



Candidate Pack

Welcome to Plympton Academy. We hope this pack will give you some basic, useful information on what happens at the Academy.

Plympton Academy

Moorland Road, Plympton, Plymouth, PL7 2RS

Principal: Ms Lisa Boorman

Telephone: (01752) 338373

Email: enquiries@plympton.academy

www.plympton.academy

WELCOME

Thank you for your interest in a role at Plympton Academy. I hope that this pack will provide you with all of the information needed to complete your application.

I am proud to be Principal of Plympton Academy. Proud of our students and proud of my staff. Due to our growing popularity and increased student numbers, we have the need to increase our staff number.

The ethos within our Academy is a very positive one and it is a good place to be. Staff are very supportive of each other, believe they work in a good Academy and are extremely proud of all their achievements. Our most recent OFSTED report (January 2016) judged the Academy to be good with many strengths. I am so pleased that the hard work and dedication of students, staff and governors has been recognised.

I would like to encourage you to have a look at our prospectus which can be found, along with other information, on our website, www.plympton.academy

Plympton Academy is a single Academy trust, with a view to becoming part of a multi-Academy trust in the near future. This is a very exciting time for the Academy.

We are looking for the best staff to work with our students, because this is what they deserve. It is my role to find, recruit and develop our staff fully. So, if you are excited by the idea of playing a vital role in helping the Academy achieve its ambitions, then I look forward to receiving your application.

If I can be of any further help to you please do not hesitate to contact me via my PA, Mrs T Overton, on overton@plympton.Academy

If you do not hear from us you may assume that, on this occasion, your application has been unsuccessful, in which case may I take this opportunity to wish you well with your future career aspirations.

Kind Regards,



Lisa Boorman
Principal

ABOUT THE Academy

Address: Plympton Academy, Moorland Road, Plympton, Plymouth, PL7 2RS

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Website: www.plympton.academy

Plympton Academy is a single Academy trust in Plympton, Plymouth, England. **Plympton**, in south-west Devon, is a populous, north-eastern suburb of the city of Plymouth. It was an ancient stannary town: an important trading centre in the past for locally mined tin, and a former seaport.

Plympton still has its own town centre (called the Ridgeway), and is itself an amalgamation of several villages, including St Mary's, St Maurice, Colebrook, Woodford, Newnham, Langage and Chaddlewood.

The Academy has a sports centre, which includes a fitness gym, dance studio multiple sports hall, rugby pitch, and in the summer, an athletics grass circuit. The sports hall and gym is open to the public for a small fee. We also have a brand new all-weather 3G pitch and a Multi-Use Games Area.

The Academy has a brand new a state-of-the-art Performing Arts block, The Morpurgo Studios. This new theatre can seat an audience of 180 people and the purpose built dance studio and music rooms, including a recording studio, provide opportunities for students, and staff, to develop their creative talent.

The Academy also has an internal 6th form department which accepts students from all other schools.



OUR CORE PRINCIPLES AND VISION

Teaching and learning:

Students love the challenge of learning and are resilient to failure

Leadership:

Leaders inspire a culture of success for all

Community:

We are the cornerstone of a thriving community that is stronger through collaboration

Learning environment:

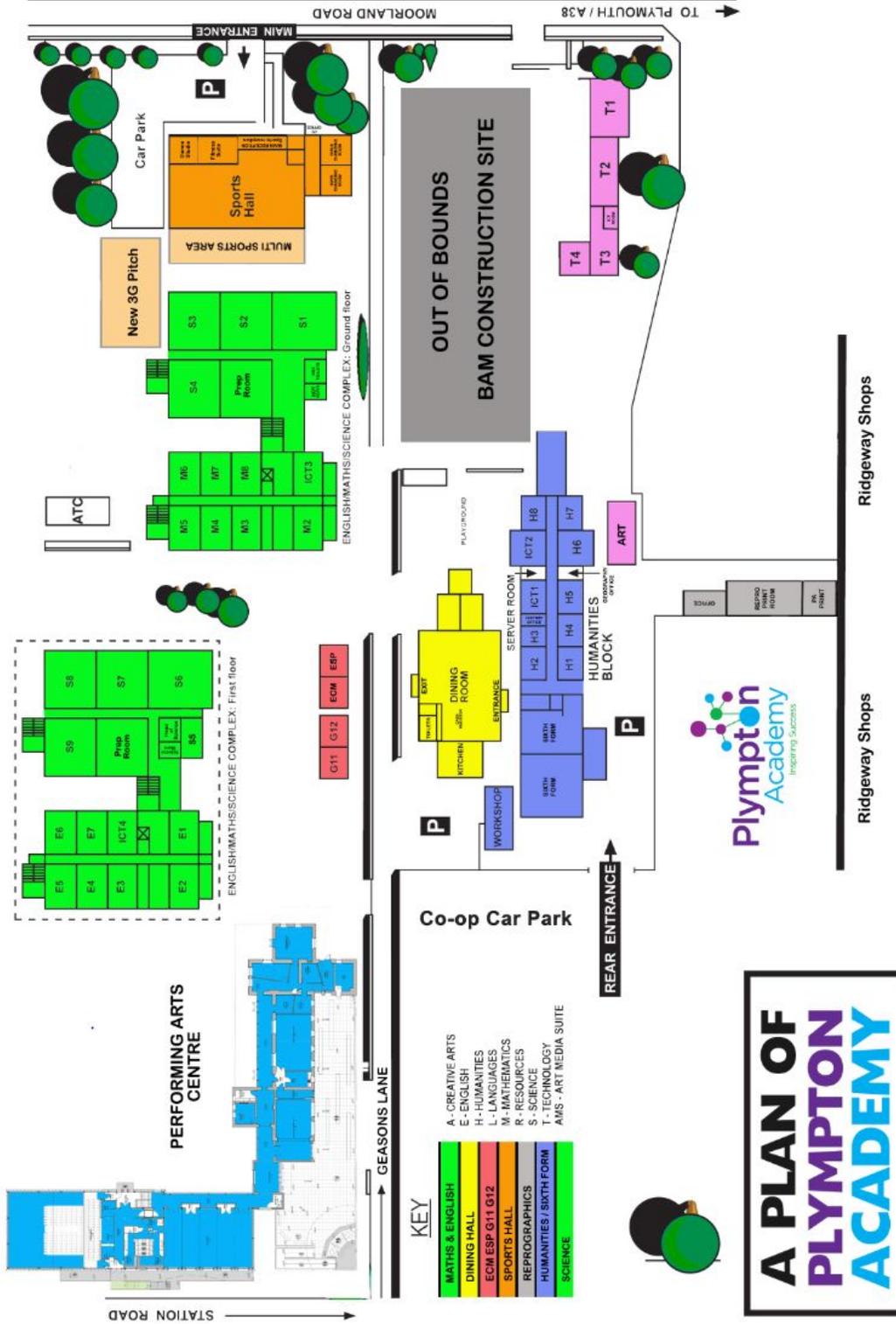
A learning setting that stimulates, fosters innovation and promotes opportunities

The Person:

Individuals are equipped to achieve their dreams and take pride in their success



MAP OF THE Academy



The Academy DAY

The basic day for full-time teaching staff is from 10 minutes before the start of the morning session until its end (i.e. 0830 to 1300) and from the start of the afternoon session until 10 minutes after its end (i.e. 1340 to 1510). The length of the basic staff day is therefore 6 hours and 05 minutes. Teaching staff are expected to be on the premises during those times.

Supervision of students in particular areas is carried out during the 10 minutes before and after the Academy day and at break time according to a duty rota. Staff carry out these duties each week.

Staff not on duty on a particular day exercise general care and supervision of students at these times as persons in loco parentis. In addition, all staff not on duty attend the morning Briefing Meetings at 0830. These are full staff briefings on Mondays, Tuesday, Thursday and Fridays, and alternating Department/Year Teams on Wednesdays.

At lunchtime, supervision of students is in the charge of the Senior Leadership Team and some middle leaders. There is therefore no obligation on other staff to remain on the premises at this time (1300 to 1340). However, if they do so they retain their "in loco parentis" responsibilities.

The student day is as follows:

08.40 – 09.35 Period 1

09.35 – 10.30 Period 2

10.30 – 10.50 Break

10.50 - 11.10 Tutor Time Reading

11.10 – 12.05 Period 3

12.05 – 13.00 Period 4

13.00 – 13.40 Lunch

13.40 – 14.35 Period 5

14.35 – 15.00 Tutor/Assembly

ASSEMBLY DAYS

The Assemblies are in line with the assembly rota and alternate between the Head of Year assembly and the SLT assembly. Further details will be provided at the start of each term.



Principles of Teaching

Principles of 'better practice'	So that...
1. High expectations of learning behaviour	
<ul style="list-style-type: none"> a) Teachers demonstrate effective classroom management b) Teachers consistently apply the behaviour policy c) Teachers ensure that there is a high ratio of student participation d) Teachers reinforce effort and provide recognition e) Teachers ask questions that promote student participation 	<ul style="list-style-type: none"> a) Minimal valuable lesson time is wasted dealing with low-level disruption b) Students can think hard about their learning free from distraction c) All students are engaged in thinking about key learning d) Students understand the connection between effort and achievement e) A high number of students are asked and answer questions
2. Quality of Instruction	
<ul style="list-style-type: none"> a) Teachers give highly effective explanations b) Teachers provide clearly defined outcomes c) Teachers present new knowledge in small steps d) Teachers model excellence and how to achieve it e) Teachers ask a high quantity of process and factual questions 	<ul style="list-style-type: none"> a) Students quickly grasp key ideas b) Students have complete clarity around what they are learning and what success looks like c) Each step can be mastered before students move on d) Students know what excellence looks like as well as how to achieve it e) Students are given opportunities to practise new material
3. Subject mastery	
<ul style="list-style-type: none"> a) Teachers demonstrate expertise in exam specifications b) Teachers plan for and address misconceptions c) Teachers sequence and interleave content d) Teachers promote and uphold the highest standards of literacy and oracy e) Teachers ask questions which are specific and accurate 	<ul style="list-style-type: none"> a) Students are successful in examinations b) Students overcome common misconceptions c) Students revisit material in a way which promotes long term memory d) Students communicate in a format that is clear, complete and accurate e) Students can provide high quality answers
4. Making it stick	
<ul style="list-style-type: none"> a) Teachers regularly use low stakes testing b) Teachers guide students as they begin to practise new material c) Teachers give students opportunities to independently practise d) Teachers use visuals and other resources to support explanations e) Teachers ask questions which make links with prior learning 	<ul style="list-style-type: none"> a) Students can embed learning into their long term memory b) Students can develop fluency and accuracy in new areas of learning c) Skills and knowledge become automatic for students d) Students can successfully understand and remember key aspects of learning e) Students are encouraged to draw on prior knowledge
5. Adaptive teaching	
<ul style="list-style-type: none"> a) Teachers provide scaffolds for demanding tasks b) Teachers pitch high every lesson c) Teachers adapt teaching as needs emerge d) Teachers have a developed understanding of students with diverse needs e) Teachers ask questions which are appropriately pitched and directed 	<ul style="list-style-type: none"> a) Students are able to succeed in challenging tasks b) Students are challenged to exceed expectation c) All students make exceptional progress d) All students with SEND/EAL/a range of learning needs make exceptional progress e) Students are challenged to answer appropriate questions
6. Effective feedback	
<ul style="list-style-type: none"> a) Teachers give students high quality feedback b) Teachers accurately gather information on student learning c) Teachers provide students with opportunities to act upon feedback d) Teachers plan and ask questions that provide a picture of student learning 	<ul style="list-style-type: none"> a) Student actions are focused or redirected to achieve a goal b) Teachers know which topics to re-teach that were not grasped first time c) Students can swiftly develop further knowledge and skills d) Teachers can identify gaps in student learning

Stages of Lessons

Starter for 10 (Entry Routine)	
<ul style="list-style-type: none"> Teacher welcomes students into the learning space, actively checking uniform Students place bags and coats away, as instructed Students have equipment and Knowledge Organisers to hand, with Conduct Cards striked if this is not the case 	So that... <ul style="list-style-type: none"> Students enter the learning space in a calm and focused manner Students are in the correct uniform ready to start the lesson Students start the lesson in silence and are settled ready for learning
Starter for 10 (Low Stakes Quiz)	
<ul style="list-style-type: none"> Students sit, in accordance with the seating plan, in silence and begin the Starter Teacher gives students a knowledge-based short answer test Tests interleave questions to assess subject content from previous topics and current teaching material Answers are displayed and students correct in green pen 	So that... <ul style="list-style-type: none"> Students can embed learning into their long term memory Students revisit material in a way which promotes long term memory
Teacher Instruction (Input)	
<ul style="list-style-type: none"> Teacher explicitly shares clearly defined outcomes for the lesson Teacher uses highly effective explanations to teach key concepts 	<ul style="list-style-type: none"> Students have complete clarity around what they are learning and what success looks like Students quickly grasp key ideas
Deliberate Practice (Do)	
<ul style="list-style-type: none"> Teacher designs purposeful tasks which are closely aligned to achieving specific outcomes Tasks are focused on improving a specific skill or embedding key ideas Tasks stretch students just outside their comfort zone Students practice with sustained concentration 	<ul style="list-style-type: none"> Students can develop fluency and accuracy in key skills Students can clearly articulate improvements they are making Students can apply their learning in a variety of contexts Students have to think hard about what they are learning Students develop persistence
Learning Check (Review)	
<ul style="list-style-type: none"> Teacher uses formative assessment strategies to assess progress against the clearly defined outcomes Teacher gives timely feedback which is specific, accurate and clear 	<ul style="list-style-type: none"> Teachers know which topics to re-teach that were not grasped first time Student actions are reinforced or redirected to achieve a goal Students can swiftly unlock further learning
Final Review	
<ul style="list-style-type: none"> Teacher assesses progress of all students against clearly defined outcomes 	<ul style="list-style-type: none"> Teachers know which topics to re-teach that were not grasped first time Teachers know which students grasped key concepts and which need reteaching
Exit Routine	
<ul style="list-style-type: none"> Students pack away when asked and stand (behind their chairs when in a classroom) in silence Once the bell has gone (where relevant) teacher dismisses students in an orderly manner, directing students to use the one-way system if in place 	<ul style="list-style-type: none"> Students leave the lesson in a calm and orderly manner