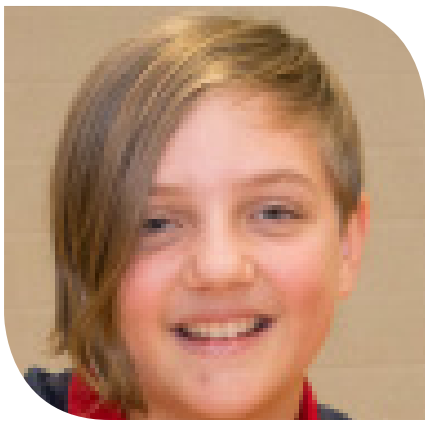




BIRLEY
Learning Community

Birley Community College



Introduction

Welcome and thank you for showing an interest in working at our school.

Birley Community College is a popular secondary school situated in the south east of Sheffield. We are federated with Birley Community Primary and together we make up Birley Learning Community. We have a modern building set on a pleasant campus and enjoy excellent facilities.

Our vision at Birley is simple: to ensure that we constantly challenge ourselves and our students to aspire to our very best, enjoying learning and being active members of the learning community. As a Co-operative trust school, we work with all stakeholders including parents, local businesses, community leaders and partner primaries to represent and meet the needs of our students. We all believe that our students are entitled to nothing but the best.

If you join our team you will be joining a group of professionals who are not only enthusiastic and dedicated but a team who believe that learning is our most important activity; a team passionate about learning for all- staff and students alike. Every single member of staff is prepared to work tirelessly to ensure that learning is relevant, purposeful, engaging and rewarding. To support this we offer an excellent CPD package aimed at supporting staff at every stage of their career- from training through to headship. Our training is delivered by internationally recognised experts including Paul Ginnis, Dylan William, Hywel Roberts and Barry Carpenter. Working with us you will be encouraged to be a reflective and open practitioner and you will be supported at every step by the senior leadership team and experienced colleagues to enable

you to develop as an outstanding practitioner or leader. In addition you will enjoy extra benefits - the school is part of the Worklife Support programme which provides independent and confidential support, advice, training and development to all staff in the school. There is also access to a free on-site gym.

Our students are simply amazing. They are hugely rewarding to work with and very capable of fantastic achievements. All your hard work will be repaid with tremendous loyalty and respect.

The Senior Leadership team at Birley have a clear strategic plan for the school. As an experienced group of leaders, they strive for continual improvements in standards and to provide the best learning experiences for all students.

If you have ability and potential; if you are resilient and creative; if you have a sense of humour and a passion for learning and if you are prepared to work relentlessly towards further equipping our students with the knowledge, skills and confidence for a successful career and future life opportunities then I look forward to receiving your application.

Gina Newton
Associate Headteacher
Birley Community College
Birley Learning Community



ABOUT BIRLEY COMMUNITY COLLEGE

Our Vision

Here at Birley Community College we are committed to providing the highest quality education and support for all our students.

- We believe that we should all aspire to be the best we can be
- We believe that we should all achieve everything that we are capable of
- We believe that we should all challenge each other to produce our best
- We believe that we should all enjoy being a part of our learning community
- We believe that we should all have the needs of our community at the heart of what we do

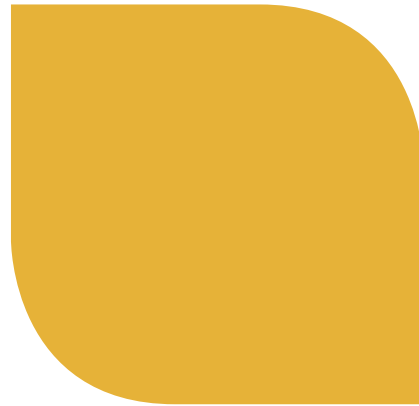
Our Students

Broadly speaking, upon entry students have attained the KS2 national average. Students come to us from several different primary schools but the majority come from our federated Primary and three other partner primaries in our Family of Schools. We believe passionately in the value of partnership and cross-phase learning and as a result we have excellent relationships with all our partners and outstanding transition arrangements. In the College, we currently have about 1200 students. Our Integrated Resource which caters for 25 students with ASD is a particular strength.

Our Staff

Our staff at Birley are all focussed on a single mission, to deliver an outstanding education to our students. We are fortunate to have a highly-committed, professional and friendly staff those working both inside and outside the classrooms. Our teachers have a passion for teaching and learning. Relationships between staff and students are something of which we are very proud. We take professional development very seriously and have a superb CPD offer which includes opportunities for working with teachers from other subjects, mentoring, coaching, master classes and programmes for teachers at all stages of their career. We also offer a comprehensive programme for those

colleagues who are interested in exploring middle and senior leadership, including Headship. Time and bursaries are available to staff who identify a particular area of education that they are interested in researching. In addition, there are weekly teaching and learning briefings which teachers of all levels of experience contribute. We also publish our own in house teaching and learning magazine with contributions from staff in a wide variety of roles.



OUR STRUCTURE AND ORGANISATION

Since 2009 we have been in a federation with Birley Community Primary School, forming Birley Learning Community. With a single governing body and a Federation Leadership Team we are able to provide excellent consistency in our provision.

In the College, students are taught in a variety of groupings including mixed ability and sets. Each lesson lasts for an hour and there are five of them in a day. Every morning students start with either tutor time or assembly. The school day runs from 8.35 - 3.00 although breakfast club and after-school activities run every day.

From 2015, students in KS4 will have four options to go alongside the core offer of English, Maths, Science, RE, PSHE and PE. We are particularly pleased with the take up for EBacc which we encourage as many students to take as possible.



Policies and culture

In order to achieve their full potential, our students must feel safe and secure with their peers and with the staff. To ensure that this desire translates into reality, the college has:

- A clear behaviour policy
- A clear anti bullying policy
- A clear child protection policy
- A positive culture

Our Pastoral System

Our school is divided into four vertical groups called Families. All staff, including those who are not classroom based, are part of this. Tutor times and assemblies are organised vertically although we also run some year group assemblies, for example Y9 options. The Families are supported by the Inclusion Team of Student Support Co-ordinators. We have a very strong tradition of support for our students and their families which can often extend past when they leave us in Y11.

Community Links

We are not just a Community College in name. We fully believe in the power of working together for the benefit of our students. Our work with many local businesses, charities and community members ensures that we are at the heart of the local area.



Teacher of Modern Foreign Languages

Full Time

Required from September 2016

We seek a dynamic and innovative professional to join our successful Languages Department. The successful candidate will teach Spanish and French to both Key Stage 3 and 4 and across all ability levels.

Informal enquiries about this post can be made to Mrs G Newton, Associate Headteacher. Information on the application process is available from Mrs Laura Parkin (HR Admin Officer) at the College on Tel: 01142392531, email: lparkin@birleycc.sheffield.sch.uk, on the website: www.birleylearningcommunity.org.uk or Miss Kara Mason, email: kmason@birleycc.sheffield.sch.uk. Please note telephone enquiries before 18 March 2016 only.

Only applications on the standard Birley Learning Community application form will be considered.

Closing Date for applications: 12.00pm Monday 4 April 2016

Interview Date: w/c Monday 4 April 2016

Overview of the post:

The department works very closely to create imaginative and engaging teaching and learning resources for all our students. Units of study are accessible online through our MLE, allowing both staff and students to access materials outside of lesson times. We place great emphasis on Assessment for Learning opportunities throughout all our practice and have developed a range of intervention strategies to ensure all students achieve their potential. Our department is known for using innovative technologies to enrich the learning experience for our students.

The department's reputation is strong across the whole federation. We have promoted a common approach to Modern Foreign Languages throughout the key stages and encouraged cross departmental collaboration on new strategies to improve outcomes.

The Languages team continually strive to provide the most effective learning opportunities for all students. We are a strong, close knit department, who are supportive of each other and value the skills and expertise of us all.

Person Specification: Teacher

		Essential	Application	Interview	Reference
Qualifications	Qualified teacher status	/	/		/
	Good honours degree in a relevant subject	/	/		/
	Other relevant diplomas or qualifications		/		
	Embarked on other CPD	/	/		
Knowledge	Knowledge of curriculum developments in the subject area	/	/	/	
	Subject knowledge sufficient to challenge the most able students	/	/	/	
	Thorough knowledge of issues relating to the safeguarding and well-being of students and of their responsibilities and duties pertaining to this	/		/	
Experience	Practical experience of the innovation and development of teaching materials	/	/	/	
	Experience in teaching students of all abilities	/	/	/	
Skills	Ability to use a range of teaching and learning strategies	/		/	
	Ability to use assessment to maximise student progress	/	/	/	
	Confident and competent user of ICT	/	/	/	
	Ability to communicate clearly and effectively both orally and in writing to students, parents and colleagues	/	/		
	Ability to uphold the school's BfL approaches	/	/	/	/
Attributes	Energetic, enthusiastic and positive outlook	/	/	/	/
	Excellent classroom management skills	/	/	/	/
	Resilience	/	/	/	
	Commitment to extra-curricular activities		/	/	
	The ability to work independently and as part of a team	/	/	/	
	A positive attitude and willingness towards professional development and their own learning	/	/	/	
	Reliability and integrity	/	/	/	/
	Good personal organisation	/	/	/	/

The Generic Role and Responsibility of a Main Professional Grade Teacher

The aim of this document is to clarify the role of the above level of teacher within the context of Birley Community College in order to ensure consistency of purpose and action. It does not replace the current national 'Schoolteachers Pay and Conditions' agreement as a legal document or supplant national and local agreements between employers and teaching unions.

Teachers should enable the College to meet its vision and targets through

Developing Learning in Your Role as a Subject Teacher

1. By leading students by personal example

Subject Knowledge and Understanding

2. By having, and maintaining a secure knowledge of your specialist subject(s) and a detailed knowledge of the national curriculum for this (these) subject(s)
3. By being able to interpret subject knowledge and understanding effectively for students of all ages and abilities within the 11-16 age range in order to ask and respond to telling questions.

Planning, Teaching and Classroom Management

4. By planning lessons and units of work effectively so that there are clear achievable objectives and the tasks set enable students to meet these objectives.
5. By using good pace and a wide range of appropriate techniques at whole class, group and individual levels in order to motivate and stimulate students' learning.
6. By setting high expectations and establishing and maintaining a purposeful working atmosphere through well focussed teaching and positive and productive relationships.
7. By contributing to students' development of literacy, numeracy and ICT (and other key skills as appropriate).
8. By contributing to students' spiritual, moral, social and cultural development (as is appropriate in the curriculum) and fostering students self image and sense of personal responsibility and citizenship.

Monitoring, Assessment, Recording and Reporting

9. By assessing, monitoring and reporting students' performance and progress against national standards and the agreed College Assessment Policy. By using the knowledge gained from this assessment to plan future lessons and help students improve.

The Generic Role and Responsibility of a Main Professional Grade Teacher

Developing the Whole Child in your Role as a Group Tutor

Registration

1. By completing the register with care and in accordance with procedures.
2. By keeping information about each student up to date, ensuring that the Office is informed immediately about changes of address, parental details or other information.
3. By tracking absence and encouraging punctuality, keeping a close check on individuals as needed and informing Year leaders/ the Office as appropriate
4. By distributing letters etc to parents, and to check returns, where required.

Leadership of the tutor group

5. By getting to know each student well, seeking to unite the tutor group as a social unit.
6. By ensuring that all students are fully aware of behavioural expectations and of their responsibilities toward other college members.
7. By setting the tone for each session, ensuring that students are in correct uniform, are seated in chairs and are ready for the start of the session.
8. By encouraging students to develop positive attitudes towards themselves, others, the communities in which they live and the environment.
9. By encouraging students to play a full part in the life of the College
10. By attending assemblies with the tutor group.
11. By attending Year Team meetings and liaise with Year Leaders as appropriate.

Supporting the individual in the group

12. By monitoring the behaviour of individuals in the tutor group, intervening where appropriate to support positive behaviour through counselling, the use of a tutor report, contact with parents (in consultation with the Year Leader) or the direct involvement of the Year Leader.
13. By monitoring of students' academic progress in line with the developing system of academic tutoring and to praise and intervene as appropriate.
14. By encouraging students through recognising, supporting and praising achievement both within the context of the College reward system and in other ways.
15. By collating the annual report for each student, writing an appropriate pastoral comment which records the positive aspects of the student's individual development and contribution to the college, and helps to give advice about improvement where needed.
16. In Key Stage 4, by overseeing the completion of the NRA for each student, and making an input as appropriate

The Generic Role and Responsibility of a Main Professional Grade Teacher

Parents

17. By encouraging close relationships and fostering mutual respect between college and parents wherever possible.
18. By meeting parents by appointment and arrangement after consultations with the Year Leader.

Other Professional Requirements

18. By having a working knowledge of all College policies relevant to the post holder and understanding their role in Child Protection, Health and Safety and anti discrimination and bullying practice.
19. By assessing and reviewing your own performance, progress and future needs.
20. By attending agreed curriculum and tutor team meetings and contributing to subject and pastoral based developments (as appropriate)

Any other reasonable duties commensurate with the conditions of service detailed in the current 'School Teachers Pay and Conditions Document'.