

Swanwick Hall School and Sixth Form



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Headteacher: Jonathan Fawcett

Assistant Student Progress Leader: History

MPS + TLR 2b (£4401)

Required for September 2016

Please return a completed application form together with a full letter of application

By midday on Wednesday 25th May 2016

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

Swanwick Hall School is committed to innovation in the area of teaching and learning and provides a wide range of CPD opportunities for all staff. We offer a high quality induction programme and a well established professional support and development programme.



Assistant Student Progress Leader: History

Dear Applicant

Thank you for your interest in the above post. We are seeking to appoint a teacher with a passionate commitment to History, a belief that all children can succeed, and risk-taking, creative approaches to implementing teaching and learning strategies that support achievement. The successful candidate needs to have the energy, enthusiasm and ambition to lead the ongoing development of this successful subject within the Humanities Faculty, within an ethos where challenge and support are appropriately balanced. In summary, we are looking to appoint someone who:

- is committed to becoming an outstanding teacher
- is passionate about their subject and believes that all children can succeed
- is highly qualified in the subject
- has an instinctive understanding of learning processes and teaching and learning strategies
- is committed to teamwork and accountability, within a supportive framework
- is committed to the ethos of our school
- is forward thinking

We have strong induction programmes for all new staff and an on-going commitment to providing the support to enable all teachers to deliver the most effective lessons possible.

In Years 7, 8 and 9 students are taught for 2 one hour periods of History per week. Students enjoy and are inspired by their lessons and it is a very popular choice when students make their GCSE options at the end of Year 9. Last year at GCSE, History secured some of the best levels of progress across the school and was also one of the highest performing subjects.

All of the teaching is in mixed ability groups from KS3 to KS5. History currently follows Edexcel at GCSE and A Level. History is a popular A Level subject, attracting a good number of students. Many of our A Level students go on to study History or a related degree at university.

The Humanities Faculty at Swanwick Hall School encompasses the subjects of History, Geography, RE and Psychology. The Humanities team is an enthusiastic, hard-working and collegiate one driven by a clear commitment to enthusing students for the subjects studied and ensuring that all students achieve their full potential.

The staffing for Humanities for September 2016 is:

Rebecca Porritt	Assistant Student Progress Leader History
Lucy Foulk	Assistant Student Progress Leader Geography
Georgina Allen	Assistant Student Progress Leader RE
Claire Nulty	Teacher of RE and Student Progress Leader PHSE
Deborah Haslam	Teacher of History
David Stowell	Teacher of History
Rebecca Porritt	Teacher of History
Aran Cadney	Teacher of History (NQT from September 2016)
Aimee Longville	Teacher of Geography and Student Progress Leader for the Sixth Form
Natalia Kallai	Teacher of Geography
Niveta Alagh	Assistant Student Progress Leader Psychology



The faculty also makes a positive contribution to the extra-curricular life of the school. Recent trips and visits include Geography fieldwork trips to Castleton, Edale, Robin Hoods Bay and The North York Moors. There have also been RE and History visits to Krakow, a History theatre visit to see 'The Doctors Show' and an RE 'Faith Walk' in Derby.

This post offers an excellent opportunity for the successful candidate to challenge themselves to become the very best practitioner possible and to make a real impact on a successful subject area. If you like the sound of the school and the faculty, and are keen to be instrumental in its future success, then we would like to hear from you and look forward to receiving your application. We are more than happy for you to visit the school or to discuss the post by telephone conversation before application.

Please apply by completing the application form and also supply a letter of application. This should be word-processed, of no more than two sides of A4 in length, and should outline why you are interested in this post and why you feel that your skills and experiences to date will allow you to contribute to the further successes of History and consistently high standards of attainment over the next few years. On the application form, please state very clearly the type of degree you have (BA Hons, BSc Hons etc), its title and the class you were awarded (First, 2:1 etc), as well as the A Levels that you studied and the grades that you achieved.

Thank you for expressing an interest in this post. I look forward to receiving your application by midday on Wednesday 25th May. We intend to interview on Friday 27th May. In the meantime, if you have any queries or if you would like to visit, please contact my PA, Andrea Hollingsworth, on extension 1032 or email aho@swanwickhall.derbyshire.sch.uk

Yours sincerely

Jonathan Fawcett (Headteacher)



Job Description

Job Title:	ASPL Faculty	Job Holder	
Faculty:	Humanities	Reporting to:	SPLF
Liaising with:	LT, ASTs, SPLs, Student Support Services and relevant staff with cross-school responsibilities, relevant non-teaching support staff, LA staff, parents.	Line Managing:	
Post Type:	Permanent	Salary/Grade:	MPS + TLR 2b
Safer Recruitment Statement			
Swanwick Hall School is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment.			
All teachers at Swanwick Hall School are required to:			
<ul style="list-style-type: none"> To carry out the duties of the Teacher in accordance with the Teachers' Pay and Conditions Document and other relevant statutory provisions. Recognise that the Teachers' Standards (2012) define the minimum level of practice expected of trainees and teachers from the point of being awarded QTS and that their performance will be assessed against them as part of the performance management process. Carry out a share of supervisory duties in accordance with published rosters Participate in appropriate meetings with staff and parents as defined by the school calendar 			
Main Objectives of Role:			
<p>Teachers at Swanwick Hall School make the education of their students their first concern, and are accountable for achieving the highest possible standards in work and conduct. Teachers act with honesty and integrity, have strong subject knowledge, keep their knowledge and skills as teachers up-to-date and are self-critical, forge positive professional relationships and work with parents in the best interests of their students.</p> <p>They will</p> <ul style="list-style-type: none"> Set high expectations which inspire, motivate and challenge students Promote good progress and outcomes by students Demonstrate good subject and curriculum knowledge Plan and teach well-structured lessons Adapt teaching to respond to the strengths and needs of all students Make accurate and productive use of assessment Manage behaviour effectively to ensure a good and safe learning environment Fulfil wider professional responsibilities 			
Specific Responsibilities:			
Core purpose			
<p>The post holder will support the SPLF in the leadership of the faculty to ensure that the highest quality teaching is in place across all staff, leading to accelerated learning and progress, thus maximising student outcomes. The ASPL Faculty will:</p> <ul style="list-style-type: none"> Be responsible for the leadership of a key stage (Maths, English, Science) or the leadership of a subject Monitor marking, assessment and reporting to parents to ensure consistency across the faculty/ or ensure that homework is set in an effective and regular manner and that assessment and follow up is consistent across the faculty. 			



- Ensure a good standard and consistency in schemes of work
- Contribute to the leadership of literacy, numeracy, the use of ICT and SMSC within the faculty.

All Staff at Swanwick Hall School will:

- Demonstrate consistently high standards of personal and professional conduct within and outside the school
- Treat students with dignity, building relationships rooted in mutual respect, and at all times observing proper boundaries in appropriate to their professional role within a school
- Have regard for the need to safeguard students' well-being, in accordance with statutory provisions
- Show tolerance of and respect for the rights of others
- Act as role models by demonstrating a professional level of dress and appearance.
- Have a proper and professional regard for the ethos, policies and practices of the school in which they work, and maintain high standards in their own attendance and punctuality.
- Have an understanding of, and always act within, the statutory frameworks which set out their professional duties and responsibilities.
- Continue personal development as agreed
- Engage actively in the performance review process
- Be expected to comply with any reasonable request from a manager to undertake work of a similar level that is not specified in this job description.

This job description is current at the date shown, but following consultation with you, may be changed by Management to reflect or anticipate changes in the job which are commensurate with the salary and job title.

The above responsibilities are subject to the general duties and responsibilities contained in the statement of conditions of employment

Postholder:		Date:	
Headteacher:		Date:	
Last Updated:	June 2012		



Person Specification

	Essential	Desirable	How Identified
Qualifications	<ul style="list-style-type: none"> • Good class degree in related field and Qualified Teacher status • Evidence of continuing professional development 		Application
Relevant Experience	<ul style="list-style-type: none"> • Record of successful teaching experience in secondary education leading to good progress by students taught • Experience of using student performance data to inform planning, target setting and tracking • Evidence of curriculum innovation or development 	<ul style="list-style-type: none"> • Taking part in whole school initiatives or working parties • Experience of leadership and managing a number of teachers 	Application Interview Reference
Skills and Knowledge	<ul style="list-style-type: none"> • Well-developed ICT skills • A clear understanding of successful strategies for raising achievement • Awareness of the latest developments and initiatives in education • Understanding and commitment to social inclusion 	<ul style="list-style-type: none"> • Experience of identifying areas for improvement and putting forward and carrying out a plan to bring this about 	Application Interview Reference
Personal Qualities	<ul style="list-style-type: none"> • A strong commitment to the aims and ethos of the school • Ability to motivate and inspire staff • Positive and constructive outlook • Resilient and determined • A strong and supportive “team player” • Enthusiastic • Flexible, imaginative and having the ability to solve problems creatively • Ability to work well under pressure • Sense of humour 		Interview Reference
Equalities	<ul style="list-style-type: none"> • An understanding of managing diversity and a commitment to Equal Opportunities 		Application Interview
Other Requirements	<ul style="list-style-type: none"> • A commitment to raise standards and to school improvement • A willingness to work cooperatively with all teaching and support staff across the school 		Application Interview Reference



General Information For Applicants

Swanwick Hall School is an 11-18 community school situated in South East Derbyshire, close to the border with Nottinghamshire. The school serves a diverse semi-rural area which stretches from Heage in the north, through Swanwick and down to Somercotes, Riddings and Ironville in the south. We have seven schools in our cluster, three primaries, two infants and two juniors. The area is demographically, socially and financially mixed. There are areas of affluent, privately-owned housing as well as areas of significant social deprivation; indeed much of our catchment is in the bottom 10% of social deprivation indices. This diversity helps to create the rich character of the school which works hard to ensure a high quality education for all students and also to meet the diverse needs and interests of the whole community. The area has been characterised by significant socio-economic change in recent decades. Initially an area of strong coal mining influence it changed through to textiles and other light industries in the 1980's and 90's and has undergone further changes in recent years. A lot of local employment is relatively low-skilled and low-paid. The ethnic make-up of the school population is 98% white British, with the majority from working class backgrounds.

The current Headteacher has been in post since April 2006. The school was inspected in February 2008 and November 2010, with both reports deeming the school to be good with outstanding features. A recent inspection in October 2013 graded all areas as good, which we viewed as a significant achievement in the context of the very challenging new framework. The inspections were positive, affirming experiences and all commented on similar strengths: the faster than national average rates of progress; the quality of self-evaluation and how well leaders know the school; the breadth and diversity of the curriculum; the strongly inclusive practices; the high levels of engagement and positive behaviour of students; the strong progression routes for students of all abilities.

We are at a very exciting point in our school improvement journey. Our strategically focused governing body are keen to play a lead role in shaping the evolving local educational landscape over the next few years. We are keen to develop strong collaborative partnerships for the benefit of all students and local communities in order to ensure that Swanwick Hall School continues to improve and build on the record that has seen us year on year improve the progress that students make in their time with us, be consistently oversubscribed despite falling rolls locally and be identified as an outstanding school for SEN and inclusion by NASEN. Rather than seek to consolidate these achievements, we are viewing this as an opportunity to continue to examine all aspects of our practice and provision and to accelerate our progress as we seek to achieve the governors' main strategic aim of being deemed outstanding within the next 2-3 years.

We have always been keen to work proactively and in the best interests of our students, to form positive working partnerships with local schools serving similar contexts and with whom we can share good practice to raise standards further. To this end, the school will be forming a multi academy trust with two other 'Good' local secondary schools from 1st April this year. We are very excited about this next phase in the school's continuous journey of self-improvement and look forward to the enhanced opportunities it will provide for our students, our staff and the community we serve.

There are currently 1207 students aged 11-18 on roll at Swanwick Hall, 131 of these post-16. At a time of falling rolls, both nationally and locally, the school has been consistently oversubscribed for Year 7 intakes.



Performance at Key Stage 4 has improved significantly and continuously in recent years, achieving best ever GCSE outcomes across a range of indicators that measure success with all students, in addition to the nationally reported headline figures. In 2015, Year 11 students achieved the best ever value-added for progress from KS2 to KS4. Post-16, Average Point Score and pass rates have been very strong for a number of years and, similarly to KS4 performance, Post-16 students have frequently achieved the school's best ever A Level results for each of the past five years. This is achieved against the background of a very inclusive Sixth Form and this principle remains as important as a high APS. One telling measure of the success of the Sixth Form is that all but one of the students wanting to go to University in the last five years has secured a place, with the overwhelming majority of them successfully gaining places at their first choice destination. A very high percentage of these are first generation entrants to higher education. In the last four years, four students have secured Oxbridge places, significantly above the statistical expectation for the school.

In order to meet the needs and aspirations of the very diverse catchment area where students have a very wide range of aptitudes, interests and abilities, the curriculum is broad and balanced to reflect this context. The improvements in results at all levels have been achieved not by any 'quick-fix' curriculum changes, but by ensuring that the curriculum and the courses offered suit the needs, interests and aspirations of all students, ensuring that all subject areas perform to similar standards and setting clearly achievable but very aspirational targets.

All students at KS4 follow a core curriculum of English, Maths and Science. This core curriculum is complemented by a range of traditional GCSE option subject, as well as applied and vocational courses. We have worked hard to retain the broadest possible offer following the introduction of Progress 8 and EBacc performance measures and in the face of much tighter budgets.

The school is situated on a beautiful site of some 22 acres of parkland. The main school building is a 1770s Grade 2 listed building which was a former private family home. Having been purchased by Derbyshire County Council and opened as a grammar school for 300 children in 1922, it expanded and those first parts of the new school are also listed buildings. Since then many new blocks have been built, which gives a diverse standard of accommodation in terms of age and state. 2006 saw the opening of new ICT/Library Music blocks, there is a relatively new Dining Hall and several recent, single storey individual buildings housing different subject areas. Despite the varying nature and ages of many of the buildings, hard work by the site team and significant financial investment have ensured that all areas of the site are up to the required standard and fit for purpose. The latest project was a £2.5m sports hall, incorporating some inclusion facilities, which was completed in March 2013.

The school's strong reputation for teaching and learning and as a Training School for providing induction and professional development for staff, ensures strong recruitment. There is a wide range of excellent teaching at Swanwick Hall School, encouraged by a 'risk-taking' ethos of innovation and experimentation, and the best of this is clearly outstanding. Plans to ensure that there are 'great teachers' across the school are in place, and the quality of teaching within the school means that there is no 'lottery by timetable' for students in terms of the quality of provision that they receive.

Student behaviour and engagement in learning are very good. The students are proud of and feel a sense of belonging to their school. This is reflected by the improvements in attendance to around 95% and persistent absence rate below the DfE's target. Exclusions are rare and only one student has been permanently excluded in the past five years. Internal behaviour data shows continued reductions in the number of sanctions, whilst the bar is constantly raised in terms of expectations. Students are encouraged to play an active part in their personal development and to engage in



mature citizenship activities. There is a very wide range of extra-curricular activities provided both on site and through visits. Several trips run overseas, as well as residential and day visits within the UK. In October 2015, students took part in visits to Japan and Cambodia.

Each student is in a tutor group overseen by two tutors, with many support staff being involved as tutors. Each Year group is managed on a daily basis by a non-teaching Pastoral Manager, overseen by a Progress and Achievement Leader who works proactively and strategically to create a positive ethos of achievement within the year group and to set and monitor progress towards targets within a wide range of areas, and implement intervention strategies when required.

The school has a positive and ever-evolving ethos. Considerable time is invested in ensuring that relationships are right. This has involved a shared vision for the school and understanding of 'where we are at' for all staff; strong presence of LT around school; effective line management structure for middle leaders (Student Progress Leaders), balancing challenge and support; a collegiate approach between pastoral and curriculum leaders; clearly communicated expectations to students about behaviour, punctuality, uniform and work ethic to which they respond very well; an encouragement of all students to be involved in active citizenship; a belief that all students can and will achieve; regular communication with parents, in particular working hard to involve parents early where there are concerns; staff working hard to build positive relationships and to engage students in learning. Most visitors describe the school as a calm but purposeful environment, with a very open and friendly approach to visitors. This does not happen by accident, but is the result of a lot of hard work from an extremely talented and committed staff.

The core commitment to ensuring that all students achieve their full academic potential whilst at Swanwick Hall School is underpinned by a strong belief in and commitment to the development of the whole child. The school is also a centre for the community to use and it is widely available in evenings, weekends and during holidays. The governing body question intelligently and strategically the vision and direction of the school. They are all fully committed to what the school stands for, understand well strengths and areas in which the school needs to improve and are clearly focused on ensuring that standards and outcomes continue to improve rapidly.

Whilst there is much to be very proud of in the school, its students and their achievements, there is no arrogance or complacency. Rather, there is a recognition of the need to continue to work hard and be clear in strategic planning, be highly self-evaluative and self-critical, analysing strengths and areas in need of improvement in detail, in order to achieve these aims. The School Improvement Plan has as its central strand the continual improvement of the quality of teaching in order to maximise its impact on students' learning and progress.

The school's three most recent Ofsted reports (February 2008, November 2010 and October 2013) recognised these features, and all three inspections were positive, affirming experiences for the school and confirmed the accuracy of its own self-evaluation: that Swanwick Hall School is a school to be proud of, that it has many strengths, several outstanding features and a clear capacity to raise standards further.

Jonathan Fawcett
May 2016



The Location of Swanwick Hall School

