

John Taylor High School Recruitment Pack

2019/20




John Taylor Multi Academy Trust
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A partner school within the John Taylor MAT

Welcome

TO JOHN TAYLOR MULTI ACADEMY TRUST

Dear Applicant

Thank you for your interest in a position within John Taylor Multi-Academy Trust. I hope that the information in this recruitment pack is valuable in furnishing you with the detail to assist you in your application and, more importantly, helping to develop your understanding of what it means to work within the JTMAT community and its family of schools.

Our mission statement within JTMAT is simple, and pre-dates the Trust itself, emanating from the founder school, John Taylor High. It is a statement of intent, and a commitment that we carry through all our work:

"We believe in the power of education to improve lives – and the world."

Schools within the Trust are staffed with colleagues – teaching and support – who share this belief, and are supported by governors and trustees who underpin it. The outcomes of our children are testament to it also. By the term "outcomes", we know that this transcends raw data measures (although it does include them) to reflect the true concept of education as "what survives after what has been learned has been forgotten." Our schools therefore value educational trips and visits, performances and events, and the interaction of children and adults beyond the formality of the timetable. We believe that this sets us apart.

In all that we do individually and collectively, we endeavour to display six key attributes that will enable us to be successful. They are:

- Our commitment to ensure learning is at the heart of all we do: Keeping "the main thing, the main thing" – prioritising our people, time, energy and funding to the improvement of the educational experience – both formal and informal – we provide.
- A passion for excellence: Only comparing ourselves with the best. When finding it, seeking to match and then surpass it.
- Restlessness and curiosity: Looking for opportunity to be involved and to learn from new experiences.
- Courage to innovate: Leading change – in teaching and learning, curriculum development, organisational structures.
- Tenacity and resilience: Holding to our mission in times of turbulence, and remaining resolute until we achieve what we set out to do.
- Collegiality: Listening to others, sharing with others, learning from others.

We want all of the children and young people in our schools to exhibit these qualities also.

I hope that you find the information enclosed useful in your considerations. Much more can be found on our website at www.jtmat.co.uk.

Should you share our vision and choose to apply for this position, I wish you every success.

With best wishes.



Mike Donoghue
CEO

‘We believe in the power of education to improve lives – and the world’

This statement is at the heart of the John Taylor story. It is a compelling story, and one which we hope you will wish to experience. We are driven to ensure that our community can realise its true potential through learning.

This is our mission. To that end, we provide the experiences, resources, structures and systems to enable all to engage, all to progress, all to achieve. Through the opportunities that our Multi-Academy Trust offers, we extend our mission beyond the school in which it originated.

What makes us successful?

Our commitment to ensure learning is at the heart of all we do.

Keeping “the main thing, the main thing” – prioritising our people, time, energy and funding to the improvement of the educational experience – both formal and informal – we provide.

A passion for excellence

Only comparing ourselves with the best. When finding it, seeking to match and then surpass it.

Restlessness and curiosity

Looking for opportunity to be involved and to learn from new experiences.

Courage to innovate

Leading change – in teaching and learning, curriculum development, organisational structures.

Tenacity and resilience

Holding to our mission in times of turbulence and remaining resolute until we achieve what we set out to do.

Collegiality

Listening to others, sharing with others, learning from others



Information about the Trust

JTMAT was established in 2014 with John Taylor High School as its first school. In 2015 our family of schools grew to include Kingsmead School in Hednesford, followed by Thomas Russell Infants School and Yoxall St Peter's C of E Primary School in Spring 2016. We were joined by Rykneld Primary School in November 2017 and Shobnall Primary School, The Mosely Academy and Winhill Village Primary and Nursery School joined in Summer 2018. In September 2018 we opened John Taylor Free School in Tatenhill and further extended our Trust with the inclusion of All Saints C of E and Needwood C of E Primary Schools on 1 December and Walton on Trent C of E Primary and Nursery School on 1 January 2019. Each school has its own Local Governing Body which reports to the Trust Board. In addition to the above, the Trust is the DfE appointed sponsor for a new 1 FE Primary and Nursery school at Fradley Park in Lichfield which will open in September 2022.

JTMAT is led by chief executive officer, Mike Donoghue who was appointed Headteacher at John Taylor High School in January 2010 and designated a National Leader of Education in March 2013. He oversaw the first change to 'converter' academy status of an 'outstanding' school in Staffordshire in November 2010 and worked alongside other professional colleagues towards John Taylor's designation as a National Teaching School, again one of the first in Staffordshire. In 2014, Mike was elected to the inaugural Headteachers Board for the Regional School Commissioner (West Midlands) and was subsequently re-elected in September 2017 to serve a second, three-year tenure. He is a trained Pupil Premium Reviewer, a member of the Department for Education's Secondary Headteacher Reference Group and in January 2019 was elected Regional Lead (West Midlands) for the Teaching School Council.

Mike is supported in leading and managing the Trust by a chief operating officer and central Trust team who bring specialisms in the areas of HR, finance, ICT, governance and school improvement.

Each school within the Trust has its own headteacher or head of school supported by skilled professionals who deliver their best every day, making a positive impact on the young people we are privileged to educate.

JTMAT Schools

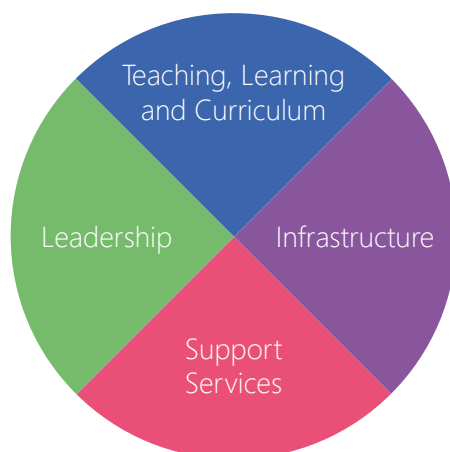


JTMAT Objectives

Our commitment to developing provision, improving learning and achieving greater outcomes within and across our schools is set out in the core objectives for the Trust:

- Children are well-prepared for the next stage in their lives through experiencing the best learning opportunities through exceptional teaching and support, and access to high quality resources and provision in and beyond the classroom.
- Children achieve more, and make better progress, by attending a JTMAT academy than would otherwise be expected. We add value.
- Our academies are full, and always oversubscribed as a result of their popularity, reputation and success.
- Our academies are staffed with high-performing professionals, exhibiting passion and taking pride in their work, in a context of effective support and challenge.
- Accommodation and premises are safe, well-maintained, and with facilities that are constantly improving.
- Infrastructure is both effective and efficient, underpinned by sound financial management practices whereby value for money is always given due regard.
- Management systems are coherent and cohesive, and staffed by colleagues who are innovative, adaptable, and capable of absorbing new initiatives.
- Our academies, and the Multi-Academy Trust, are held in the highest regard by others within and beyond the education sector, and our work and its impact is validated by external accreditation and inspection.

The Trust's strategic plan supports achievement of these objectives under three? key areas:



Key performance indicators and milestones will enable the Trust to robustly monitor and review progress ensuring growth and development.

National Forest Teaching School

The National Forest Teaching School is a local alliance of secondary, primary and special schools spanning a wide geographical area from Derby and Burton on Trent through to Lichfield and Sutton Coldfield. Our schools operate in a variety of different contexts but share a common belief in the power of collaboration to bring about continuous school improvement in our local area. Located at the lead school, John Taylor High School, improving outcomes for young people in our local area is at the heart of our work. We do this through the three main areas below.

School to School Support	Our Primary and Secondary School Direct Programmes are well established and we are proud of our track record in training our own teachers for employment in the local area. In 2015 John Taylor High School became a SCITT (a School Centred Initial Teacher Training provider), adding further opportunities for aspiring teachers to enter the profession. We are also an accredited Appropriate Body for NQTs.
Professional Development	Our vision is that teachers are supported at all stages of their careers. To support succession planning it is equally important for us to grow our own leaders and we offer professional development opportunities for all, from NQTs and RQTs through to Middle Leaders and Aspirant Headteachers. As a Teaching School we also periodically secure funding to engage in exciting research and development projects.
Initial Teacher Training	Within our alliance we have a National Leader of Education, a National Leader of Governance and a number of Specialist Leaders of Education who support us with our school to school support work. Accreditation as an SLE is an opportunity available to teachers across the alliance and beyond who have an area of expertise and a proven track record in supporting, mentoring or coaching others. As a Teaching School we also can secure funding to support other schools where there is an identified need.

As a National College Lead School for CPD we deliver the Outstanding Teacher Programme, Improving Teacher Programme and National Professional Qualification in Middle Leadership programmes to teachers across the region. Our Teaching School affords staff in our partner schools numerous opportunities, whether that be participating in exciting research and development projects, involvement in training the next generation of teachers, being an SLE and supporting other schools or being able to study for a Masters-level qualification. The opportunities are limitless.

Our work is best explained through our mission: “Learn, Teach, Grow, Share.” Learning is at the heart of what we do, and we work with hundreds of professionals in schools annually as they learn new classroom practice, ways of working positively with children and young people, and approaches to enable them to lead others purposefully and effectively. As a National Teaching School, we know that the development of teaching – from aspiring teachers to outstanding classroom specialist leaders in education – is what will make the greatest difference to the educational provision and outcomes of children in our region.

Information about terms and conditions of employment – to be confirmed once new contract is agreed by Board

Welcome to John Taylor High School



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It is with great pleasure that I welcome you to John Taylor High School. As an 'outstanding' school we have a proven track record of providing a high quality education for young people, and we celebrate their academic and personal achievement with them and their families. The governors, staff, and parents are not, however, complacent and share a great ambition for the future of the school community.

At John Taylor High School we have exceptionally high standards in all respects. We strive to develop our students, who through determination and resilience, reach the best that they can be, in all they do. We insist on considerate behaviour which creates a safe and highly effective learning environment for all of the school community. We want our students to participate and seize every opportunity that the school has to offer.

My personal philosophy 'Aspire, believe, together achieve', highlights the importance of our students setting high expectations, so that they can develop resilience on their journey when they face challenges. The importance of having a destination that they are passionate about achieving. The excitement and self-belief of our students' that drives them. However, when they do have doubts it is the working together that is vital. At John Taylor High School we have a highly-dedicated, passionate and exceptionally-skilled body of staff. The students are in a strong supportive community, based on mutually respectful relationships which will provide support, when needed to fulfil their potential.

John Taylor High School is at the centre of the John Taylor Multi-Academy Trust, and as a National Teaching School, this provides us with access to a wide range of opportunities, all of which keep us at the forefront of innovation and most recent developments in teaching and learning. This continually enables us to develop classroom practice to ensure that our students have the best possible learning experience.

We are fully committed to preparing our young people to be thoughtful, capable, responsible citizens of the future. We believe in educating the whole child, and hopefully, this includes your child to enable them to leave school equipped for the opportunities and challenges of the fast changing world.

We look forward to welcoming you to John Taylor High School

Mrs K Cochrane
Head of School



Our Values



OUR VALUES

- Positive
- Civilised
- Inclusive
- Self-disciplined
- Proud: of our school, our pupils and our achievements
- Generous of spirit and supportive of each other



OUR SCHOOL

- Self-critical yet dynamic and forward looking
- Inclusive and accessible
- Well organised and well led
- A centre of excellence with specialisms in Science and Leadership
- An exciting place in which to learn



OUR STUDENTS

- Confident, mature and respectful
- Creative, enquiring, independent learners
- Happy, kind and caring, supporting each other and ready to help
- Enjoying learning and participating in extra-curricular activities
- Proud to fulfil their potential
- Well-behaved, wanting to lead and involved in improving the school



OUR STAFF

- Innovative, creative and passionate about teaching
- Respect and care for pupils they teach and the colleagues they work with
- Have high expectations and set positive examples to pupils and colleagues
- See themselves as life-long learners
- Trained to use the best approaches and resources
- Working together for good of the pupils, both intellectually and emotionally



OUR COMMUNITY

- A welcoming community that respects different cultures, races, genders, abilities and disabilities
- A listening school that engages pupils in improving school life
- A sustainable school that involves itself in the community from locally to internationally
- A civilised school that produces mature, well balanced young people who are at ease with themselves and want to contribute to an improve the society they live in
- A school that works in partnership with parents, carers and neighbours

Our Curriculum

We take pride at John Taylor in having a rich, broad, and balanced curriculum which meets the needs of our students. In considering expectations for students as they reach a time where they consider further education and employment, we provide each with the best information, advice, and guidance so they have the best chance to succeed.

A pupil journey through JTHS

Year 7

Pupils arrive in year 7 and are taught in their mixed ability horizontal groups for the following subjects: Art (1), English(3), French(4), Geography(1), History(1), Music(1), RE(1) and Science(2). Some pupils are taken out of the two lessons per week to have additional support from the SEN and English departments in order to develop progress in English, Literacy and personal skills. This follows through to Year 8 and 9. Further to this, pupils have 2 lessons of PE. Maths is taught in 3 lessons and is the only subject to set in Year 7. A further lesson in the week is taken up by tutor program.

The remaining 10 lessons have been allocated to the JTHS STRIPE skills-based curriculum. Pupils are taught in mixed ability groups on a six week project rotation which is skills based but has specialist subject input from Maths, English, Science, Geography, History, IT, Art and Technology.

Maths X3	Eng X3	Sci X2	Fr X4	PE X2	Art X1	Geog X1	Hist X1	Music X1	RE X1	Tutor X1	STRIPE X10
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Year 8

There is a similar structure in Yr 8 with the majority of the lessons taking place in mixed ability horizontal form classes. With the skills-based curriculum currently only delivered to Yr7, the lesson allocation is slightly different: Art (2), Drama (1), English(4), French(2), Geography(1), German(2), History(1), IT(1), Music(1), RE(2), Science(4), and Technology(2). Maths is again taught in setted classes in four lessons per week. PE also has three lessons per week. Tutor program is the same as Yr 7.

Mat X4	Eng X4	Sci X4	Fr X2	Ge X2	PE X3	Art X2	Geo X1	Hist X1	IT X1	Mus X1	RE X2	Tech X2	Tutor X1
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Year 9

Year 9 sees quite a significant change in setting. Horizontal mixed ability classes remain in the following subjects: Art (1), Geography(2), History(2), Computer Science(1), Music(1), RS GCSE (2) and Technology(2). PE continues with three lessons per week with one lesson for tutor program. Setting now takes place in the following subjects:

Maths – 4 lessons

English – 4 lessons

Science – 4 lessons. Pupils begin the study of GCSE Science in Year 9.

MFL – There is opportunity for pupils to study dual languages for those who have opted to follow this route at the end of Yr 8. The remaining pupils will study either French or German. Some individuals are taken out of languages altogether for additional SEN support.

Maths X4	Eng X4	Sci X4	MFL X3	PE X3	Art X1	Geog X2	Hist X2	IT X1	Music X1	RE X2	Tech X2	Tutor X1
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Year 10 and 11

In the Spring term of Year 9, pupils will begin to receive advice and guidance on which options to take into GCSE. The three core subjects are taught again in sets according to ability. In English, pupils study English Language and English Literature (2 GCSEs) in 6 lessons per week, Maths is delivered in 5 lessons per week. Science is taught in 6 lessons per week with two progression routes: Separate Science or Double Award. In Yr 10 and 11, pupil study RS in a single lesson following on from the work done in Year 9. Tutor Program has a single lesson with Core PE taking a double lesson.

GCSE Options

Pupils currently have three blocks from which to choose subjects to make up the remaining time during their GCSE studies. These lessons are taught in three lessons per week.

Pupils choose their Options within designated Pathways. For the current year 10, pupils following Pathways J will choose one humanity (Geography or History), one language (French or German) and once further subject from the list below. Pupils following Pathway T will choose one EBacc subject (Geography, History, French, German or Computer Science) and two from the list below.

Options subjects include: History, Geography, French, German, Business, Art, Food Preparation and Nutrition, Music, Product Design, Drama, Computer Science, and BTECs in Health and Social Care, and Business.

Year 10 and 11

Maths X5	Eng X6	Sci X6	PE X2	RE X1	Option A X3	Option B X3	Option C X3	Tutor X1
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Year 12 and 13

Students can opt to study 3 main A-Levels in Yrs. 12 and 13 (dependent upon GCSE attainment) plus enrichment subjects such as Further Maths and Extended Project or MOOCs. Each of the main subjects are taught in 6 lessons per week with Enrichments ranging from 5 lessons in Further Maths to 1 in Extended Project. Any additional lessons in a student's timetable are allocated to personal study time.

Again there is a single lesson of tutor period in the students' timetables.

Subjects offered at JTHS include:

A-Levels

Art, Biology, Business, Chemistry, Computer Science, Drama, Economics, English Language, English Literature, French, Geography, German, History, Law, Maths, Music, PE, Physics, Psychology, Philosophy and Ethics, and Design and Technology.

BTEC Level 3

Art and Design, Business, Health and Social Care, ICT, Sport and Science. (these are studied to the equivalent of either one, two or three A-Levels)

Behaviour Management



Turn Up, Work Hard, Be Nice

Students will not always behave in the way we may wish. In response to unacceptable behaviour, staff may deploy a range of responses including the issuing of sanctions that will serve to deter the student from similar or repeat offending behaviour in the future and act as a punishment that is proportionate to the offence. Sanctions may be issued in relation to reported incidents that have taken place in a variety of circumstances.

Under exceptional circumstances, sanctions may also be issued in relation to an incident of unacceptable behaviour that has taken place out of school time, including evenings, weekends and holidays where the health, safety and well-being of members of John Taylor High School community has been compromised.

Reflection Time

Students may be issued with reflection time by a staff member who will record the reasons for this on school systems. For after school reflections parents will be given at least 24 hours notice. There is no requirement to ask for permission the notification will be to inform a parent/carer that an after school reflection has been issued. Parents are responsible for satisfying themselves with the arrangements required for students to get home following the reflection time.

Extended Reflection

Students may be issued with a period of time in which they will remain out of the main circulation of the school community. This is likely to be as a result of repeated or serious offences that require the student to work under controlled conditions, supervised by a member of the pastoral team.

Fixed Term or Permanent Exclusion

The most serious offences may result in an exclusion from the school on a temporary or permanent basis. Serious offences can include weapons, illicit substances, persistent disruptive behaviour, aggression and acts of violence. *

After any fixed term exclusion, a re-integration meeting will take place which must involve the parent/carer, student, appropriate member of the pastoral team and the Assistant Head i/c of behaviour. Following this meeting it may be decided that a behaviour action plan is required and close monitoring. It may also be suitable to request support from external agencies.

When a student is at risk of permanent exclusion her/his parents/carers may be requested to attend a Student Support Committee meeting where Governor will listen to concerns of the staff in relation to the student's conduct. Whilst this is a supportive measure, this meeting is intended to present the seriousness of the situation and Governors may issue warnings in relation to a student's conduct.





Enrichment Activities

At John Taylor High School we are very proud of the variety of enrichment activities on offer for our students. This ranges from lunchtime clubs to educational visits and school productions to our extensive Duke of Edinburgh programme.

Student Leadership

Student Leadership opportunities are an important aspect of our offering which we encourage our young people to embrace at all stages of their time with us. Such opportunities equip our young people with the knowledge, skills and personal attributes to become successful individuals, through working within the school and wider community. Student Leadership at John Taylor High School takes various forms, with the aim to provide Leadership roles appropriate to many interests. Examples include:

- > House and School Council
- > Sports Ambassadors
- > Peer Mentoring
- > House Leaders
- > Reader Leaders
- > Anti-Bullying Committee (ABC)
- > Learning Resource Centre assistants
- > Charity Fundraising

Duke of Edinburgh

The Duke of Edinburgh (DofE) is a fun adventure and challenge activity that can lead to one three progressive Award levels (Bronze, Silver and Gold). The wide range of activities supports our pupils' development – pushing personal boundaries, gaining new skills and enhancing their CVs and university applications. Each year, well over a hundred Year 9 pupils sign up and complete the Bronze Award. Many of these pupils go on to complete their Silver and Gold Awards.

At the end of each season, pupils are presented with their awards at a celebration evening. In July 2018, 311 pupils received their awards at a ceremony at St George's Park.

Musical Opportunities

The Music Department at JTHS gives students the opportunity to learn any musical instrument and participate in a number of ensembles that perform regularly at public events. A team of highly skilled instrumental and vocal tutors visit the school every week and prepare students for their Associated Board exams from beginners through to Grade 8 and beyond. We currently offer instrumental tuition for all String, Woodwind and Brass instruments, as well as Guitar, Drum Kit, Piano/Keyboard and Vocal lessons

We have a vibrant extra curricular programme which caters for all abilities and gives students the opportunity to socialise with students from different year groups who share a mutual passion for music performance. Please see the timetable below for the range of activities available and when we rehearse. Ensembles include Concert Band, JTHS Singers and the Jazz Band. All ensembles perform in the school's Christmas and Summer concerts as well as invited soloists, bands and a variety of instrumental and vocal chamber groups. Our ensembles also receive invitations to play within the wider community outside of school. Music also plays a big part in whole school events such as Awards and Presentation evenings.

JTHS is also well known for its Musical Productions. Recent successes include "Annie", "Joseph", "Return to the Forbidden Planet" and "All shook up".

School Day and Term Dates

Pupils are taught in six 50 minute lessons during the day with break and lunch following periods 2 and 4 respectively. All pupils have a 20 minute registration session with their form tutor each morning in vertical tutor groups of which one session is allocated as a house assembly.

Time	Description
08:55	<i>Movement Bell - Pupils to Assembly/Registration</i>
09:00	Assembly/Registration Commences
09:20	Period 1
10:10	Period 2
11:00	Break
11:15	<i>Movement Bell - Pupils to Classroom</i>
11:20	Period 3
12:10	Period 4
13:00	Lunch
13:55	<i>Movement Bell - Pupils to Classroom</i>
14:00	Period 5
14:50	Period 6
15:40	<i>End of Lessons</i>

2019/2020 Term Dates

Autumn Term (2019)

Inset Day: Monday 2nd September

Inset Day: Tuesday 3rd September

Inset Day: Wednesday 4th September

Term starts for pupils in Years 7-11

Thursday 5th September

Term starts for pupils in 12&13

Friday 6th September

October Half Term:

Monday 28th October - Friday 1st November

Term ends for Pupils:

Friday 20th December (12.30 finish)

Christmas Holiday:

Monday 23rd December 2019 – Friday 3rd January 2020

Spring Term (2020)

Term starts for pupils: Monday 6th January

February Half Term:

Monday 17th February - Friday 21st February

Term ends: Friday 3rd April

Easter Holiday:

Monday 6th April – Friday 17th April

Summer Term (2020)

Term starts: Monday 20th April

May Bank Holiday: Monday 4th May

May Half term:

Monday 25th May - Friday 29th May

Inset Day: Friday 3rd July

Term Ends for Pupils:

Friday 17th July (12.30 finish)

Inset Day: Monday 20th July

Holiday:

Tuesday 21st July - Monday 31st August

Application Guidance

Include additional guidance from recruitment and selection policy

Vacancies with JT MAT are advertised on our website www.jtmat.co.uk/vacancies

Please complete the application form in full ensuring you have provided true and accurate information.

If you are asked to provide a letter with your application form, it should be no more than 2 sides of A4 in 11 font.

Please note: CV's are not accepted. Only fully completed application forms are to be submitted for shortlisting

Please send your letter of application and application form to:
[email address] by **9am** on **the date specified**.

You may arrange a visit to the school before applying for a post or prior to interview if you are shortlisted, by contacting **[name]** on **[number]**

JT MAT is committed to safeguarding and promoting the welfare of children and young people/vulnerable adults and expect all staff and volunteers to share this commitment.

All vacancies are subject to a criminal records check from the Disclosure and Barring Service (formerly CRB) which will require you to disclose details of all unspent and unfiltered spent reprimands, formal warnings, cautions and convictions in your application form.

Please review the school's website for Safeguarding and Child Protection Policies.



John Taylor High School
Dunstall Lane,
Barton under Needwood,
Burton Upon Trent
DE13 8AZ

John Taylor High School

What has the House Council Achieved so far?:

- More Drinking Taps Around The School
- Influenced The Building Of More Toilets
 - Staggered Lunches
- More Food Supplied In The Canteen
- Voted For More Non-Uniform Days