

John Leggott College

Teachers of Social Sciences



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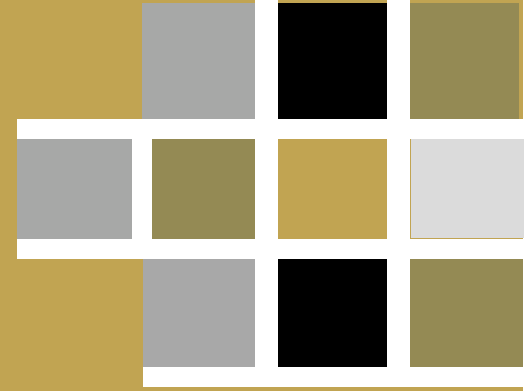
John Leggott College

Contents



Letter from the Principal and CEO	3
About the College	6
About Social Sciences in the College	8
About the Venn Group	10
Job Description	12
Person Specification	16





John Leggott College

Welcome from the Principal



March 2020

Dear Colleague,

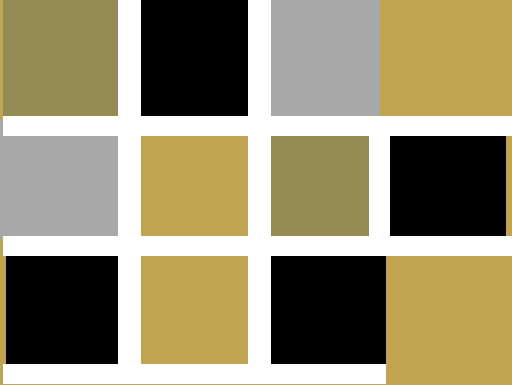
Thank you for the interest you have shown in becoming a Teacher in our Social Sciences Area at John Leggott College. I enclose information about the role and our College, which I hope you will find of interest.

John Leggott College is a successful (OfSTED Grade 2 'Good'), 16-19 Sixth Form College, located on a busy but pleasant site in Scunthorpe, North Lincolnshire. The College is just ten minutes from the M180 which is fed directly from the M18 and then the M1 – you'd be able to commute here quite easily from most of the towns and conurbations in Yorkshire and Lincolnshire, including Pontefract, Doncaster, Sheffield, Grimsby, Lincoln and Hull.

The role will be to teach and help develop either A level Psychology, A Level Religious Studies, BTEC Psychology, Criminology and A level Sociology – all highly popular subjects with our students and a significant part of our fantastic College. These are exciting times for the whole Area – which is growing quickly, Criminology numbers rapidly increased in the summer and we now have 6 first year Criminology groups and 4 second year Criminology groups. In addition, we are seeing a growth in the number of students who are studying BTEC Psychology, where numbers have doubled in just one year.

We are looking for a candidate who will 'go the extra mile', who will invest as much in the college as we will in them. The College has an ongoing programme for teaching and learning and has a well-supported aspiring leaders programme. In addition, there are development opportunities locally with Northern Lincolnshire Education Consortium and regionally with the Venn group. We will invest in the right candidate and they will be part of a developing team.

We are looking for someone who can work with our new area lead and to work with pace and have a relentless focus on the very best student outcomes.



John Leggott College

Continued

John Leggott College was last inspected by OFSTED in May 2018 and confirmed as a Good College that has continued to improve since its last inspection in 2014 when it was also judged to be 'Good'. The College is also solidly in Satisfactory financial health. In terms of overall student outcomes, the College is outstanding – significantly above the 16th percentile.

You can arrange a visit to the College (we would be pleased to see you), and happy to answer your questions and help guide you through the application process.

I am proud of the performance of John Leggott College, its students and staff. But I know that we are capable of more. Recruiting and selecting exceptional Teachers of Social Sciences with the right blend of skills, talents, experience and values is crucial as our journey continues. If you feel inspired to help us develop our College and its achievements still further and believe you have the qualities needed, then I would be delighted to hear from you.

Yours sincerely,

Leon Riley

Leon Riley
Principal and CEO



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John Leggott College

About the College

OFSTED: - THIS IS A GOOD COLLEGE

Ofsted inspected the College recently - in June 2018 - and confirmed us as 'Good'.

Ofsted commented that 'Governors, senior leaders and managers have sustained and improved further the good quality of education... (having) tightened the focus on improving the quality of teaching, learning and assessment. As a result, most learners are making at least the progress expected of them.'

Inspectors noted that 'Learners benefit from good resources. These include specialist classrooms, laboratories, workshops and independent study spaces, and very knowledgeable subject teachers. You have also provided an appropriate dedicated space for learners aged 14 to 16. You have ensured that your resources are used effectively, and as a result learners make good progress with their studies.'



JOHN LEGGOTT COLLEGE – #THIS IS THE PLACE

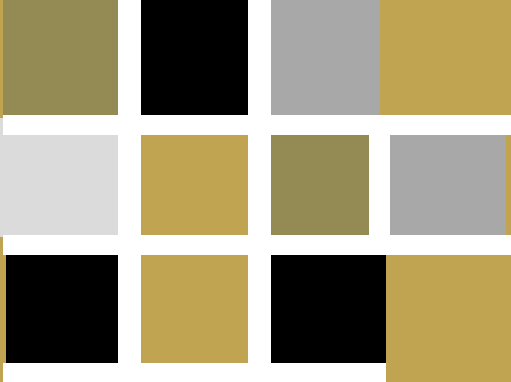
John Leggott College is one of the longest-standing Sixth Form Colleges in the country, and is located on West Common Lane, in Old Brumby, Scunthorpe, North Lincolnshire, England.

With more than 52 years of supporting students, we are passionate about ensuring that our students achieve their potential both academically, personally and professionally. We achieve this by focusing on the individual, from our very first meeting with them in school, supporting them to transition to us, throughout their time at college and preparing them for their onward journey.

Just off the M180, the College is easily commutable from Pontefract, Doncaster, Sheffield, Grimsby, Lincoln and Hull.

We are an inclusive college, a family, and we will be with our students throughout their lifetime.

We recruit students from a wide geographical area that encompasses Lincolnshire, the East Riding and South Yorkshire, with the majority living in North Lincolnshire, but we also have a thriving International Programme – our reputation is strong enough to attract around 50 international students to the College every year.



STUDENT NUMBERS

16-19 Students (Overall)

There are 1567 students in the college aged 16-19

Level 3 – A Level Only

There are 477 students studying A levels only

Level 3 – Mixed A Level & Voc.

There are 463 students studying a mix of A levels and vocational courses

Level 3 – Vocational Only

There are 555 students studying purely vocational courses

Level 2

There are 59 Level 2 students and 13 Level 1/ entry students.

Trends

We are currently at the base of a demographic dip. Applications for next year are already ahead of the same time last year.

14-16 Academy:

We have a 14-16 Academy on site, with approximately 80 to 90 students across two year groups doing GCSEs with a choice of option courses to fit college specialisms.

International:

We have approximately 50 students - from East Asia and Eastern Europe mainly. They are studying level 3, with a goal of progressing to high status UK universities

College Outcomes in 2019 have been strong:

Achievement

The achievement rates for the college is outstanding and 5.5% above the most recent sector rate.

Level 3 high grade rates are at an outstanding level of 67% - high-grade rates in vocational courses are especially strong.

Value Added

Value added progress for vocational courses at level 3, consisting of 58% of level 3 entries, in the top 10% nationally.

GCSE

GCSE Resit value added for English and

Maths is outstanding – in English, three out of every four learners increase results by a full grade, on average.

Other Provision

There is outstanding niche provision in HE Health Access and Foundation Art, for example.

A*spire Programme

We offer an A*spire programme with specialist support to stretch and challenge gifted and talented students, and our enrichment provision is growing year on year with exciting opportunities to give our students the competitive edge

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About Social Sciences

Staff Posts

Currently in the department we have the following:

Full-Time

We have three full -time, permanent staff members (at present we have one of these members of staff on maternity leave so have cover in place.

Part-Time

We have three members of staff on part-time, but permanent contracts: -

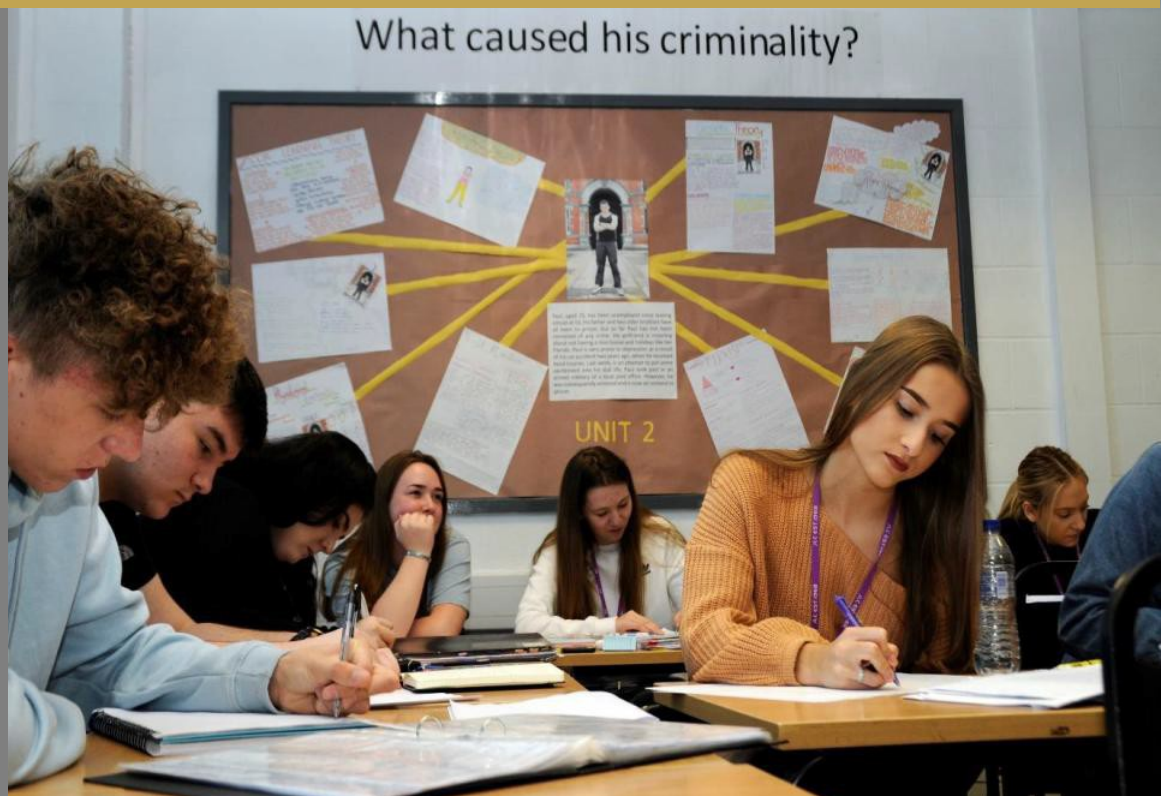
- We have 2 members of staff on a 0.6 contract
- We have 1 member of staff on a 0.8 contract

Fixed-Term

We also have one member of staff who is on a fixed term contract (we recruited this person due to an increase in student numbers in September this year)

Vacancies

There is just one vacancy - for a 0.6 FTE equivalent member of staff. At present this vacancy is being covered by supply staff.



RESOURCES AND RESULTS

We have a dedicated teaching block which houses all of our Social Science Lessons and our resources.

This is one of the newer builds in college and within the block we have provided a staffroom to enable the sharing of resources and support across the Area.

In addition, the block also is home to a student Social Science study room. The block has access to IT facilities and projectors. Our mobile IT kit also enables the complete flexibility to use technology in any location, in an instant, if required

We are looking for teachers with the ability to drive the Social Science results forward under a new Area Lead. Although a large and important part of our college family, Social Science results are disappointing, especially in relation to high grades and value added.

A Level Psychology (Summer 2019)

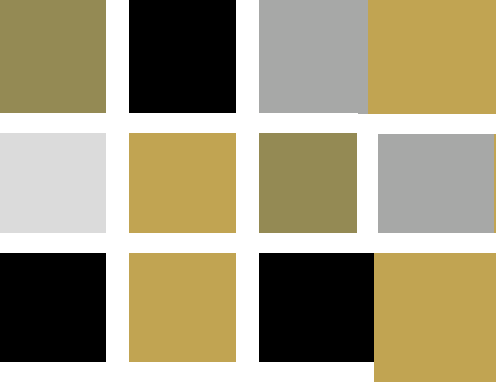
99 students started the course

89.9% retention

98.9% pass

88.9 % achievement

However, of these only 27.3 % were High grades, resulting in an ALPS Value Added score of 7.



AFTER THEY LEAVE US

Student Destinations

After their time at John Leggott College, students generally progress to a variety of positive (chosen) destinations.

98% of students (758 of our leavers) went forward positively in 2019,

- Apprenticeship and employment-18%-138
- Apprenticeship 7%- 55
- Further Education- 6%- 49
- Higher Education- 67%- 516
- Gap year-3%- 23
- Unable to contact/Unknown- 2%-16

26% started a course in a Russell Group university - well above the sector rate.

Top 5 Universities

1. Lincoln- 88 students
2. Hallam- 66 students
3. Hull - 42 students
4. Leeds Beckett- 21 students
5. Sheffield- 17 Students

Top 5 sectors

1. Law
2. Business management
3. Criminology
4. Psychology
5. Teaching

A Level Religious Studies (Summer 2019)

23 students started the course.

78.3% retention

94.4% pass

73.9% achievement

Of these, 30.4% of students secured high grades, resulting in an ALPS value added score of 6.

Vocational Criminology (Summer 2019)

For the Criminology Certificate, value added was +0.25

For the Criminology Diploma, value added was + 0.02

A Level Sociology (Summer 2019)

92 students started the course

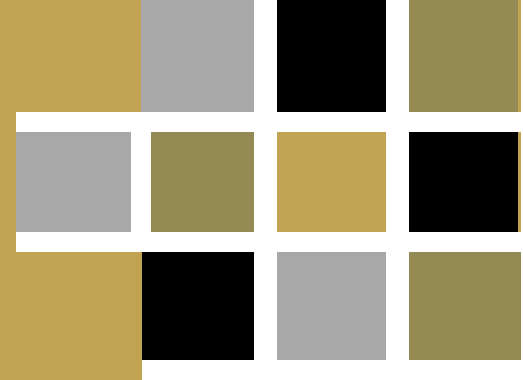
94.5% retention

95.3 % pass

90.1% achievement

Of these, sadly only 22% achieved high grades, resulting in an ALPS value added score of 8.

The successful candidates will have a part in developing the Social Science area with the full support of the recently appointed Area Lead. This a fantastic opportunity for the right candidates to have an impact and influence on the development of one of the colleges most popular and growing areas.



John Leggott College

About the Venn group

ABOUT US

The Venn Group are specialist providers of sixth form education to 16-19 year olds, and of skills based training for young people and adults. Each member of the Venn Group is an independent college with an excellent reputation within its local area.

The power of the Group lies in our ability to draw upon the skills and resources of our collective membership to gain the best possible outcomes for our students, and ensure that every young person is able to achieve their potential.

We believe passionately that all of our students should progress to destinations that provide the best match to their ambition and skills - be that higher education, further training, or directly into employment. By working together, the five members of the Venn Group express their commitment to improving the life chances of young people and their families, and to increasing the capacity of the region to grow and prosper in the future.



RESOURCES AND RESULTS

The five members of the Venn Group are Franklin College, Grimsby; John Leggott College, Scunthorpe; Scarborough Sixth Form College, Wilberforce Sixth Form College, Hull, and Wyke Sixth Form College, Hull.

We have over 150 years' experience in working with 16 to 19 year olds and have excellent local reputations for delivering high quality sixth form education and skills based training.

By working collaboratively, each member of the Venn Group aspires to become the outstanding provider of sixth form education in their area.

Working collaboratively, the five member colleges provide training opportunities for aspiring leaders, including programmes for colleagues aspiring to run departments and larger teams, and those whose ambitions lie in a future senior leadership position. We run focussed events on improving professional practice - including teaching, learning and assessment, curriculum design and development, student support, wellbeing and welfare, and the use of digital technologies.

We've just completed the Student Progression Conference. Coming up we have a Teaching and Learning event in January 2020 and Leadership in March 2020



John Leggott College

Job Description

College	John Leggott College
Section:	Teacher
Location:	West Common Lane, Scunthorpe North Lincolnshire DN17 1DS
Job Title:	Teacher of Social Sciences
Scale:	Main Scale £24,098 to £39,329 Full-time/Part time, permanent.
Work Pattern:	Full Time / Part Time - Permanent
Accountable to:	Area Lead
Special Conditions of Service:	All posts require enhanced DBS clearance prior to appointment

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

The core purpose of the role is:

To provide professional and inspirational teaching, promote excellence in all parts of the Area's work and ensure our students achieve the agreed outcomes. To teach – Psychology, Criminology, Sociology or Religious Studies, ensuring a high quality and relevant learning experience for all students on the courses, and to ensure that all students in the Area are given the opportunity to achieve or exceed their academic potential.

Key Responsibilities of a Teacher at John Leggott College:

1. Employ a range of teaching and learning practices successfully
2. Be responsive to innovations and changes in the teaching of Social Sciences
3. Include numeracy and literacy in all teaching and learning practices
4. Promote Equality and Diversity in all teaching and learning practices
5. Promote the prevent agenda in all teaching and learning practices
6. Work with Area Leaders to identify and achieve annually negotiated targets such as those related to student enrolment, retention and achievement

Key Responsibilities cont...

7. Produce schemes of work, learning plans and personal improvement plans as appropriate
8. Set suitable learning targets and prepare learning programmes that achieve these
9. Use appropriate assessment techniques to track student progress effectively and make best use of learner data to inform lesson planning
10. Employ diagnostic test data in all lesson planning
11. Organise and manage the classroom effectively
12. Work with team members to ensure outstanding outcomes for learners
13. Forge links with feeder secondary schools and be actively involved in the college recruitment and enrolment processes
14. Liaise with the advocate team to support the learning of the students
15. Liaise with SENCO to ensure all students are fully supported in their learning
16. Access training and other CPD opportunities when presented
17. Utilise the college's VLE in order to support teaching and learning
18. Be involved in learner support and enrichment activities to provide the best student experience in Social Science
19. Work collaboratively with colleagues across all areas of the college
20. Continue to develop his or her own skills in the teaching, learning and assessment of Sociology and/ or Criminology/ Religious Studies
21. Be enthusiastic, dynamic, committed and well organised
22. Be flexible and prepared to contribute to the delivery of other L2 and L3 Social Science Courses

In addition to the above mentioned attributes the successful candidate will be expected to:

1. Support effective safeguarding of all young people throughout the College.
2. Attend as necessary, meetings of all College Staff.
3. Adhere to College Policies and procedures e.g. Equality and Diversity; Health and Safety.
4. Safeguard sensitive data: during the course of normal duties, the Senior Curriculum Leader may acquire or have access to confidential information which should not be disclosed to any other person unless in pursuit of normal duties or with specific permission given on behalf of the college.
5. Undertake any such other duties as may be required, commensurate with the post which do not change the character or purpose of the post which are necessary to maintain outstanding standards

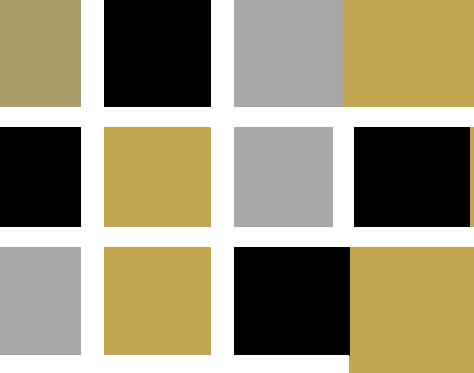
The job description is an outline of the key tasks and responsibilities and is not intended as an exhaustive list. The job may change over time to reflect the changing needs of the College, as well as the personal development needs of the post holder.

John Leggott College

Person Specification

PERSON SPECIFICATION TEACHERS OF Criminology/Psychology/Sociology/Religious Studies

ATTRIBUTES	CRITERIA	Essential /Desirable	ASSESSMENT METHOD(S)
RELEVANT EXPERIENCE	<ul style="list-style-type: none"> Previous experience of A Level Psychology, Sociology and or Religious Studies (RS) Previous experience of delivering Level 3 Criminology courses Evidence of good and outstanding teaching outcomes 	D D E	A, R A, R A, R
EDUCATION AND TRAINING	<ul style="list-style-type: none"> Minimum of Level 2 qualification in numeracy e.g. GCSE Maths at A*-C, or able to demonstrate equivalent level of ability. Recognised teaching qualification (e.g. PGCE, Cert Ed) Honours degree, or equivalent, in a Social Science discipline Successful teacher placement in a Social Science department (if a new teacher) 	E E E E	C C C A, R
SPECIAL KNOWLEDGE AND SKILLS	<ul style="list-style-type: none"> A high interest in, and enthusiasm for, the subject of Criminology/Psychology/Sociology and or RS Knowledge or experience of Criminology/Psychology/Sociology and or RS within other contexts such as "world of work," research and development, real-life applications etc. Ability to employ a range of teaching, learning and assessment styles to suit individual student needs A good knowledge of best practice in teaching, learning and assessment. Extensive knowledge of tracking student achievement and designing appropriate support strategies Strong interpersonal, communication and team skills The ability to develop good working relationships with students and colleagues at any level Excellent organisational and administrative abilities, including time-management skills. Ability to work flexibly and creatively within the job and when new challenges and opportunities arise. 	E D E D D E E E E	A, T, I A, T, I A, T, I A, T, I A, T, I A, T, I A, T, I A, T, I
ADDITIONAL FACTORS	<ul style="list-style-type: none"> Commitment to equality and diversity initiatives, anti-discriminatory practice, CSE initiatives and the prevent agenda Suitability to work with children and young adults 	E E	A, O, R A, O, R



PERSON SPECIFICATION – Teachers of Criminology/Psychology/Sociology/Religious Studies (Full Time/Part Time – Permanent.)

The Person Specification details the principal skills and personal attributes the post holder must possess and actively demonstrate in order to effectively fulfil the role. The criteria are ranked as 'essential' and 'desirable' and your application form should demonstrate how you meet each individual criterion and possess the key skills relevant to the job.

The ranking of criteria on the employee specification can be explained as follows:

Essential The successful candidate must meet the essential criteria in full on the first day of commencing in post, in order to be able to effectively fulfil the role to which he/she has been appointed.

Desirable The post holder needs to meet the desirable criteria to fulfil the role on a longer-term, permanent basis. The successful candidate would be expected to develop his/her skills and knowledge within an agreed timescale (usually within six to twelve months of his/her start date) to meet the desirable criteria in full, if they are unable to demonstrate they meet these criteria at short-listing and interview stage.

Criteria will be measured through a number of methods, the key to which is as follows:

A	=	Application
I	=	Interview
T	=	Test
C	=	Certificates
R	=	References
DBS	=	Disclosure & Barring Service

These letters are used in the 'assessment method(s)' column on the employee specification to identify to you the combination of methods we will use to assess you against the requirements of the position for which you are applying. In the first instance your application form will be used to determine the extent to which you meet the criteria for the role and will inform our short-listing decisions.

Where criteria are to be identified through the interview and/or test(s), these may involve scenario-based or hypothetical questions and a combination of written exercises, literacy and/or numeracy assessments, presentations, and any other practical assessments relevant to the role.

