



**Second in Charge of Faculty  
Creative Technology  
CANDIDATE INFORMATION**



**T**hank you for your interest in The Swan School, part of the River Learning Trust. The Swan became Oxford's first completely new secondary school for over 50 years when it opened in September 2019. When full, we will have approximately 1,200 students on roll, of whom around 300 will be in the Sixth Form. Our students are drawn from a local catchment area and the school will be at the heart of the community.

Learning from the most successful approaches at the best schools, The Swan School provides a uniquely challenging and structured experience in a caring and disciplined environment.

The ethos is academic; we regard an excellent academic education as the entitlement of all young people, no matter what their background or previous experiences of learning.

Our students will be inspired and nurtured, acquiring the knowledge and skills to think critically and creatively. They will learn to be confident, resilient and ambitious, and will have high expectations in terms of their own achievements and their contribution to wider society.

To achieve these aims we draw on best practices proven elsewhere, including a longer school day and enrichment activities embedded in the curriculum.

Students read and are read to and we expect all students to work to the best of their abilities and have excellent attendance and behaviour.

The Swan School moved into its brand-new buildings in Marston in September 2020. As a result it benefits from state-of-the-art facilities in an area of natural beauty close to the centre of Oxford.

This is a rare and exciting opportunity to be part of being involved in the development of an exceptional comprehensive school. As a member of The Swan's team, you will help to build the foundations of an outstanding school from the ground up. You will work with talented colleagues to focus on 'getting it right' with younger students so that we avoid 'fire-fighting' with year 11s later on.

The successful candidate will share our ambitions for our students. You will relish the challenge of developing a new school that will be different to other comprehensive schools in the city.

You will be a highly motivated team player, a creative thinker who is unafraid to try new approaches, and a reflective practitioner, keen to continue learning in order to achieve the best possible outcomes for our students.

If you have any questions or would like to speak to someone about this post, please contact our school office via [office@theswanschool.org.uk](mailto:office@theswanschool.org.uk) or on 01865 416 070.

We very much look forward to hearing from you.

*Kay Wood (Headteacher)*



# How is The Swan School unique?



## A Unique Curriculum

The curriculum at The Swan School is tailored to provide a rigorous academic education. We have the highest expectations of what students can learn and encourage them to learn quickly and securely, while being considerate of different starting points. We know that giving all young people access to knowledge through which they can be successful promotes social justice and ensures students have the full range of opportunities open to them in the future.

The subjects taught are broadly traditional, but all students are motivated to stretch themselves beyond what is normally expected in English, mathematics, sciences, a modern foreign language, history, geography and religious education. Alongside this, and seen as of equal value, is their learning in art, design and technology, and music, in which they will be taught to both appreciate the achievements of others and to develop their own creative abilities. In all subjects, the emphasis is on expertly-designed learning with high levels of structure. There is absolute clarity for all on what students are expected to know and do at each point. No time is spent on tasks that don't move students on.

This is also evident in the provision

of independent work – some of which is completed during supervised study periods, and some at home. This is purposeful, clear and useful, normally involving practice or learning by heart of material taught in lessons.

A longer day also means time for 'electives' every week. Electives are timetabled slots in which students choose from a range of enriching activities alongside the main curriculum. Currently these include specialised sport, music, drama, additional languages and volunteering. Electives are a chance for students to explore existing passions and discover new ones. They are a compulsory part of school life so that enrichment is an entitlement for all, not an optional extra for a few.

Everyone at The Swan School works hard, guided by the belief that, through effort and dedication, wonderful things can happen. Students are expected to show commitment, self-discipline and responsibility in their studies. As a result, they produce work of the highest quality and learn to achieve more than they ever believed possible. All staff show the same level of dedication and thus experience the professional joys and satisfaction brought by helping young people to learn and grow.

## Co-curricular Activities

Students at The Swan School are able to access a wide range of activities outside the curriculum, helping them to develop confidence, curiosity and resilience, and ensure their development into well-rounded young people. Students will be active participants in the school, local community and beyond. They learn consideration and kindness, and contribute to society.

Swan students have 40 minutes of tutor time every day where we focus on their personal and social development. Tutors and co-tutors guide their tutees through a centrally planned 'pastoral curriculum' that includes PHSCE topics, values-based activities, and opportunities to debate topical issues in 'Thought for the Week'.

Tutor time also includes 'guided reading' where tutors read to their tutees for 20 minutes to help develop their literacy, love of reading, and cultural capital.

## Support and Inclusivity

The Swan School is an inclusive school, where all students learn well, no matter what their previous experiences of learning, background or circumstances.

Our experience in schools confirms that all young people can learn challenging content. Therefore, our approach to teaching students with SEND or other barriers to learning is to ensure that classroom delivery and organisation is of the highest standard, and to intervene immediately when evidence shows that a student is falling behind.

If a student demonstrates lower than expected levels of literacy or numeracy in the early years, intensive teaching will be provided to ensure that this is, where possible, remedied. An outstanding learning support team and the extra-flexibility provided by the extended day allow us to make sure that no student falls behind or does not make good progress. Good

schools do not give up on students, and we intend to be a great school.

## The School Buildings and Grounds

The Swan School's permanent site is located in Marston, an area of natural beauty a short distance from the centre of Oxford. The site is close to several other primary and secondary schools, with whom we will develop close and mutually beneficial working relationships.

The Swan School benefits from the most modern of facilities in wonderful new buildings in Marston. This includes state-of-the-art accommodation, equipment and technology, plus a sports hall,

activities studio, drama and music rooms, specialist art, design and technology spaces and much more.

## Family Lunch

Students and staff sit and eat together every day to promote healthy eating, caring for others, maturity and conversation skills. This communal approach helps all our students to learn good habits, consideration for others, and also how to engage in discussions with confidence. Breakfast and healthy snacks at breaktime are also available.



## Structure of the School

	2019	2020	2021	2022	2023	2024	2025	2026	2027
Year 7	120	120	180	180	180	180	180	180	180
Year 8		120	120	180	180	180	180	180	180
Year 9			120	120	180	180	180	180	180
Year 10				120	120	180	180	180	180
Year 11					120	120	180	180	180
Year 12			40*	40*	40*	120	120	180	180
Year 13				40*	40*	40*	120	120	180
Totals	120	240	420	600	780	960	1140	1200	1260

\*Our intention is to open a Sixth Form in 2021 by working in close partnership with The Cherwell School



The River Learning Trust is a multi-academy trust that is committed to working together to achieve excellence in education. RLT is responsible for a number of schools and a school-centred initial teacher training provider (SCITT).

Currently, RLT comprises eight secondary schools, including The Swan School, 16 primary schools, and the SCITT.

Two of the 16 primary schools joined in late 2019, with other schools in discussions about the possibility of joining RLT.

The schools and SCITT are united by their commitment to the principles of the Trust and a common belief in the benefits of everything that is gained by working together.

Further details about the Trust, including its history, names and location of schools, and details about the central team can be found on the RLT website: [riverlearningtrust.org](http://riverlearningtrust.org)

The principles of the River Learning Trust are:

*Commitment to Excellence; striving for the best educational experience through continuous improvement*

*Everyone Learning; creating and taking opportunities that enhance lives through evidence-based practice supporting adult and pupil learning*

*Respectful Relationships; acting with care, integrity, and fairness in all we do*

As a member of staff in a RLT school you will benefit from the support, opportunities and leadership development provided by the Trust central team and colleagues in other schools.

# Job Specification for: Second in Charge of Faculty (Creative Technology)

**Title of Post: Second in Charge of Faculty (Creative Technology)**

**Grade: MPS/UPS + TLR 2(2)**

**Line Manager: Head of Faculty (Creative Technology)**

## **Purpose of the post:**

To work with the Head of Creative Technology to lead an outstanding Creative Technology faculty, ensuring all students achieve highly and make excellent progress. This role will take responsibility for Design Technology subjects within the faculty.

## **Leadership and Management:**

As well as actively promoting the school's vision, values, and culture, the role requires supporting the Head of Faculty to:

- Develop and implement the strategic direction of the curriculum area.
- Lead on the delivery of whole school literacy strategies and intervention.
- Actively support the work of teachers delivering the subject and support staff to ensure the very best pupil outcomes.
- Ensure effective self-review, feeding into effective development planning.
- Lead and manage a team as the curriculum area grows.
- Collaborate with practitioners within the school, RLT, and beyond to ensure the best possible outcomes for students.
- Coordinate departmental meetings as an effective tool for professional development.
- Enable the professional learning and development of team members and support colleague wellbeing.
- Ensure that team members consistently apply school procedures and policies.
- Be prepared to hold team-members to account and challenge under-performance.

## **Teaching and Learning:**

- To deliver consistently highly effective lessons.
- To actively participate in the creation of high-quality schemes of work/learning resources for the subject area, leading on their ongoing review and development to take full consideration of changes at a national level.
- To develop inclusive classroom practices to ensure all students can make exceptional progress, reviewing approaches on an ongoing basis to take into account research, best practice, and initiatives.
- To ensure that best practice is shared within the curriculum team and beyond.

## **Assessment:**

To support the Head of Faculty to:

- Ensure that exam board and other external requirements are met in the curriculum area.
- Ensure internally assessed components of exam work are completed to maximise student achievement.
- Keep up to date with any changes in assessment regulations and ensure staff are fully informed.
- Ensure the curriculum area effectively assesses work in line with school policy.
- Plan and review appropriate assessments for all key stages.
- Moderate assessments, ensuring that information is robust and useful.
- Use baseline data to actively and effectively inform planning.
- Track of pupil progress across the curriculum area ensuring timely and effective strategies are put in place to maximise pupil progress.
- Analyse performance and examination data.
- Actively participate in the sharing of assessment/tracking information with other staff in school.

## **Staff Development:**

- To support induction programmes and development of trainees in the curriculum area (including NQTs and BTs), taking on the role of mentor as directed.
- To lead appraisal conversations for certain team members, as directed, in line with policy guidelines.
- To support the Head of Faculty to identify and address the development needs of all members of the team.
- To lead members of the team in developing their pedagogy and teaching methodologies.

## **Student Engagement:**

- To help to ensure that whole-school recognition and behaviour systems are applied consistently in the faculty with a proactive and positive approach to behaviour management.
- To support team-members in managing pupils, liaising with parents if engagement issues arise.

### Monitoring:

- To participate in and lead robust systems for monitoring all aspects of the curriculum area, using findings to drive improvement.
- To play a role in monitoring the quality of teaching and learning and facilitating developmental coaching feedback conversations.

### Other Responsibilities:

- To be an effective member of a pastoral team.
- To contribute to the development and implementation of whole school policies and practice.
- To communicate and liaise with other curriculum areas/teams within the school.
- To communicate with parents/carers and appropriate agencies.

- To represent the school at meetings and conferences if necessary.
- To contribute to school events including assemblies.
- To lead electives and supervise independent study periods as directed.
- Follow the school and Trust's Health and Safety rules and procedures and adhere to safeguarding principles.

*Whilst every effort has been made to explain the main duties and responsibilities of the post, each individual task undertaken may not be identified. Employees will 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.*



### SAFEGUARDING

The Swan School and River Learning Trust are committed to safeguarding and promoting the welfare of all children and preventing extremism; all staff must ensure that the highest priority is given to following the guidance and regulations to safeguard children and young people. The successful candidate will be required to undergo an Enhanced Disclosure from the Disclosure and Barring Service (DBS) and obtain any other statutorily required clearance. Employment will also be conditional on the receipt of at least two acceptable references (1 from current/latest employer) and evidence of the formal qualifications required for the role.

December 2020

## Person Specification

Criteria	Qualities
<b>Qualifications</b>	<ul style="list-style-type: none"> <li>• Qualified Teacher Status.</li> <li>• Evidence of continued professional development.</li> </ul>
<b>Experience</b>	<ul style="list-style-type: none"> <li>• Evidence of successful teaching of Design Technology at secondary level, including examination results that show you have added value to students' outcomes.</li> <li>• Experience of innovative curriculum planning.</li> <li>• Experience of leading in a school setting (this does not need to be an official position).</li> <li>• Evidence of leading others in the delivery of the curriculum and classroom management.</li> <li>• Evidence of the ability to use data as a tool for improving standards.</li> </ul>
<b>Skills and knowledge</b>	<ul style="list-style-type: none"> <li>• An ability to motivate and lead other staff.</li> <li>• An ability to support and enhance the practice of others.</li> <li>• An ability to accurately monitor and evaluate the work of others, and a preparedness to hold team-members to account.</li> <li>• An ability to think strategically and plan for the long-term development of the curriculum area.</li> <li>• An ability to work as part of a team and form productive working relationships.</li> </ul>
<b>Personal qualities</b>	<ul style="list-style-type: none"> <li>• A fundamental belief that all children can achieve great things, no matter what their background or prior experiences.</li> <li>• An ability and willingness to empathise and listen, and to be self-critical and reflective.</li> <li>• Enthusiasm, hard-work, integrity, creativity, flexibility, and resilience.</li> <li>• An understanding of, and commitment to, equal opportunities in its widest sense and a commitment to inclusive education.</li> <li>• A sense of fun as well as the ability to work hard and calmly under pressure.</li> <li>• A commitment to child protection in its broadest sense to empower learners and prevent harm.</li> <li>• A commitment to promoting STEM across the school.</li> <li>• An awareness of, and commitment to, whole school, local, and national policies and initiatives.</li> </ul>



[www.theswanschool.org.uk](http://www.theswanschool.org.uk)

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