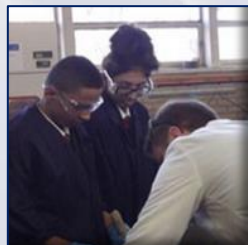




FOXFORD
School & Community Arts College

Foxford - for Learning, for Creativity, for Success!



TEACHER OF SPANISH

Recruitment Pack

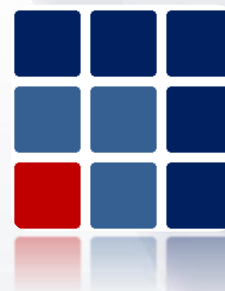
Foxford School and Community Arts College, Grange Road, Coventry, CV6 6BB

Tel: 024 7636 9200

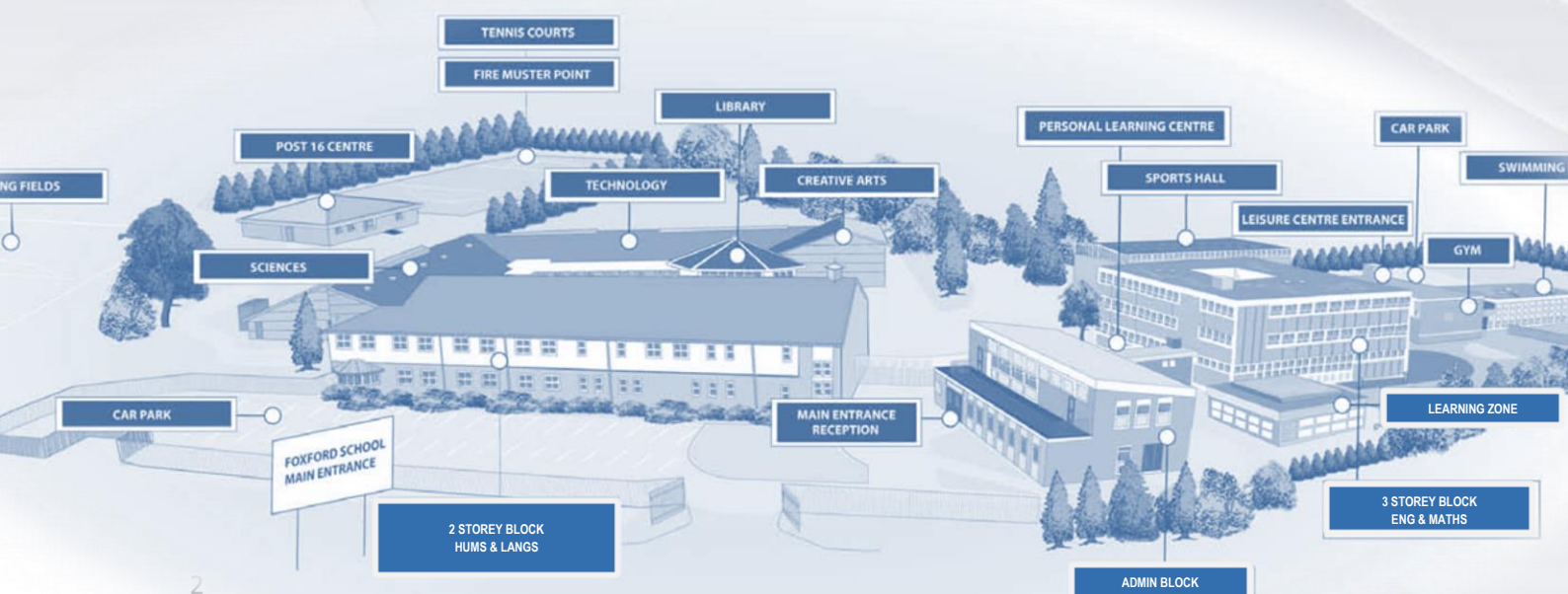
Fax: 024 7636 9201

Email: aliw@foxford.coventry.sch.uk

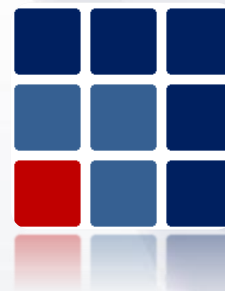
CONTENTS



Introduction	Page 3
Examination Success	Page 4
Context of the School	Page 5
Our School Site	Page 6
Curriculum Organisation	Page 7
Organisational Structure	Page 9
Supporting Staff Development	Page 10
City of Coventry and its Secondary Education	Page 11
Why Work at Foxford School?	Page 12
Job Specification	Page 13



INTRODUCTION



At Foxford we believe that:

- Success is realised in a variety of ways
- People can and do change
- Growth is achieved through learning and partnership

We will, therefore, continue to develop a curriculum which matches the learning needs of all our students, taking account of their special needs or particular gifts and talents.

Our fundamental aims are:

- To promote educational attainment
- To work in partnership with other agencies and organisations to ensure that children are ready for learning
- To place particular emphasis on those learners who may be at risk of underachievement, marginalisation or exclusion.

We want all our young people to grow into successful adults.

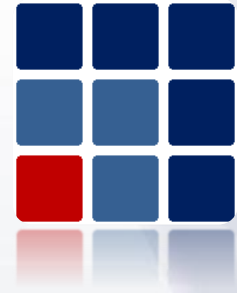
The work we undertake with students is based on a clear understanding of what education is about. We know that it is important for the whole school community, parents to share these principles in order to help to build a meaningful partnership between home and school.



Foxford is a thriving and dynamic city comprehensive with Trust Status that has chosen to maintain its distinctive Arts specialist ethos. The school continues on its journey towards an overall Ofsted judgement of Good.

“Senior Leaders are ambitious. They have raised expectations of staff and pupils. Teaching and pupils’ outcomes, behaviour and attendance are all improving as a result”.

Ofsted report, May 2016

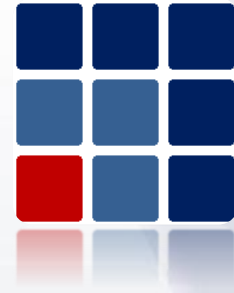


EXAMINATION SUCCESS

While our students join the school with levels of attainment significantly below the national average our final key stage 3 assessment data (July 2016) showed that our students had made accelerated progress across the key stage.

In 2016 with the advent of Progress 8; the school achieved a DfE draft score of 0.19 for progress. Well above the floor target; however an outcome we look at greatly improving in summer 2017 with a stronger cohort of students. At Post 16 our Yr 12 students increased their % A*-E grades by 10%, and at A level, improvements were also made.

Our students have high aspirations and the vast majority of them leave the school for either university or apprenticeships. We have an excellent record for students joining Russell group universities. Our first student started at Oxford University in September 2016 to study Mathematics at Somerville College.



CONTEXT OF THE SCHOOL

Opened in 1956, Foxford is a mixed comprehensive school serving families in a complex catchment area in the north east of Coventry. The catchment is socially and ethnically diverse and serves the Alderman's Green, Edgwick, Little Heath, Courthouse Green, Holbrook, Foleshill and Longford districts of Coventry. Some areas have levels of deprivation above the City and National Average.

Foxford has been an Arts College since 2000. Despite the school no longer having a specialist designation financially supported by Central Government Foxford continues to maintain its Arts focus. In July, 2001, Foxford was one of the first schools to achieve an Arts Mark Gold Award, which was re-awarded at each renewal date since.

We also currently hold recognition as a Healthy School, for Investors in Careers and Investors in People (3 times). In 2012 we received the Coventry Anti Bullying School Award and in the summer of 2013 were proud to become the first school in the City to be designated a School of Sanctuary.

The Student Voice has developed greatly over recent years. As well as School and Year Councils, we also have a number of subject and issue related student groups, eg Sports Council, Arts Council, and Foxfam. The Student Liaison Committee meets with the Head Teacher each half term in order to have regular dialogue around current matters and further the development of key issues. Recent examples include the innovative new reward bands, and updating of rewards in general. Students are also involved in supporting the establishment of a Health Youth Council at the University Hospitals, Coventry and Warwickshire, and work developing further the behaviour for learning culture in the school.

Foxford is an active member of the Coventry Improvement Partnership – providing collaborative provision Post 16.

On 1 March, 2010, the school became a Trust School, our partners currently being:

- Coventry City Council
- Coventry University
- Henley College
- The Ricoh Arena, Coventry
- University Hospitals Coventry and Warwickshire
- Changing Cultures

Partners have already greatly enhanced the curriculum experience of the students at Foxford through projects, placements and joint planning and delivery of aspects of the curriculum.



OUR SCHOOL SITE

Foxford moved into new buildings in September, 1997, on a site immediately adjacent to the old school. Four of the existing buildings have been retained and re-furbished, and provides accommodation for English, Mathematics, Catering/Dining, and Personal Learning, most community uses and sport and P.E.

New accommodation was provided for, Modern Languages, Humanities, Administration, Careers, Learning Support, the Library, Sciences, Technology, Visual and Performing Arts.

The new and refurbished buildings are clustered around a very pleasant paved courtyard, and many existing mature trees have been retained on the new site.

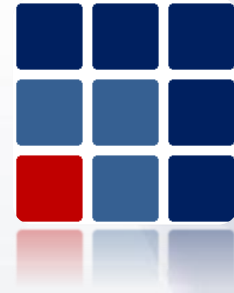


In September, 2006, we added a further building to our site. A new Post 16 Centre provides us with modern facilities for our Year 12 and 13 students. Set back from the central site, in very attractive surroundings, the new facility offers much enhanced accommodation for our 16+ students.

Coventry was part of the fourth phase of Building Schools for the Future. We expected Foxford to have all of its remaining, very dated, facilities replaced as part of this programme in the next few years. With the demise of BSF, however, this is not to be. We have, therefore, tried to continue a programme of refurbishment, completely refurbishing our 3 storey block.

We are currently engaged in a feasibility study with the City Council regarding possible expansion to help accommodate recent increased numbers in primary schools moving to secondary schools.

Our sports facilities form Foxford Leisure Centre which, out of school hours, provides gym and sports facilities to the local community.



CURRICULUM ORGANISATION

At Key Stage 3 broadly the same curriculum is offered to all students: English, Mathematics, Creative Arts, Modern Languages (Spanish in Years 7, 8 and 9, students in the upper school still study French, with the option of studying Panjabi or Urdu after school); Integrated Science, Humanities, Technology and Physical Education. For a group of our vulnerable students, a competency based “Flex” curriculum is delivered in Year 7 – with some following the model into Year 8. The students have English, Maths, Humanities and Languages taught in an integrated way by a small number of teachers.

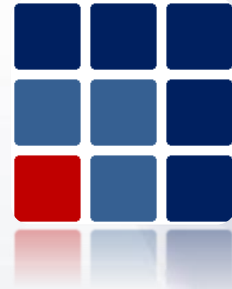


The school’s Personal Learning Facility offers a very wide range of support strategies for students experiencing difficulties, including in-class support, corrective reading, ICT based independent learning, support for children whose first language is not English, and intervention and support for children with behavioural needs. The school also provides extensive provision for students who are characterised as gifted or talented.

At Key Stage 4 our curriculum has been revised for September 2016 in order to embrace Progress 8. All students follow a core curriculum comprising of English, Maths, Additional Science or Triple Science, English Literature, Geography or History and then two additional option subjects. Additionally all students follow non exam courses in PSHE and PE.

Careers Guidance and Education is planned as part of the pastoral curriculum in Years 7 – 11, and personal counselling sessions are available to all individuals at KS4.

As part of Foxford’s Secondary Guarantee students are involved in a number of enrichment opportunities which include residential visits, educational visits, speakers and workshops during the year. All such experiences are recorded on each individual student’s profile.



The Post 16 curriculum comprises a variety of courses at Advanced (AS, A2 and AVCE) and retake English and maths GCSE. There are strong links with the other nine schools in East Coventry –and Henley College, forming the Coventry East Partnership, which provides students with an even wider range of courses. Post 16 students also follow an “Enrichment Curriculum” covering additional courses e.g. OCN Drug Awareness; OCN Sex Health Education; Basic Counselling; Emergency First Aid Certificate and Fitness Training. Individual students will also have “shadowing” placements in primary schools, industry and commerce.

All students at Key Stage 3, Key Stage 4 and Post 16 have one tutor period each week, taken by their Form Tutor.

Assemblies are an important part of the corporate life of the school for reinforcing community values and celebrating achievements. As a multi-faith school, the Governors have accepted our present mode of delivery as the most suited to our needs.

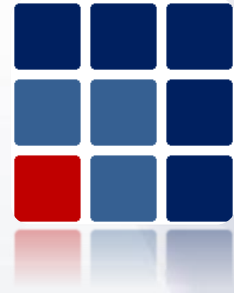


Great importance is attached to the role of the Form Tutor, and many tutors remain with the same group of students for most of their school life. Each tutor works with his or her own tutor group in a tutor period each week. There are strong emphases on active tutoring, personal development and reviewing achievement.

The work of the tutors is managed by six Directors of Learning including Post 16, who have responsibility for setting and maintaining the ethos of their cohort.

Directors of Learning have an increasingly important role in coordinating and evaluating the curriculum for their cohort and working with Directors of Teaching and Learning to improve the match of teaching and learning styles to the needs of the students.





ORGANISATIONAL STRUCTURE

Over 70 members of teaching staff are employed at the school and, with the non-teaching support staff; the total number of employees at Foxford exceeds 180.

Our Head Teacher is supported in the senior leadership team by two Deputy Head teachers, three Assistant Heads and the School Business and Finance Manager.

The formal curriculum is organised into faculties each with a Director of Teaching and Learning as leader.

The Faculties currently are:

English

Mathematics

Sciences

Technology

Modern Foreign Languages

Creative Arts

Personal Wellbeing

Humanities

Personal Learning

The Pastoral organisation is based on Year Teams, with a Director of Learning and tutor team who currently move with the students through Key Stage 3 and Key Stage 4. Each student has a Progress Reviewer who is their tutor, or another member of staff who meets with them at least termly to review their progress.





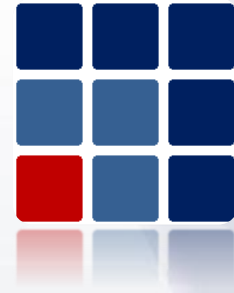
STAFF DEVELOPMENT

We support the development of all staff at the school with our range of professional development programmes. These include externally accredited courses and qualifications as well as bespoke internal programmes and interventions that help individuals or groups of staff develop.

We have a number of trained coaches on our staff who work with colleagues to develop their practice and skills. We also employ a consultant from Changing Cultures who supports individuals to develop creative approaches to their teaching.

Our Staff Innovations Group (SIG) is a thriving group which meets half-termly, led by a Middle Leader. It is the hub for innovation and sharing of Teaching and Learning. Members have recently showcased some of their work locally and nationally.

In addition we have our Teaching, Learning, Community – comprised of Assistant Directors of Teaching and Learning – whose focus is to become leading teachers within their subject areas. They are currently involved in action research focused on Pupil Premium.



CITY OF COVENTRY AND IT'S SECONDARY EDUCATION

Coventry continues its tradition as a pioneering city, bringing in new innovations. The city that led the way in ribbon weaving and watchmaking as well as the cycling and motor industries, is now preparing to be at the forefront of technology such as driverless cars and superfast broadband.

JLR has long been a Coventry success story and this year it announced it is making the city the heart of its future through a £3.8billion investment in a global HQ and product development at Whitley. Continuing the city's long and proud links with the motor industry, Geely, owners of the London Taxi Company and makers of the famous black cabs, have announced a £250million investment in a new HQ and assembly plant at Ansty, creating up to 1,000 new jobs as the company steps up production to cope with worldwide demand.

Helping to drive innovation are the two universities of Coventry and Warwick – with thousands of students bringing their skills to the area.

With the tourism draw of the Cathedral and ruins that drive the city's reputation as a centre for peace and reconciliation, the impressive Transport Museum, Herbert Art Gallery, and Belgrade Theatre, the city also hosts top events that bring in thousands of spectators, such as the Godiva Festival, SkyRide and Motofest.

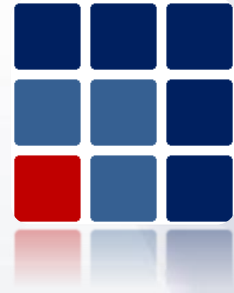
Coventry, and in particular the location of Foxford has excellent links to the main motorway networks.

There are nineteen secondary schools in the City, all 11-18 age range, two are community schools, two are voluntary aided and fifteen are now academies; added to in recent years by three free school and one UTC (Yr10-13). All schools continue to work together through the Secondary Heads' Forum and many other city networks. A good range of training opportunities are offered to each other by schools across the city.



WHY WORK AT FOXFORD?

- We are committed to the development of all staff. This includes:-
 - Full appraisal programme (teaching staff) – including 2 milestone reviews
 - Annual appraisal for non-teaching staff
- We offer comprehensive support for Teach First and NQTs with each teacher having an individual mentor / coach and a twilight inset programme.
- Clear progression support programme including:-
 - Training to become a coach
 - Teaching and Learning community
 - School Improvement Group
 - Middle leadership development programmes
 - Extended leadership board
- Opportunities to be supported on externally validated programmes including:-
 - Teaching Leaders
 - Leading from the middle
 - NPQH
 - Contribution towards further qualifications or degrees.
- Laptops are provided for all teachers
- Free tea and coffee in the staff room
- Subsidised staff events
- Occupational Health and counselling support
- Long service awards
- Free leisure centre membership



INFORMATION ABOUT THE POSITION

February 2017

Dear Applicant

VACANCY FOR TEACHER OF SPANISH – TMS/UPS

Thank you for your interest in the above position. If you would like more detailed information please call or email aliw@foxford.coventry.sch.uk

Foxford is a dynamic and sometimes challenging school where colleagues work hard to support each other in providing an enjoyable and relevant curriculum for our students.

If having read the further particulars you would like to apply, please complete the application form, including your personal statement of no more than two or three sides of A4, outlining why you feel your experience, qualifications and interests make you a suitable candidate.

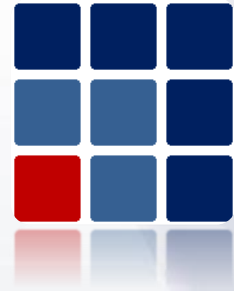
The school is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment.

Closing date for applications is Noon, **Tuesday 28th February 2017**. If you have not heard from us by mid-March, please assume your application has been unsuccessful on this occasion.

Thank you for your interest, I look forward to hearing from you.

Yours sincerely

Ali Wilkins
HR Manager



MODERN FOREIGN LANGUAGES AT FOXFORD

Modern Foreign Languages (MFL) has been going through a transition over recent years. We are keen to continue innovating and keep learning the heart of our decisions.

Currently we teach Spanish at KS3 to all students and we currently have 2 groups in each year at KS4. Spanish is currently an option and part of our EBAC route-way at KS4. Foxford, however is a multi-cultural school in which for many students, English is not their first language. We have excellent history of achieving success at GCSE for these students in their home language.

In our recent Ofsted Inspection, the teaching by Languages staff was praised.

We are keen to develop the profile of MFL in the school, encourage more students to want to study at GCSE and offer a wider range of languages in future if demand allows. Currently through Partnership arrangements in the East of the City, MFL subjects are taught elsewhere at A level. Again if demand in the future allows, we would be keen to host teaching at Foxford.

During the year the MFL Department have a history of running themed events and offering a range of enrichment activities to our students. We have recently acquired 16 iPads that are for use in MFL and have begun to see the impact of these in class.

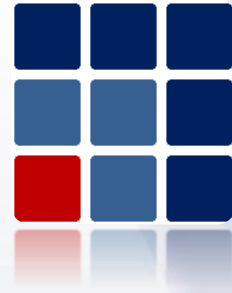
The MFL Department staffing currently comprises:

Director of MFL

2 x MFL Teachers

1 x French Language Assistant

1 x Spanish Language Assistant



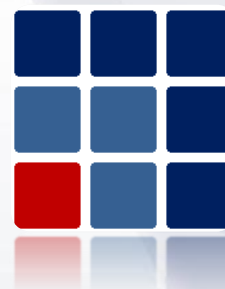
THE ROLE OF THE TEACHER

Foxford's priority is to keep effective teaching and learning at the top of the school agenda to create the physical, emotional and intellectual environment in which all students can succeed. Teachers' main role is to lead, facilitate and encourage learning which enables students to achieve high standards; you will develop effective teaching strategies and promote successful learning by:

- Continuously striving to improve your own practice by evaluating what does and does not work and drawing on examples of good practice from other colleagues
- Valuing all students eg knowing their names
- Using the available data on students and your own knowledge of them, prepare work and use resources to ensure that learning is differentiated, varied, appropriate, interesting and stimulating
- Ensuring that the needs of all students are recognised and met
- Following the provisions of the SEND Code of Practice in respect to individual students in your care
- Maintaining high expectations and contribute to achievement of whole school and faculty attainment targets
- Ensuring progression for all students

Role includes:

- Start and end lessons on time
- Use a variety of teaching and learning styles to engage students and encourage good learning behaviours
- Implementing school and faculty homework policy, including setting, marking of homework and home study tasks and monitoring homework
- Marking in line with school policy
- Keeping a record of work covered by classes, work completed by individual students, and assessment
- Providing positive, aspirational learning opportunities for all students
- Apply the school's Behaviour management system
- Award praise appropriately and fairly
- Apply the School Behaviour Management Systems so that learning can take place; record incidents consistently on BMS / CPOMS



THE FOXFORD CHECKLIST FOR TEACHERS

	Have you...?	Yes/ No
Before the lesson	Planned a lesson with challenge for all students	
	Set objectives where all students can meet or exceed their targets and show progress	
	Marked your books in line with the School and Faculty policy	
	Manned your area outside the corridor and greeted students at the door	
At the beginning of the lesson	Ensured equipment is out on the desk including planner and pencil case	
	Displayed the homework on the first slide for students to copy into their homework planners	
	Engage students with a starter which is relevant and engaging	
	Checked that students have copied down the title / date	
	Take the register in the first 10 minutes of the lesson	
During the lesson	Ensure that students know their targets and what they need to do to be on or above target	
	Used targeted questioning / whole group responses to check students are on or above target	
	Given out praise points	
	Checked students' learning through a meaningful plenary	
	Checked students have met the objectives and made progress before the end of the lesson	
At the end of the lesson	Asked students to stand by their desks at the end of the lesson	
	Dismissed students in an orderly manner	



Growth is achieved through learning and partnership

People can and do change

Success is realised in a variety of ways