

RODBOROUGH

“Students’ achievement is at the heart of everything they do.”
OFSTED 2013



TEACH GEOGRAPHY AT RODBOROUGH INFORMATION PACK 2015-2016

Rodborough, Petworth Road, Milford, Godalming, Surrey GU8 5BZ



6 May 2016

Dear Candidate

Thank you for taking the time to express an interest in teaching Geography at Rodborough. I hope you find the information in this booklet helpful and that you go on to submit an application for the advertised post.

The Geography team at Rodborough is enthusiastic, passionate and dedicated but never complacent. We are always looking to improve the service that we provide for our students and our teachers work hard to deliver creative and engaging lessons. We are committed to sharing our love for the subject, believing in the importance of developing the students understanding of the world in which they live. Students at Rodborough love Geography and look forward to their lessons. The result of which is a huge uptake at GCSE, where we are now the largest option subject in the school.

The Geography department is a supportive and organised environment in which to work; we have very thorough schemes of work in place, as well as an abundance of high-quality resources. All of these have been created through effective collaboration.

We are excited by the changes to the GCSEs and are seeking someone who can bring vibrancy to the department as we plan for the new specification. We feel that this is an opportunity to be part of building a fantastic department, where we can maximise the students love for the subject, whilst challenging them to attain at the very highest level.

I look forward to hearing from you.

Yours sincerely

Jack Metcalfe
Head of Geography

Department Overview.

The Geography Department at Rodborough is rapidly growing. Uptake at GCSE has never been higher, and reflects the hard work, passion and commitment of the staff. We believe in sharing a love for our subject with the students and look to engage them with the world in which they live.

The curriculum at Key Stage 3 is structured around schemes of work that are driven by enquiry questions – an engaging, challenging and thought-provoking question that drives the subsequent learning and skill development. These questions and schemes of work are regularly modified as part of the department's reflective practice.

The curriculum at Key Stage 4 will be switching to the OCR B specification – Geography for Enquiring Minds - at GCSE level. We feel that this change from our existing specification will better suit our learners and will develop the skills they learn in the lower school.

At present, the Geography Department consists of the Head of Department, one other full time member, and two part-time teachers who work together well as a team. The department has a very wide collection of resources and encourages a shared, collaborative approach to lesson planning. The department places great emphasis on teaching and learning. A wide range of teaching strategies are used in the classroom and these are modified to cater for the needs of each student.

Students monitor their own progress through regular self and peer assessment, and are expected to use feedback constructively, in order to maximise their own attainment. We believe that feedback should help the students to develop their independent learning skills.

The department has a strong commitment to learning outside the curriculum. We regularly utilise the school grounds and nearby woodland to develop geographical skills. The department play a key role in eco-week and offer further fieldwork opportunities at this time. With the change in specification we will also be looking to expand our GCSE fieldwork provision with visits slightly further afield. Most excitingly of all, we run our yearly residential trip to Wales, which has been a highlight for most students over the past 15 years or more.

EXTRA CURRICULAR ACTIVITIES

The department is looking to offer a greater range of extra-curricular activities. Over the past year a number of students have been involved in developing the community garden and providing solar heating for the swimming pool, but we would like to build on the growing excitement around the subject by offering further opportunities.



General Information about Rodborough

Rodborough is an 11 – 16 mixed Community Specialist Technology and Humanities School catering for 900 students of all abilities. We aim for excellence in all aspects of school life.

The school was previously graded as “Outstanding” by Ofsted in 2009. Our last Ofsted Report was graded as “Good” (June 2013). The most recent report states:

- Standards are high. The proportion of students achieving 5 or more GCSE A*-C grades including Maths and English is consistently and significantly higher than national averages.
- Students have fantastic attitudes to their learning; they are diligent and want to do well.
- Behaviour in lessons and around the school is excellent.
- Students are extremely polite and show high levels of respect for each other and the adults who work with them.

Academy Status

The school gained Academy status in August 2011. The school uses its Academy status to preserve the current school ethos. The Governors took the decision to become an Academy because they believe this is in the best interest of students at the school now and in the future.

Academic Achievement

The school takes great pride in the achievements of its students. Our last four years GCSE results have been:

Academic year ending	5 + A* - C (including Maths and English)	5 + A* - C
2012	68%	83%
2013	75%	86%
2014	63%	70%
2015	70%	77%

Over 95% of our students go on to further education or training. We are proud of the extensive range of vocational courses we offer through the Waverley Federation. This has widened our curriculum offer and has been a key factor in our rate of students staying on in education.

Teaching and Learning

Teaching and Learning is central to all that we do at Rodborough. We devote all our INSET time to Teaching and Learning. We have a number of teaching coaches and have developed a culture where teachers regularly observe each other and give professional feedback and advice. Over the last 3 years we have been developing best practice in our KS3 curriculum. Our primary aim has been to create more independent learners. We have done this by developing schemes of work that are based on challenging “enquiry” questions and by developing lessons that are relevant, stimulating and meet the needs of all students. We have tried to put all our best practice together in new schemes of work and new methods of delivery.

Following our successful Ofsted inspection we have worked together to increase our understanding of outstanding teaching. Our aim is to increase our number of outstanding lessons and the number of teachers teaching them in order to meet the needs of all our students and make them more independent learners.

Students

Students are expected to make a significant contribution to the life of the school through their participation and commitment to the full range of activities on offer. We are a child centred school and students are encouraged to take responsibility at all levels.

The School Council plays an important part in school improvement and is led by Senior Prefects. The majority of Year 11 are prefects and take their wide range of jobs and responsibilities very seriously. Year 10 and 11 students join our Junior Sports Leaders Award and are very active in the school and local community.

Over 100 Year 9 students have completed and passed their Young Star Navigators Award. Currently, we have 144 Year 10 students signed up for the D of E Bronze Award and 32 Year 11 students for the Silver Award. These fantastic figures are testimony to the sense of commitment and service of our students.



Extra-Curricular Activities and Other Initiatives

We encourage staff to offer extra-curricular activities to widen the experience for students. These include several dance, drama and art groups, choirs and a jazz band. We maintain a busy schedule of theatre visits, trips abroad, work experience in the UK and Europe as well as school fixtures in many sports. The school has a very effective Friends of Rodborough Association and significant links with local industry and commerce.

The school has begun a major initiative on sustainability in the last few years. There has been considerable success with recycling with the School Council taking a lead role in this. We organise an "Eco Week" in the Summer with guest speakers and "green" lessons. We now intend to explore energy conservation and alternative energy supplies. The school has recently been fitted with solar panels. In 2014 we won the National Sustainability Award from the Independent Academic Association.



Governance

We are fortunate to have a strong and supportive Governing Body who were judged “Outstanding” in both our 2009 and 2013 Ofsted inspections.

“Governance is highly effective. Governors regularly receive detailed information about students’ progress and teachers’ performance, and this allows Governors to challenge academy leaders effectively. Governors visit the academy to gather evidence about how well students are doing. Governors know what the strengths of the academy are and what needs to be improved further. They know what contribute to good teaching and they make sure that leaders manage teachers’ performance effectively. Governors hold the Headteacher strongly to account and set him demanding targets to achieve. They make sure that appropriate safeguarding procedures are in place. The budget is very well managed. Governors know how the pupil premium funding is spent and how this is helping to improve students’ achievement.” (Ofsted 2013)

Our Community

We are heavily over-subscribed, enjoying an excellent reputation locally, both for academic success and broad educational opportunities. Parents are very supportive, yet demanding of the school, wanting the best for their children. Our staff act in a professional manner, at all times, to ensure that all young people achieve their best in a collaborative way.

Rodborough is an outward looking school. It is an active member of the Waverley Federation (a partnership of local Secondary Schools, a Special School and Godalming College), whose aim is to develop wider opportunities for our young people, beyond the individual schools. We are also heavily involved with the Godalming Confederation of schools working on transition and “life without levels”.

Rodborough is an inclusive school with a thriving SEN Department. We work intensively to ensure that all children are happy and succeed, irrespective of their difficulties. In January 2016 we officially opened the Cullum Centre, a separate unit to cater for 20 autistic children who have the potential to integrate into some mainstream lessons.

Visitors comment that Rodborough is a pleasant and friendly school. It is situated in a delightful part of Surrey two miles south west of Godalming and a 13 minute walk from Milford train station. It is within easy travelling distance of both London and the South Coast. This is a beautiful part of Southern England with large tracts of National Trust land in the vicinity.



The Cullum Centre - Background

Rodborough was chosen as the location for one of four Cullum Centres in Surrey. There is one centre in each quadrant of the County. Rodborough is the location for the South West. Peter Cullum is a philanthropist with a personal interest in the education of autistic children. His donation has enabled the four centres to be built.

The Cullum Centre is a purpose built centre for 20 autistic pupils (four for each year group in the school). The Centre is a partnership between the school, the National Autistic Society (NAS) and Surrey County Council (SCC). SCC will provide the revenue funding for the Centre.

The Centre will have specialist staff, including teachers and trained teaching assistants. Its aim is to enable students to participate, progress and achieve both in the centre and alongside their peers in mainstream lessons.

Students with needs on the autism spectrum are often capable of high academic achievement, but the severe anxiety they can experience and the difficulties they face can result in them finding the mainstream school environment a challenge. Our aim is to provide students with an emotionally secure base within the school and the personalised support, both in and out of lessons, that should help them to be able to learn within a mainstream secondary environment.

Plan of building

The Centre is purpose built, in keeping with best practice developed by the NAS in their own Centres. The Centre includes four classes, a general purpose area with kitchen, communal areas, a small gym, offices and toilets.

Integration

The building is attached to the main building of the school and is accessed through the school's main reception. The Centre has an ethos of integration. Students allocated to the Centre will be integrated into mainstream lessons as much as possible. They will use the Centre when they are not able to access their mainstream lessons and at times of crisis.

The school has a number of autistic children already on its roll and, when there is capacity, the Centre will be used for these pupils when they need respite or specialist input.

SEN in the wider school

We are proud to be an inclusive school and have a good track record of success with many SEN pupils. Rodborough has 25% of its pupils on the SEN register and currently has 23 pupils on statement (as per old Code of Practice). The department of SENCO and LSAs provide a balanced approach of in-class support, individual programmes and specific interventions to address literacy and numeracy weaknesses. Teaching staff are becoming more adept at meeting the needs of SEN students in lessons. The school has a wide range of vocational and alternative programmes to give the most appropriate educational experience to students in the Upper School.

The Applications Process

We welcome pre-application visits by prospective candidates. Please contact the Head's PA, Ashleigh Deane, on 01483 411102 or at adeane@rodborough.surrey.sch.uk to confirm a date and time.

Application Form

Applicants are required to submit a properly completed application form which should be supplemented with a supporting letter. CVs without an application form are not accepted as a formal application. Forms that are incomplete will be returned as they cannot be considered where information is missing. If you have any queries about aspects of the form these should be directed to the Head's PA, Ashleigh Deane. After completing the form and if the applicant is shortlisted, any anomalies or discrepancies in the information provided will be taken up during the interview.

Shortlisting

We will telephone shortlisted applicants, in the first instance, and then confirm the interview details with an e-mail or letter. Applicants who have not been shortlisted will be advised by letter or by e-mail.

References

References for shortlisted candidates are required before interview. After shortlisting, referees are invited to submit written references and to complete a standard pro-forma which contains questions relating to child protection. At least one referee should be the current or most recent employer. At least one referee should be the most recent employer where the applicant worked with children (if not currently doing so). Any relevant issues arising from references will be taken up at interview.

Qualifications

Qualification certificates will need to be seen and checked at interview.

After the Interview Process

Feedback will be available for unsuccessful candidates, on request. The school will meet all reasonable expenses of candidates who attend for interview.

Child Protection

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. The successful applicant will be required to provide an enhanced DBS disclosure. The school's Child Protection Policy is available on our website: <https://fluencycontent-schoolwebsite.netdna-ssl.com/FileCluster/Rodborough/Mainfolder/about/Documents/documents/Safeguarding-Child-Protection-Policy-2015-16.pdf>

Equal Opportunities Statement

We promote the statement "Discrimination on the basis of colour, culture, origin, physical attributes, origin of sex or ability is not acceptable" such that it is supported and understood by the whole school community. The school's current Single Equality Policy is available on our website: <https://fluencycontent-schoolwebsite.netdna-ssl.com/FileCluster/Rodborough/Mainfolder/about/Documents/documents/Equality-Policy.pdf>

Training and Development

We are committed to develop and support our staff and provide a range of opportunities to enable staff to continue their professional development.

Staff Benefits

Alongside our continued focus on professional development we offer the following staff benefits:

- Healthcare plan which allows staff to claim cash back on dental, optical and therapy treatments as well as cash towards a medical consultations and MRI, CT and PET scanning facilities.
- 24 hour Counselling and Advice Line.
- Employee Assistance Programme.
- Staff members are also able to subscribe to a package that gives a range of flexible benefits including childcare vouchers and staff discounts.

Further Information

Our school website:

www.rodborough.surrey.sch.uk

Our Prospectus:

www.rodborough.surrey.sch.uk/Mainfolder/about/Documents/documents/Prospectus.pdf

Our Ofsted reports from 2009 and 2013:

www.rodborough.surrey.sch.uk/Ofsted

Our school policies:

www.rodborough.surrey.sch.uk/School-Policies

Ofsted Data Dashboard:

<http://dashboard.ofsted.gov.uk/dash.php?urn=137019>

DfE Performance Table:

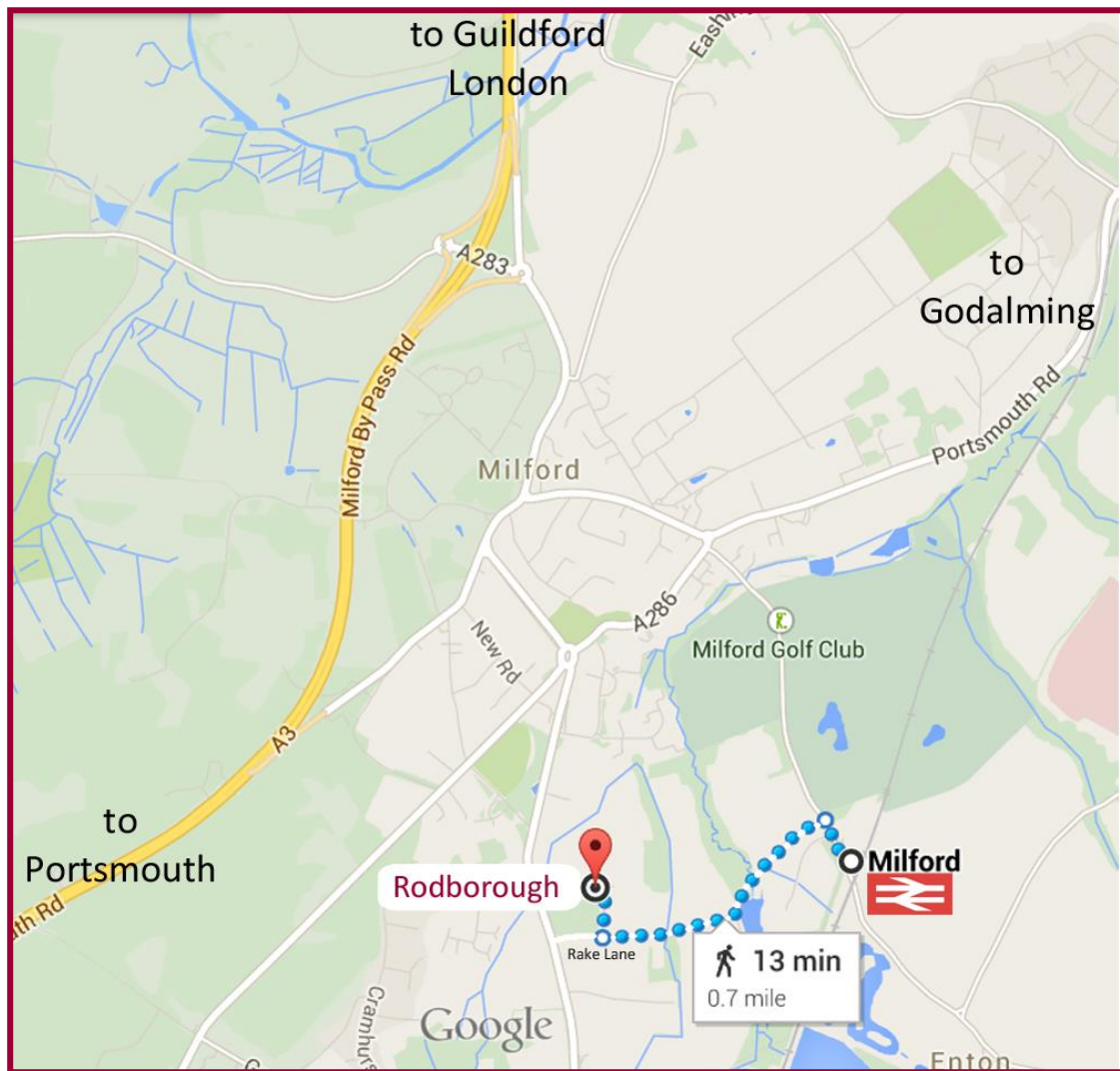
www.education.gov.uk/cgi-bin/schools/performance/school.pl?urn=137019

Access to the School

The school is well served by the local road network and is a short distance from the A3. There is a direct rail link from Waterloo and Portsmouth, and Milford station is a 13 minute walk from the school. Visitors are asked to use the Rake Lane entrance (parking on the right hand side after entering the gates) and then follow signs to Reception.

A location map, showing road, rail and walking information, may be found on the following page.

RODBOROUGH



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