulsory for all pupils in Years 7 to 11.

ICT resources

In recent years the school has invested heavily to develop our ICT provision and we have a state of the art wifi system and an excellent Virtual Learning Environment. Every teacher has a laptop for personal use, and a PC in their classroom.



Ripley active in the community

Pupils and students at Ripley are encouraged to learn from the expertise, experience and information available within the local community. The school in return aims to provide a significant contribution to the community through the high-quality education, guidance and care we provide for our young people and through participation in fundraising and community service. We give the opportunity to children in local primary schools to join us for enrichment activities and to take part in a range of programmes. Ripley is active in its support of charities and we organise a number of fundraising activities. We are also committed to sustaining and extending our links with local businesses, both to enrich the curriculum and to encourage sponsorship and financial support for the work of the school.

Our local area

Despite being a university city and home to 138,000 people, over two thirds of Lancaster is classed as rural area. Surrounded by many pretty villages, it is a very pleasant place to live. Lancaster benefits from excellent rail and road links, indeed the school is easily accessed from the M6 motorway. The city offers the usual attractions of a vibrant place to live, but also has some beautiful areas of outstanding natural beauty on the doorstep. The coast is easily accessed; Blackpool, the beautiful Fylde Coast and Morecambe Bay are within 40 minutes drive. The Lake District is 30 minutes away. Liverpool and Manchester are less than 1 hour away. London is less than 3 hours away by train, with Lancaster being a mainline west coast station, giving easy access to Scotland.



DEPARTMENTAL INFORMATION

DEPARTMENTAL STAFF

Subject Leader, Spanish

The department is made up of 6 full-time, highly motivated and diligent, specialist language teachers who continually strive to deliver outstanding lessons. The department has considerable experience and status within the school both in terms of teaching and learning and in terms of its outstanding results.

Our GCSE and A Level results indicate good progress, stronger in French than Spanish. We are now looking for a Subject Leader, Spanish to create an enthusiasm and a passion for Spanish and to improve results and increase take-up of the subject.

The school as a whole sets incredibly high standards and the department itself ensures that pupils are constantly challenged in all lessons and that only the very best is acceptable. Our pupils and students are highly motivated, enthusiastic and able. There is a very high level of challenge in every lesson, in order to ensure that pupils develop a deep understanding of the principles that lie behind their learning.

The department has 4 teaching rooms within its own block. All of these rooms are fitted with Smartboards, PCs and all rooms (and throughout the school) have wireless network connectivity. Teaching staff have access to numerous ICT packages linked through Firefly (the school's own VLE). Although this is in its infancy, the department is looking to build upon its current status and transfer its vast wealth of resources onto this system.

Teachers use subject specific terminology accurately and frequently and expect students to do the same. When questioning students, they ensure that students have opportunities to explain their ideas and reasoning. Lesson planning incorporates a focus on likely errors and misconceptions and teachers select activities that address misconceptions directly.

Beyond the structure of the schemes of work, staff share ideas both formally, in departmental meetings, and informally on a day-to-day basis. A common philosophy of what constitutes good language teaching is well promoted, and lies at the heart of the guidance and teaching materials. Teachers enjoy the challenge of getting students to understand mathematical ideas and developing their curiosity. As a result, students learn the subject rather than learn to pass an exam.

JOB DESCRIPTION - SUBJECT LEADER, SPANISH

Responsible to:	Mrs K Potter, Subject Leader MFL
Job purpose:	To be accountable for the progress and achievement of pupils in Spanish
Pay scale:	Main (£24,373 - £35,971) / Upper (£37,654 - £40,490)
Allowance:	TLR2c (£2,796 per annum)
Start Date:	September 2020

Academy Mission Statement

As a worshipping community, witnessing to the Christian faith in all the school's activities, Ripley St Thomas Academy aims to develop to the full the academic, spiritual, aesthetic and physical potential of each pupil, encouraging in all its members a real and living faith in God.

We aim:

- To educate our pupils in body, mind and spirit, enabling them to live life to the full.
- To place equal emphasis on academic excellence, character development and wellbeing.
- To serve the common good by fulfilling our commitments to creation and community.

All staff are expected to model the following values, behaviours and attitudes:

- Actively supporting, articulating and promoting the Christian values and ethos of this Church of England Academy
- Putting pupils first and being positive about young people
- Committing fully to the safeguarding of pupils
- Having a commitment to excellence and high standards in everything we do
- Having, and communicating, the highest expectations of young people academically and personally
- Having a commitment to social justice and equality of opportunity
- Being committed to ethical behaviour: demonstrating integrity, honesty, resilience, professionalism, kindness and humility
- Behaving in a professional manner with staff and pupils at all times, treating all members of the school community with dignity and respect
- Contributing to the overall aims of the school by complying with and implementing school policies and by working collaboratively as part of pastoral and academic teams
- A willingness to contribute to school life beyond the curriculum

Subject leaders are accountable to the Principal for standards of learning and teaching and for the management of staff within their area.

Note: The responsibilities outlined in this job description are in addition to the duties required of all teachers under Pay & Conditions of Service legislation and in addition to the generic job description for a teacher at Ripley St Thomas. This job description is not necessarily a comprehensive definition of the post. It may be subject to modification or amendment after consultation with the postholder.

Specific responsibilities of the post of subject leader

Leadership of learning:

- To provide strong and purposeful departmental leadership, both supporting and challenging staff.
- To raise standards of learning and the achievement of pupils in the subject in line with targets.

- To ensure that schemes of work which meet national and school requirements are in place and that these are reviewed.
- To ensure that internal assessment is rigorous, meets school requirements and is focused on informing teaching.
- To ensure that subject staff are able to interpret and use data pertaining to their classes.
- To ensure that relevant and appropriate homework is set.
- To interrogate departmental data and monitor the effectiveness of intervention strategies employed by class teachers of underachieving pupils.
- To employ intervention strategies as and when necessary to tackle underachievement and ensure pupils achieve their potential.
- To provide exam analyses as required, using the results to feed forward into planning.

Leadership of teaching:

- To be a role model for teaching and act as lead teacher.
- To improve the quality of teaching in the subject through an annual programme of structured monitoring and quality assurance processes including lesson observation, learning walks, pupil voice and work scrutiny.
- To ensure that procedures for rewards and sanctions are in line with school policy and that they are implemented consistently.
- To draw on research and good practice to ensure that teaching is at the cutting edge of professional practice.
- To model and lead initiatives within the subject.

Leadership of staff:

- To set, monitor and review standards and expectations of work and behaviour in accordance with school policy.
- To agree, implement, monitor and review appropriate and consistent routines.
- To delegate responsibilities to other teachers in the department appropriate to their career stage and in line with relevant professional standards.
- To maximise the performance of the department, ensuring that schedules and workloads for the year are planned and structured so that deadlines can be met and staff manage their workload effectively.
- To manage the performance of staff in line with the school's Performance Management Policy.
- To ensure that members of the faculty follow all school procedures and meet deadlines.
- To lead departmental meetings which focus on teaching and learning.
- To provide guidance as to the appropriate professional development activities of staff, ensuring that activities are focused on raising standards.
- To be responsible for the coaching and mentoring of newly appointed teachers, NQTs and ITT students, in liaison with relevant Teaching School staff.
- To deploy staff within the department fairly and coach and guide less experienced teachers.

Management of resources:

- To ensure that the learning environment is stimulating, safe, well ordered and enhances learning.
- To ensure that all maintenance and safety issues are promptly reported.
- To draw up a capitation budget, monitor expenditure and adjust spending to keep within allocated capitation, ensuring best value for money at all times.
- To manage the work of support staff effectively.

GENERIC TEACHER JOB DESCRIPTION

Key Purposes

The Teacher must provide high quality teaching, effective use of resources and high standards of learning and achievement for all students.

Key Knowledge & Understanding of:

- The school's aims, priorities, targets and plans in the context of the work of the department.
- The relationship of the work of the department to the school as a whole.
- Relevant statutory requirements for the curriculum and for assessment, recording and reporting.
- The characteristics of high quality teaching and the main strategies for improving and sustaining high standards of teaching, learning and achievement.
- The implications of the Code of Practice for Special Educational Needs for teaching and learning.

Key functions

1 Planning & Setting Expectations:

- Set high expectations and targets for teaching, learning, achievement and behaviour.
- Implement department improvement plans which focus on development, contribute to whole-school aims and identify realistic and challenging targets, actions, timescales and criteria for success.
- Contribute to the development of shared schemes of work and teaching resources.
- Ensure that department accommodation is used to create an effective and stimulating environment for teaching and learning.
- Working with the school's Health & Safety Officer, ensure that there is a safe and healthy working and learning environment in which risks are properly assessed.
- Work with the SEND department to ensure that individual education plans are used to set subject specific targets where appropriate and match work to students' needs.
- Contribute to resources and material for the school's website and/or VLE.

2 Teaching & Managing Student Learning

Evaluating and evidencing the teaching and learning within the department.

- Follow the self-evaluation of the curriculum area in line with school self-evaluation procedures.
- Implement a departmental policy which outlines clearly how the quality of teaching and learning will be evaluated and evidenced.
- Identify and disseminate effective practice and highlight and address areas for improvement.

In particular ensuring the following:

- curriculum coverage, continuity and progression for all students;
- constructive working relationships between staff and students;
- that lessons are based on learning objectives that are clearly communicated to students;
- select from a range of appropriate teaching and learning methods to meet the needs of the subject and of different students;
- the effective development of students' skills and understanding in literacy, numeracy, ICT, study skills and citizenship.

3 Assessment & Reporting

- Analyse and use relevant national, local and school data, research and inspection evidence to inform policy and practice expectations, targets and teaching methods.
- Following school guidelines, use the systems for assessing, recording and reporting achievement, and using the information to recognise and raise achievement further.
- Use targets to evaluate progress by all students, including those with special educational needs.

- Monitor the progress made in achieving targets, evaluate the effects on teaching and learning, and use this analysis to guide further improvement.
- Use data effectively to identify students who are underachieving and, where necessary, create and implement effective plans of action to support these students.

4 Guidance & Welfare

- Manage student behaviour in the department and in the department's teaching areas.

5 Wider Professional Role

Department ethos:

- Contribute to a positive climate in the department. Establish constructive working relationships among staff, including, through team working and mutual support, sharing responsibilities and tasks as appropriate and contributing acceptance of evaluation and accountability.
- Have a clear, shared understanding of the importance and role of the subject(s) in contributing to students' spiritual, moral, cultural, social and physical development, and in preparing students for the opportunities, responsibilities and experiences of adult life.

Professional development:

- Participate in the school's Appraisal Policy.

Liaison:

- Support the school's link with the local community, using this to extend the subject, enhance teaching and develop wider understanding.
- Communicate effectively, orally and in writing, with parents, governors, external agencies and the wider community.

6 Promoting the Christian Ethos of the School

- Support and promote the distinctly Christian ethos of the school.

PERSON SPECIFICATION

	Essential	Desirable
APPLICATION FORM AND LETTER		
Qualifications and Professional Development		
<ul style="list-style-type: none"> • Qualified Teacher Status 	✓	
<ul style="list-style-type: none"> • Good honours degree in MFL 	✓	
<ul style="list-style-type: none"> • A commitment to CPD 	✓	
LETTER, INTERVIEW AND REFERENCES		
Knowledge, skills and personal qualities		
Candidates should be able demonstrate they have:		
<ul style="list-style-type: none"> • The ability to teach Spanish to A Level and French to GCSE 	✓	
<ul style="list-style-type: none"> • A genuine belief in the value of each child 	✓	
<ul style="list-style-type: none"> • A knowledge of the GCSE and NC requirements of the subject 	✓	
<ul style="list-style-type: none"> • A good knowledge and understanding of current curricular developments in MFL 	✓	
<ul style="list-style-type: none"> • The ability to maintain a high standard of teaching and learning 	✓	
<ul style="list-style-type: none"> • The ability to establish firm, fair and effective discipline 	✓	
<ul style="list-style-type: none"> • A willingness to be part of a team 	✓	
<ul style="list-style-type: none"> • High levels of commitment, motivation and initiative 	✓	
<ul style="list-style-type: none"> • Good ICT skills 	✓	
<ul style="list-style-type: none"> • The ability to relate well to all members of the school community 	✓	
<ul style="list-style-type: none"> • Good communication skills 	✓	
<ul style="list-style-type: none"> • High personal standards and high expectations of themselves and others 	✓	
<ul style="list-style-type: none"> • A flexible approach to school life 	✓	
<ul style="list-style-type: none"> • A desire to contribute to a range of co-curricular activities 	✓	
<ul style="list-style-type: none"> • A willingness to contribute to the exploration and development of additional KS4 courses. 	✓	
<ul style="list-style-type: none"> • An excellent health and attendance record 	✓	
<ul style="list-style-type: none"> • A willingness to support and promote the school's distinctive Christian ethos 	✓	
<ul style="list-style-type: none"> • The ability to offer a faith reference 		✓

APPLICATION CLOSING DATE

The closing date for applications is

Monday 24 February 2020 (midday)

Shortlisted candidates will be contacted shortly after this date.

If you have not heard from us by 28 February, please assume your application has been unsuccessful.

Applications may be submitted by email to reesj@ripley.lancs.sch.uk or by post.

Interviews scheduled for: week commencing 2 March 2020

Ripley St Thomas CE Academy and the Bay Learning Trust are committed to safeguarding and promoting the welfare of children. We expect all staff to share this commitment. Appointments are subject to an Enhanced Disclosure & Barring Service check. Further details will be sent to shortlisted candidates.