



REDDEN COURT SCHOOL
Committed to Success for All



Headteacher

Information Pack



Dear Candidate,

Thank you for taking the time to consider becoming the Headteacher here at Redden Court School and a key leader within The Success for All Educational Trust. I am very proud to be the Headteacher of Redden Court and the Executive Headteacher of a Trust that is committed to the success of all students in our care.

As an academy, Redden Court is focused on high quality learning and striving for the best possible progress in all subject areas. GCSE results in 2017 now place Redden Court well above national performance in many areas. Our Progress 8 score of +0.43 placed us in the 10th percentile nationally for Progress, 75% of students attained the basics standards of A* to C in both English and Maths (national average 62%, 59% of students attained the EBacc standard (national average 24%). The Progress made by our Most Able students achieved a P8 score of +0.42 which placed us in the 6th percentile nationally. We are very proud of our students and the results they achieve.

Notable Achievements in recent years:

- The school received 2 awards from SSAT for the Progress and Attainment of students in 2016 and 2 awards in the same categories for 2017.
- In the Havering Learning Partnership Awards 2018 we received awards for Best Progress in the “Open” Subjects and an Enrichment Award for Most Innovative Technology Project. In 2017 we received awards for Best Progress Overall, Best Progress Made by Disadvantaged Students, Best Progress Made by More Able Students, Best Progress for “Open” Subjects, Best Progress in Mathematics, Best Progress in Humanities, Most Improved Attainment in the EBacc 2016.
- In 2016, Ofsted recognised the progress made by the school and the fact that we have created an inclusive community where we focus on working with families to raise aspirations.

We pride ourselves on being a fully comprehensive school placed at the heart of the community. We want all of our students to be happy, ambitious and to achieve results that reflect their true potential.

Our school has served the local community of Harold Wood for many years, providing a high quality education to the students of this area.

Our vision is focused on a ‘Commitment to Success for All’ and high levels of aspiration for every member of our community. The school is forward thinking and progressive. We seek to achieve the very best for all of our students through the use of a rich variety of educational approaches. We have caring staff who are dedicated to ensuring the students are successful in every aspect of their learning.



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Redden Court is the lead school in the Success for All Educational Trust and is recognised as one of the highest performing mixed comprehensive schools in Havering. The MAT will expand over the next few years to incorporate both local Secondary and Primary Schools and currently is projected to include 3 Secondary Schools by January 2018.

We are an accredited 'Thinking School' and have very close links with the Cognitive Education Development Unit at the University of Exeter. Metacognition and the development of thinking skills is at the heart of our teaching and learning in the school as we believe it plays an important part in developing resilient and independent learners.

We also have very strong links with the Havering Teacher Training Programme, we are a senior partner in the Empower Teaching Alliance and we are recognised as a Leading Edge School by the SSAT. The school has also been accredited with Investors in People (Silver), Healthy Schools (Gold), The International School Award, The Safeguarding Standard, Gold Travel Ambassadors Award and is a Fairtrade School.

Following a communication from the Department for Education The Success for All Educational Trust was set up in January 2017 with our first school, The Royal Liberty School, joining in February 2017 and our third school, Sanders School, projected to join in September 2018. We are a growing community Trust with inclusion at the heart of our ethos and require leaders who will bring this vision to life.

Perceptions play a major part in your decision when choosing the right school for you to lead and build a successful career. We strongly urge you to come and visit the school prior to application.



Mr Paul Ward

Redden Court School

Executive Headteacher for The Success for All Educational Trust



REDDEN COURT SCHOOL

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Headteacher
Leadership Scale - L25-31
Start Date – January/Easter 2019

Redden Court School, a place where “Pupils are enthusiastic about coming to school to learn.” (OFSTED SEPTEMBER 2016)

Would you like to move your career forward in a friendly environment with eager students and support from an experienced leadership team, in one of the best mixed comprehensive schools for 11-16 year olds in our Local Authority. We are oversubscribed, serve Harold Wood well and we are only twenty minutes from the heart of London.

Our staff turnover is low because teachers come to us and realise our grass is indeed greener. We invest in our staff to help them to become the best possible teachers they can be. There are excellent opportunities for people who work hard. Effort is often recognised in career development. Many who came to us as NQTs now have substantial leadership roles. Our CPD programme and collegiate approach are highly effective. Staff morale is high and so is that of our students and their community.

Redden Court’s most recent results place us in the top 20% nationally for progress, the top 10% in English and Maths for Progress 8.

Our school mantra is "Committed to Success for All." That includes our staff and we want the very best for our students. Less than a year ago OFSTED said we “have created an inclusive community where pupils and staff relate well to each other. The school is focused on working with families to raise aspirations for pupils.”

We seek a Headteacher to join us from January 2019. Redden Court School is a happy, hardworking and thriving school which has exceeded expectations in so many areas for a decade under the leadership of a successful Headteacher, Paul Ward, who will become the Executive Headteacher of the Success for All Educational Trust.

This exceptional opportunity provides a very strong foundation for a current or aspiring Head of School to build upon. It will offer the successful applicant opportunities to shape a successful growing school, which will expand in the coming years.

At Redden Court School we are passionately holistic about giving the children we serve the best possible education to give them what they need for successful and happy futures. We are committed to providing an excellent education that develops ambition, raises expectations and delivers excellent results. Our students are helped



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to become the best versions of themselves as people who know they must work hard and who have responsibilities. At Redden Court School Academic success must be matched by the development of character and conscience.

We have very strong relationships with parents and carers, who play an active role in the school's vision and values. We genuinely believe in the importance of working in partnership with our staff, parents/carers, students and all stakeholders as we know this approach has reaped dividends for us.

We are looking for an exceptionally inspiring, extremely intelligent, hardworking leader with a fine track record of developing others as well as themselves and who is still an excellent teacher themselves. We want someone who is caring, forward-thinking and able to work with everyone in a community that is hardworking, totally committed and loyal.

The successful person will inherit an experienced and hardworking team of professionals who will continue to do all they can to drive the school forward.

To arrange a visit please telephone Miss Caroline Morris on 01708 342293.

We are committed to safeguarding and promoting the welfare of children and young people and we expect all staff to share this commitment. We require the successful candidate to undertake an enhanced criminal records check via the Disclosure and Barring Service.

References from 2 previous employers will be sought prior to interview.

For details on how to apply, please visit our website: www.reddencourtcloud.co.uk

Closing date: Monday, 8th October 2018 at 12 noon.

Interviews will take place on: Monday, 15th October and Tuesday 16th October 2018.

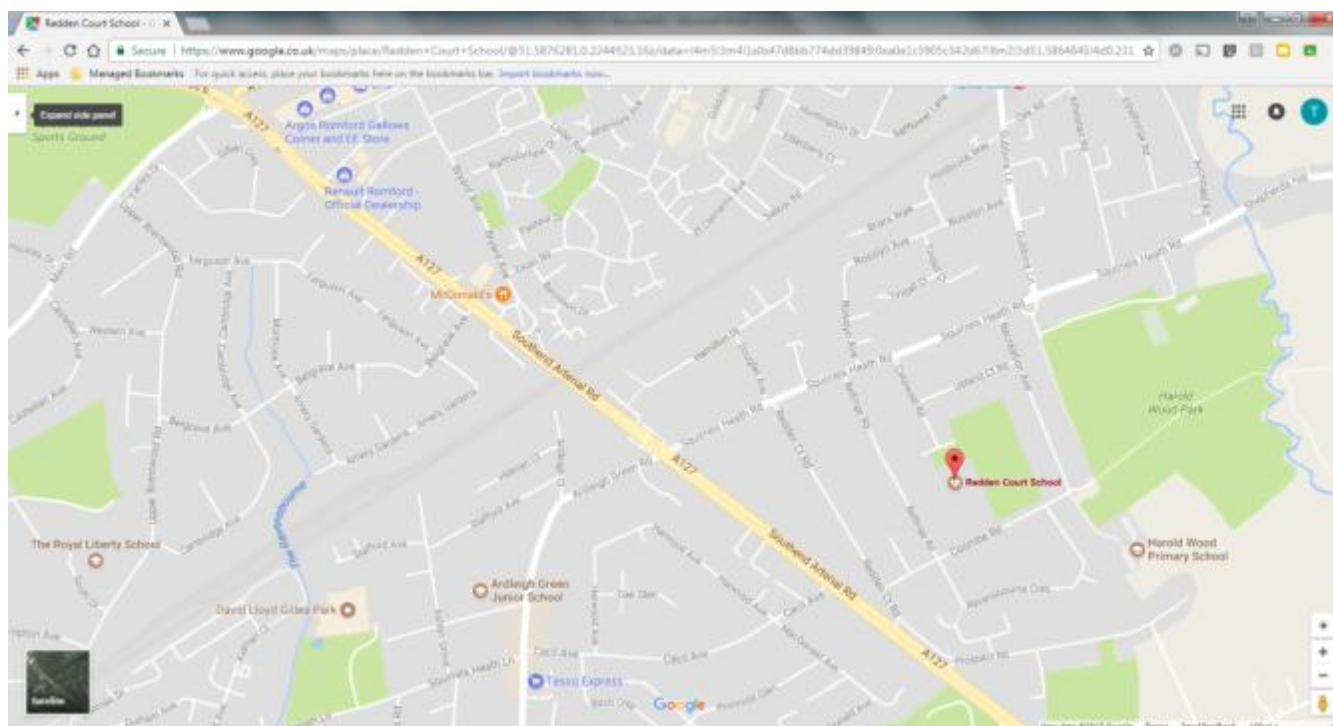


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*Redden Court School is the lead school in the Success for All Educational Trust.
Cotswold Road, Harold Wood, Romford, Essex, RM3 0TS Tel: 01708 342293*





Job Description and Specification

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| Job Title: | Headteacher |
| Pay Scale: | Leadership – L25-31 |
| Reporting to: | The Board of Trustees, Executive Head and the school's Local Governing Body |

Role and Purpose

To provide inspirational, confident, persuasive and professional leadership and management of the school, which will develop and sustain the ethos and practice needed to achieve excellent standards in all areas of the school's provision and outcomes.

To identify and establish structures and staffing that will embody and disseminate the vision shared across the Trust and will effectively support the effective learning and personal development of all students.

To extend and enhance relationships between the school and the community.

Principal Responsibilities:

The effective implementation of the school's strategic and operational development plan, by:

- Persuasively communicating a coherent and ambitious vision and sense of direction, supported by clear objectives and measurable success criteria
- Taking the lead in making the school a welcoming, stimulating, safe and thoroughly inclusive community
- Imaginatively developing and systematically monitoring leadership and management at all levels
- Recruiting, deploying and retaining well-qualified and effective staff, using safe recruitment procedures and well-directed professional development based on careful and constructive performance management
- Identifying, promoting and embedding best practice in teaching and learning
- Raising the expectations and aspirations of students and their families
- Ensuring that all staff have high expectations of what they and their students can and should achieve
- Evaluating the school's provision and outcomes accurately and identifying key priorities for action to accelerate and embed the school's improvement
- Ensuring that the school's policies and procedures supporting students' safety and wellbeing are continually updated and rigorously monitored
- Setting expectations and implementing strategies to establish high standards of behaviour, including behaviour that positively promotes learning and good or better attendance in all year groups
- Establishing effective management, organisation and administration to support the school's day-to-day running and its continuing development
- Managing resources effectively to support teaching and learning, both those provided across the Trust and those within the school, ensuring best value for money
- Overseeing the upkeep and further development of the school's site and resources to provide an appealing, stimulating and cost-effective environment



Liaising with:

The Executive Head, the MAT Trustees, all teaching and associate staff both within the school and across the MAT, senior and middle leaders, the Student Voice, external agencies, parents and carers and the wider community, including local and national media

Redden Court School is committed to safeguarding and promoting the welfare of children and young people. All adults who work at the school must share this commitment to young people.

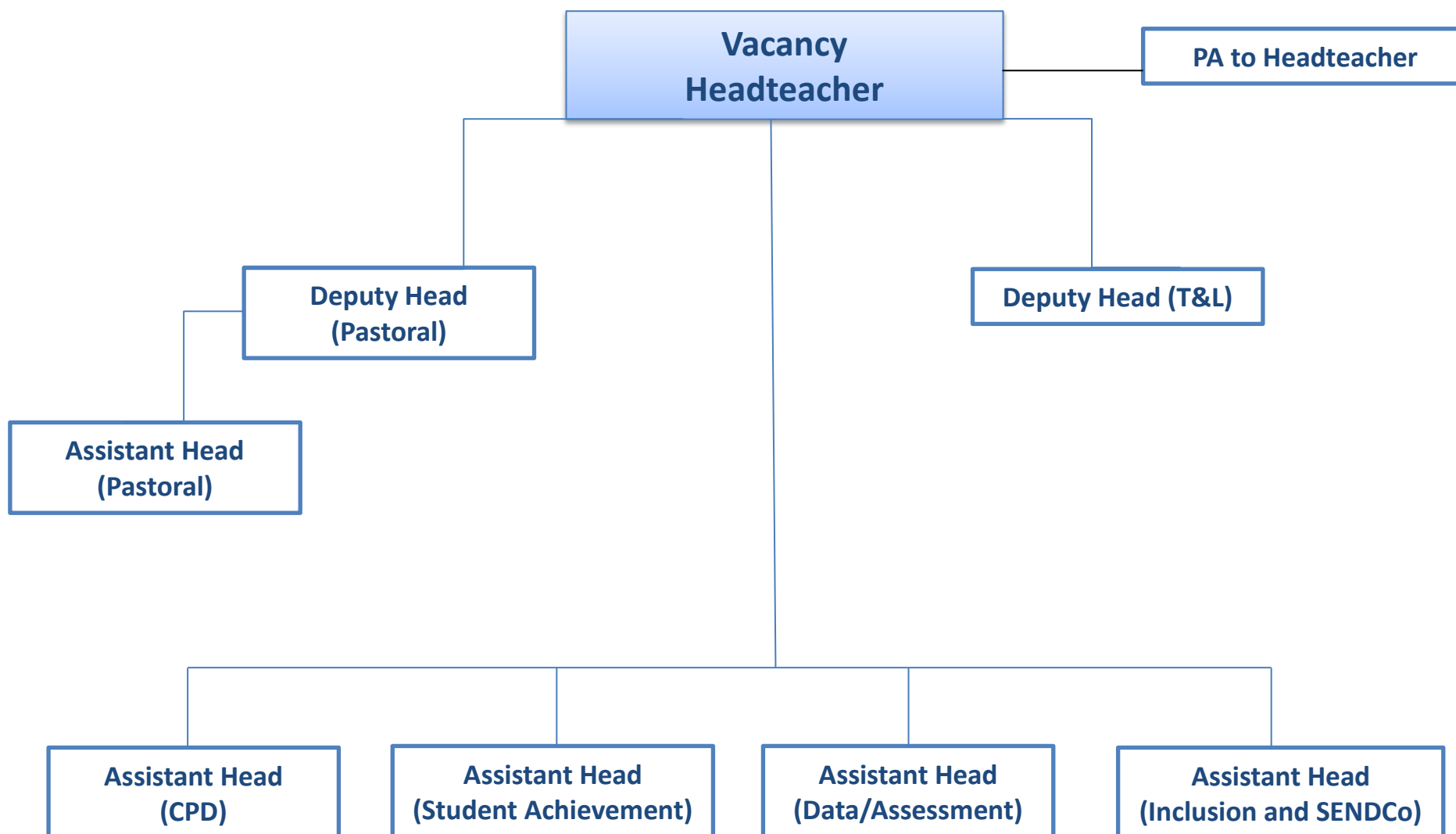
| QUALIFICATION AND EXPERIENCE | ESSENTIAL | DESIRABLE | ASSESSED BY |
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| Experience as a head/acting head and/or significant experience at senior leadership level in a secondary school, with successful completion of an NPQH expected | ✓ | | Application |
| Qualified teacher status with a record of outstanding teaching at more than one school | ✓ | | Certificate |
| Evidence of recent continued relevant professional development | ✓ | | Application |
| KNOWLEDGE AND UNDERSTANDING | | | |
| The ability to communicate a clear vision for the school and how it will develop and grow too outstanding at the next inspection | ✓ | | Application, Interview & Assessment Reference |
| The ability to work closely with and provide objective support and advice to the MAT's Board of Trustees, the Executive Head and the school's Governing Body, responding constructively to strong governance that sets the school's strategy and holds the Head to account for student, staff and financial performance | ✓ | | Application & Interview |
| A sound understanding of how students learn, how teachers can best teach and how to raise standards through careful monitoring and target-setting while avoiding unnecessary teacher workloads | ✓ | | Application & Interview |
| The ability to raise students' career aspirations and their achievement in school, including the use of prior attainment as a benchmark against wider local and national expectations | ✓ | | Application & Interview |
| The ability to create and implement a strategic school improvement plan underpinned by curriculum-led financial planning, together with experience of successful school improvement | ✓ | | Application, Interview & Assessment Reference |
| A detailed understanding of how the plan can be assembled from rigorous self- | ✓ | | Application & Interview |



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| evaluation practices across all levels of leadership and management | | | |
| The ability to recognise, inspire, motivate and lead all staff, enabling them to carry out their respective roles to the highest standard through appraisal and continuing professional development, with rigorous performance management and distributed leadership leading to robust succession plans | ✓ | | Application, Interview & Assessment Reference |
| The ability to communicate effectively with parents/carers and ensure they are well informed about the curriculum, their child's attainment and progress and about the contribution they can make | ✓ | | Application & Interview |
| An in-depth understanding of curriculum issues and educational developments, both current and future and how they will affect the work of a school | ✓ | | Application, Interview & Assessment Reference |
| An understanding of the importance of a safe, calm and well-ordered environment for all students and staff and the ability to develop and sustain it | ✓ | | Application & Interview |
| An understanding of an commitment to safer recruitment and child protection procedures and the ability to ensure their implementation | ✓ | | Application, Interview & Assessment Reference |
| An understanding of finance and human resource allocation, of how to achieve value for money and the ability to ensure that the school works within its agreed budget | ✓ | | Application, Interview & Assessment Reference |
| The ability to work with the educational sector and with appropriate professional bodies | ✓ | | Application & Interview |
| A detailed understanding of safeguarding priorities, including e-safety and the ability to promote sensitive and constructive pastoral care – for staff as well as students | ✓ | | Interview, Assessment Reference & Certificate |
| CHARACTERISTICS, SKILLS AND ABILITIES | | | |
| Proven experience of successful education management, demonstrating capacity and the determination to manage challenging situations effectively | ✓ | | Application, Interview & Assessment Reference |
| The drive and ability to take the role of leader, provide clear direction, manage change and enthuse and motivate others through effective interpersonal skills and a willingness to make themselves approachable by all members of the school | ✓ | | Application, Interview & Assessment Reference |



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| and of the wider community it serves | | | |
| A commitment to student development, the development of inclusive practice for all members of the school community and a <i>Commitment to Success for All</i> | ✓ | | Application & Interview |
| The readiness and ability to work with educational partners and with other stakeholders | ✓ | | Application |
| The determination, willingness and skills to engage actively in further developing the school's internal community and its reputation in the local community | ✓ | | Application, Interview & Assessment Reference |
| The ability to make decisions based upon rigorous self-evaluation | ✓ | | Application & Interview |
| Effective communication skills; written, oral and through the use of ICT | ✓ | | Application, Interview & Assessment Reference |
| The ability to delegate effectively, hold to account where necessary and take appropriate and swift action | ✓ | | Application & Interview |
| The ability to foster a culture of respect, openness and self-discipline | ✓ | | Application & Interview |
| Physical, emotional and mental resilience, with an excellent record of health and attendance | ✓ | | Interview & Assessment Reference |





Google Education

Google Education is an exciting and innovative way of learning, introducing easy tools to engage students whenever, wherever on any device!

In 2012, Redden Court School adopted G Suite for Education, the free web-based communication and collaboration suite available to education establishments.

With products including Gmail, Google Calendar, Google Drive, Google Sites and Google Classroom, Redden Court School recognised the potential it would bring to classroom learning, knowledge sharing across the academies, improvements in administrative efficiency and providing access from home for all.

This enables all our students and staff to have access to the most up-to-date technology. Our academies have also rolled out many class sets of Google Chromebooks, affordable browser-based laptops that provide quick, simple access to the web!





Professional Learning Programme 2018-19

It is an expectation that ALL full time staff complete 15 hours of CPD throughout the year.

These hours equate to 3 Staff Development Days when staff do not have to attend school.

9 hours are compulsory directed time i.e. Twilights and Working Parties. The remaining 6 hours can be personalised/independent e.g. collaboration with MAT partners, webinars, Exam board training, Exam board marking etc. Staff who lead a session can have double the time towards their personal hours (due to planning and preparation time needed).

You will be expected to complete a proforma as evidence of independent CPD for your remaining 6 hours, which is shared with TG.

Please note, in addition to the 15 hours stated, all staff may be expected to attend additional compulsory training as deemed necessary by SLT.

SDD – Staff Development Days; there are 5 of these and they are compulsory for ALL staff.

Twilights – these are directed time and therefore compulsory training sessions for ALL teaching staff and LF's. (5 hours directed time) Some of these sessions may also be compulsory for associate staff.

Working Parties - these are directed time and therefore compulsory training sessions for staff. There should be a representative from each Faculty where possible, on each working party. (4 hours directed time)

NQT Training – these sessions are run by the Empower Teaching Alliance and are compulsory for NQTs (this therefore counts as their working party). The first and last sessions are compulsory, then NQT's choose 6 of the remaining to attend.

Compulsory – these sessions are compulsory for the specified group(s) of people only. These are in addition to your 15 hours of directed time.

Additional Training – these are voluntary training sessions. These may be used to make up some of your hours towards your directed time total, if you are unable to attend a Working Party meeting. These should not be used to make up Twilights as they are compulsory.

Governors/Trustees – these sessions are for members of the Governing Body and Trustees. These will commence at 5pm (unless otherwise stated).

Associate staff should also attend 15 hours of training; this could be a mixture of twilights, additional training sessions or individual identified training, as appropriate.



Associate staff will also be required to complete a proforma as evidence of this.

Staff who work part time should attend the appropriate number of pro rata sessions e.g. 9 hours if you work 3 days per week.

All training commences at 3.20pm unless otherwise stated.

| Date | Event | Staff | Location | Themes | SDP |
|----------|---|--|---|---|---|
| 03/09/18 | SDD1 (All day) | All HOYS and Tutors HOFs Associate LFs | New Hall Various Various Various | Welcome, results, priorities for 2017/18 (WD, ST) Teaching and Learning Expectations (FG) CPD/Appraisal (TG) Pastoral/Safeguarding Update (LS) Careers and Form Time (WK) IT Systems (SC) New Year 7 & SEND students (HA, JL) GDPR Training (BT) Department / Faculty Time Pastoral Team Meetings & HOF Meeting Associate Staff Team Meetings | L1, L2, L5, L8 T1, T4 P1, P3, P4, P8 |
| 04/09/18 | Compulsory Training | TBC | TBC | Epipen, Buccal and Epilepsy (AB) This session will show all staff how to administer an epipen and buccal medication. It will also raise staff awareness on what to do in the event of an epileptic fit. | P8 |
| 05/09/18 | Compulsory Training - New Staff Induction | New Staff who could not attend on 09/07/18 | G22 | - Professional Practice (PW) - Safeguarding (LS) - Health and Safety (BT, TD) - School Procedures and Key Policies (TG) -Teaching, Learning and | L5 T3, T4 P1, P2, P3, P4, |



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| | | | | Assessment (FG) - IT Systems (SC) | P8 |
| 11/9/18 | Additional Training 1.30-2pm | New Staff | G9 | Pastoral System (LS) | P1, P2, P3, P4, P8 |
| 17/09/18 | Governor/ Trustee Briefing | Governing Body and Trustees | F57 | Learning Walks and School Marking Policy (FG) | |
| 18/09/18 | Compulsory Training (1 hour) | New Team Leaders | TBC | Appraisal: documentation and target setting (TG, WD, ST). | L5, L9 T5 |
| 20/09/18 | Twilight 1/5 1 hour | Teaching Staff | New Hall | Teaching and Learning (FG, TG) | L1, L3, L8 T1, T2, T3, T9 |
| | | Learning Facilitators | S4 | Catch up Numeracy (1-1.5hrs) (CC,OC,GB) | L1, L8 T1, T2, T9 |
| | | Associate Staff | Old Hall | "If I were absent..." - Succession Planning (ST) | L5, L7, L9 |
| 25/9/18 | Compulsory Training | Teachers | TBC | Literacy across the Curriculum (KN) Commonality of key vocabulary e.g. command words across subjects (LM) | L1, L8 T1, T2, T9 |
| 30/09/18 | Twilight 2/3 1 hour | Teaching Staff | Various | Online GDPR training - to be completed by 30/09/18 and certificates emailed to TG as evidence | |
| 03/10/18 | Working Parties 1/4 | Faculty Advocates and Working Party Members | Various | Disadvantaged (JB) Mables (WK) Differentiation for our most vulnerable students (SEND) Developing Resilience in our | L1, L3, L5, L8 T1, T2, T9 |



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| | | | | Students (LS) Thinking Skills (EB) Action Research (RR) SD Trainees NQT's RQT's | P2, P5, P6, P7 |
| 9/10/18 | Additional Training (15.20-16.20) | Voluntary | G22 | Google Applications and Chromebooks (SC) | L1, L8 T1, T2, T4 |
| 15/10/18 | Governor/Trustee Briefing | Governing Body and Trustees | F57 | Governor and Trustee Briefing: - Results Update | |
| TBC | Additional Training (16.15-17.30) | NQTs Compulsory | Hall Mead School | Introductory Meeting This meeting will provide an overview of what challenges an NQT may face during their induction year, explore NQTs' anxieties and provide strategies for avoiding classic NQT pitfalls, provide NQTs with an opportunity to network and provide feedback as to what they feel their training needs are. Training requests will be fed back to Induction tutors and inform the planning of the NQT programme. | |
| 16/10/18 | Additional Training (15.20-16.20) | Voluntary | TBC | Provision for Mables (WK) | L1, L3, L8 T1, T2 |
| TBC | NQT Training | NQTs | Hall Mead School | Assessment: this session will explore the different forms of assessment in secondary schools and give participants the opportunity to share good practice or get new ideas. | |



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| | | | | We will look at assessment from the point of view of pupil, teacher, school leader, parent and inspector in order to understand how we balance the conflicting demands that exist within school based assessment. Prior to this session, participants will need to make sure they have a working knowledge of their own school's procedures. | |
| 17/10/18 | Compulsory Training | Teachers | TBC | Numeracy across the Curriculum (IS) Delivering mathematical skills in a consistent manner (NT) | L1 T1, T2, |
| 22/10/18 | 26/10/18 | HALF TERM | | | |
| 31/10/18 | Twilight 3/5 1 hour | All Staff | Various | Online Health and Safety & Fire Safety training - to be completed by 31/10/18 and certificates emailed to TG as evidence | P8 |
| 05/11/18 | Governor/ Trustee Briefing | Governing Body and Trustees | F57 | Governor and Trustee Briefing: – TBC | |
| 06/11/18 | Additional Training | Voluntary | TBC | Mental Health: defining and recognising issues (LFs) | P5, P7, P8 |
| 14/11/18 | Compulsory Training | New Subject Leaders | TBC | Getting the balance right between content and exam technique (LM) | L1, L8 T1, T2, T6 |
| 15/11/18 | Working Parties 2/4 | Faculty Advocates and Working Party Members | Various | Disadvantaged (JB) Mables (WK) Differentiation for our most vulnerable students (SEND) Developing Resilience in our | L1, L3, L5, L8 T1, T2, T9 |



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| | | | | Students (LS) Thinking Skills (EB) Action Research (RR) SD Trainees NQT's RQT's | P2, P5, P6, P7 |
| TBC | NQT Training | NQTs | Hall Mead School | Pastoral/Discipline – Managing behaviour is a challenge for all teachers at all stages. This session looks at one approach to behaviour: discipline with dignity and seek, through case studies and examples, to support new teachers in developing their confidence, skills and repertoire when dealing with challenging behaviour in schools. | |
| 20/11/18 | Additional Training | Voluntary | TBC | Alternative Provision (MH) | L1 T1, T6 P9 |
| 21/11/18 | Compulsory Training | All Staff | TBC | Autism (HA) | L1 T1 P5, P8, P9 |
| TBC | NQT Training | NQTs | Hall Mead School | Managing Workload - Teaching has a heavy workload; that won't go away anytime soon and shifts and changes as promotion brings more time but heavier demands. Using the research and publication of Brian Tracy, this session will look at some practical steps and decisions that we can take to help manage and, in | |



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| | | | | some cases, reduce our workload. | |
| 29/11/18 | Additional Training (1.30-2pm) | Voluntary | F4 | Moving from powerpoints to google slides (SC/MD/MR) | L1, L8 T1, T2, T4 |
| 06/12/18 | Twilight 4/5 | All Staff | New Hall | Teaching and Learning - School priorities (FG, TG) | L1,L3, L8 T1, T2, T3, T9 |
| | | Learning Facilitators | S4 | Catch up Literacy - LF Refresher and New Staff | L1, L8 T1, T2, T9 |
| | | Associate Staff | Old Hall | TBC | |
| TBC | NQT Training | NQTs | Hall Mead School | Moving on from teaching to the middle - Stretch and Challenge: NQT's will leave this session with practical ideas and resources to implement effective stretch and challenge in their classroom. This session will also provide you with an opportunity to consider the needs of pupils that are more able as well as some of the barriers these pupils face in the classroom. In mixed ability classes, it's all too common to teach to the middle so the question is, as practitioners, what can we realistically do to help stretch our able students and develop independent thinkers? Building in stretch and challenge should not and does not need to add to teacher workload; rather we can use a range of simple resources from our 'Teacher | |



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| | | | | Toolkit', including questioning, challenge questions, feedback and homework projects. | |
| 10/12/18 | Governor/ Trustee Briefing | Governing Body and Trustees | F57 | Governor and Trustee Briefing: – TBC | |
| 12/12/18 | Additional Training (1.30-2pm) | Voluntary | TBC | Provision for Disadvantaged Students (JB) | L1, L8 T1, T2 P6 |
| 20/12/18 | 04/01/19 | CHRISTMAS HOLIDAYS | | | |
| 07/01/19 | SDD2 (All day) | Teachers and Royal Liberty Teachers | New Hall | Teaching and Learning Conference | L1, L8 T1, T2, T7, T8 |
| | | LFs and Royal Liberty TA's | TBC | TBC | |
| | | Associate Staff | TBC | TBC by BT | |
| TBC | NQT Training | NQTs | Hall Mead School | Lessons Within lessons: Everyday Differentiation and Planning -This session will focus on sharing and developing effective differentiation strategies for use in the classroom and an introduction to the 'lesson within lesson' approach to teaching to help make differentiation an extension of your natural everyday practice, rather than a bolt-on activity. We'll also discuss different lesson planning strategies and the backward design approach to long-term planning to help better manage planning | |



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| | | | | requirements. | |
| TBC | NQT Training | NQTs | Redden Court School | Diminishing the Difference - This session will be focused on the key group of pupils whose economic disadvantage can mean that they do less well than their peers. This session, led by an experienced champion of pupils in receipt of the Pupil Premium will outline some of the challenges that these pupils face and how we might work to overcome them. | |
| 31/1/19 | Compulsory Training | Teachers | New Hall | IDSR (ST) | L1 T1 |
| TBC | NQT Training | NQTs | Hall Mead School | Making Marking Meaningful - This session will focus on how teachers can mark with maximum impact, in line with own school policy. Evidence from the Education Endowment Fund suggests that high quality effective marking over time is one of the most effective ways of improving learning. OFSTED inspectors increasingly look for quality and impact of marking when judging the overall quality of learning in a school. We will consider ways to maximise the impact of our marking, so it enables all pupils to show progress whilst minimising the burden on teachers. We will look at how to build marking into Schemes of Learning to ensure consistency and how to plan in parallel with set | |



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| | | | | data drop deadlines to avoid duplication and wasted effort. | |
| 07/02/19 | Working Parties 3/4 | Faculty Advocates and Working Party Members | Various | Disadvantaged (JB) Mables (WK) Differentiation for our most vulnerable students (SEND) Developing Resilience in our Students (LS) Thinking Skills (EB) Action Research (RR) SD Trainees NQT's RQT's | L1, L3, L5, L8 T1, T2, T9 P2, P5, P6, P7 |
| TBC | NQT Training | NQTs | Frances Bardsley Academy | Improving the impact of questioning - Questioning is a key and essential element for all teachers toolkits. This session will build on your questioning knowledge and focus on how to evolve your practice and develop your skills. We will look at how to question students to achieve the best from them and also new initiatives to develop a strong and personal questioning style. There will be time to discuss how to question students and how this will show progress both within lessons and within your skill set. | |
| 18/02/19 | 22/02/19 | HALF TERM | | | |
| 08/03/18 | Twilight 5/5 | All Staff | New Hall | Mental Health and Wellbeing | L3 P8 |
| TBC | NQT Training | NQTs | Hall Mead School | Special Educational Needs and Disabilities - This session will allow colleagues to discuss any SEND issues | |



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| | | | | with their class through a Q and A session. There will also be input from a parent of pupils with Autism to help colleagues understand the links between school and home and how what happens in one place impacts on the other. It would be useful to know in advance which aspects of SEND you would like to cover e.g. Autism and Aspergers Syndrome. | |
| TBC | NQT Training | NQTs | Frances Bardsley Academy | Leading Learning This session will aim to help NQTs move their classroom practice to consistently good and outstanding. NQTs will gain an understanding of what good and outstanding progress looks like in a lesson and how to ensure that this becomes a regular part of all of their lessons. Attendees will leave the session with practical, subject specific strategies to improve their practice. | |
| 18/03/19 | Governor/Trustee Briefing | Governing Body and Trustees | F57 | Governor and Trustee Briefing: – TBC | |
| 22/03/18 | Additional Training (1.30-2pm) | Voluntary | TBC | Behaviour Management Strategies, in particular for SEND students | L1, L3 T1 P2, P7 |
| TBC | NQT Training | NQTs | Hall Mead School | Twitter, Technology and Trying New Ideas': Technology surrounds the world in which we live and | |



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| | | | | the pupils we teach. It filters into our schools and classrooms as computers, laptops and interactive white boards, yet we don't always know what to do with them. This session aims to share ideas for using technology in lessons to improve teaching and increase engagement, as well as looking at how social media can support you as a teacher. Ideas will also be shared on activities and teaching methods that can motivate pupils to get involved and offer interactive activities that you can try or adapt, or even inspire you to come up with your own! | |
| 15/04/19 | 26/04/19 | EASTER HOLIDAYS | | | |
| TBC | NQT Training | NQTs | Hall Mead School | Numeracy Matters - the development of numeracy is a functional skill we would wish all our pupils to have but it isn't just the realm of the maths teachers! This session explores ways to help students develop numeracy across all subjects and will leave you with the confidence and practical skills to support numeracy in your own subjects. | |
| TBC | NQT Training | NQTs | Hall Mead School | Memory-Natalie is an Academy Lead Teacher at Hall Mead School and has a particular interest in unlocking greater capacity in the memory of students. With the changes in curriculum, the demands on students to | |



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| | | | | memorise information and recall it in final exams is going to play a crucial part in their success. This session will look at integrating memory making skills into lessons so that you can help students amass greater knowledge as you go. | |
| 09/05/19 | Working Parties 4/4 | Faculty Advocates and Working Party Members | Various | Disadvantaged (JB) Mables (WK) Differentiation for our most vulnerable students (SEND) Developing Resilience in our Students (LS) Thinking Skills (EB) Action Research (RR) SD Trainees NQT's RQT's | L1, L3, L5, L8 T1, T2, T9 P2, P5, P6, P7 |
| 20/05/19 | Governor/ Trustee Briefing | Governing Body and Trustees | F57 | Governor and Trustee Briefing: – TBC | |
| TBC | NQT Training | NQTs | Empower Teaching Alliance | Recording Progress within the lesson This session aims to help think of new and creative ways to record progress within a lesson, without adding extra work to your planning. The session aims to share good practice of recording progress across the different curriculum areas. Finally you will be designing your own form of recording progress and implementing that into a lesson/classroom structure. | |
| 27/05/19 | 31/05/19 | HALF-TERM | | | |



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| 10/06/19 | Governor/ Trustee Briefing | Governing Body and Trustees | F57 | Governor and Trustee Briefing: – TBC | |
| 13/06/19 | Additional Training | Voluntary | TBC | Team Building (PE Faculty) | L7 T5 |
| 21/06/19 | Compulsory Training | SLT | St Francis Hospice | TBC | |
| 04/07/19 | Additional Training | Voluntary | TBC | Action Research Presentations (RR) | L1 T1 |
| TBC | NQT Training | NQTs Compulsory | Hall Mead School | Career Paths in Teaching / Moving into life as an RQT - This final session will focus on evaluating your induction year, on opportunities for your continuing professional development and on celebrating achievements. There will also be time to speak individually about any issues or ask any final questions you may have. | |
| 22/07/19 | SDD3 (All day) | All Staff | | | |
| 23/07/19 | SDD4 (All day) | All Staff | | | |
| 24/07/19 | SDD5 (All day) | All Staff | | | |



EXTRA-CURRICULAR CLUB – AUTUMN TERM 2018

| | MON | TUES | WED | THURS | FRI |
|--------------------------------------|---|---|---|--|---|
| BEFORE SCHOOL 7:45 – 8:30 | <ul style="list-style-type: none"> Inclusion Breakfast Club - ARP (7.45 – 8.30am Invite Only) Early Bird Club – G22 (8-8.35am) - DC Inclusion Catch Up/Lexia Interventions (8.30 to 9am) - GB Futsal (all years) - PS | <ul style="list-style-type: none"> Inclusion Breakfast Club - ARP (7.45 – 8.30am Invite Only) Early Bird Club – G22 (8-8.35am) - DC Inclusion Catch Up/Lexia Interventions (8.30 to 9am) - GB Fitness (all years) - TH/JC/AG/JG PA GCSE Intervention in G54 (8am to 8.30am) | <ul style="list-style-type: none"> Inclusion Breakfast Club - ARP (7.45 – 8.30am Invite Only) Early Bird Club – G22 (8-8.35am) - DC Inclusion Catch Up/Lexia Interventions (8.30 to 9am) - GB Basketball Year 8 - TH Football Year 9 - MC/JM | <ul style="list-style-type: none"> Inclusion Breakfast Club - ARP (7.45 – 8.30am Invite Only) Early Bird Club – G22 (8-8.35am) - DC Inclusion Catch Up/Lexia Interventions (8.30 to 9am) - GB Girls Football Years 7 and 8 - JC Basketball Year 7 - TH Rugby Year 8 - AG PA GCSE Intervention in G54 (8am to 8.30am) | <ul style="list-style-type: none"> Inclusion Breakfast Club - ARP (7.45 – 8.30am Invite Only) Early Bird Club – G22 (8-8.35am) - JM Inclusion Catch Up/Lexia Interventions (8.30 to 9am) - GB Netball (all years) - JG/AS Basketball Year 10 - SC Rugby Year 7 - AG |
| LUNCH | <ul style="list-style-type: none"> Inclusion Lunchtime Social Club – ARP Science Club for KS3 in S7 Basketball Year 8 - TH Maths Chess and Cards Club in G18 (all years) Textiles Club - CB/EP KS3 'Chatterbooks' in the Library - DL Bedrock and Accelerated Reader Clubs for KS3 in the Library PA RCS Company in G54 | <ul style="list-style-type: none"> Inclusion Lunchtime Social Club – ARP KS4 Debating Club in F10 - NB Basketball Year 8 - TH Creative Writing Club in the Library - LM Bedrock and Accelerated Reader Clubs for KS3 in the Library PA GCSE Rehearsals in G54 Digital Leaders in G22 for Years 7, 8 and 9 - SC | <ul style="list-style-type: none"> Inclusion Lunchtime Social Club – ARP KS3 Debate Club in G41 - EM Bedrock and Accelerated Reader Clubs for KS3 in the Library Geography Club for Years 7 and 8 in F2/F3 PA Pitch Perfect in G54 Product Design Club in Art | <ul style="list-style-type: none"> Inclusion Lunchtime Social Club – ARP Dance (all years) - JG/JC KS3 French Club for Years 7 and 8 in G13 KS4 French Clinic (assistance with home learning and anything French/exam related) in G52 FIIT Club (first Thursday of every month) - GG Moore Movies in G5 - KM Bedrock and Accelerated Reader Clubs for KS3 in the Library KS3 Drama Club in G54 | <ul style="list-style-type: none"> Inclusion Lunchtime Social Club – ARP PE Theory/Practical GCSE Drop in - all staff Basketball Year 9 and 10 - TH/SC Let's Scrabble in the Library - MB Bedrock and Accelerated Reader Clubs for KS3 in the Library Politics and Philosophy Club in G6 - WK School Production in G54 |



REDDEN COURT SCHOOL

Committed to Success for All



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| <p>AFTER SCHOOL</p> | <ul style="list-style-type: none"> • Inclusion Homework Club - S4 (3-4pm) • Study Area – F4 (3-4.30pm) • Netball Years 9, 10 and 11 - VH/JG/AS/JC • Football Year 10 - AG • Football Year 8 - TH • Bedrock and Accelerated Reader Clubs for KS3 in the Library • School Production in OH (3pm to 5pm) • History Book Club | <ul style="list-style-type: none"> • Inclusion Homework Club - S4 (3-4pm) • Study Area – F4 (3-4.30pm) • Art Club – KW (3-4.15pm) • Girls Football Years 9, 10 and 11 - JC • Year 11 MFL Intervention (selected students) • Thunking in the Library - KN • Bedrock and Accelerated Reader Clubs for KS3 in the Library • PA GCSE Rehearsals in G54 (3pm to 5pm) | <ul style="list-style-type: none"> • Inclusion Homework Club - S4 (3-4pm) • Study Area – F4 (3-4.30pm) • Inclusion Sports Club - FH (3-4.20pm) -in the ARP • Girls Basketball (all years) - JG/JC • Gymnastics Year 7 and 8 - LS/TG • Projects Club for MABLE/SABLE Students - DP • Bedrock and Accelerated Reader Clubs for KS3 in the Library • KS4 Geography Support in F2/F3 • School Production in OH (3pm to 5pm) • Boccia Club - PS | <ul style="list-style-type: none"> • Inclusion Homework Club - S4 (3-4pm) • Study Area – F4 (3-4.30pm) • STEM Club (from Oct Half Term) - MO/KH • Bedrock and Accelerated Reader Clubs for KS3 in the Library • Step into Dance in G54 • Build your Band in G53 | <ul style="list-style-type: none"> • Study Area – F4 (3-4.30pm) • Netball (all years) - JC/JG/AS • Basketball Year 7 - TH • Rugby Year 9 and 10 - AG/GD • Gymnastics Year 10 and 11 - LS/TG • Bedrock and Accelerated Reader Clubs for KS3 in the Library • PA GCSE Enhancement in G54 |
|----------------------------|---|---|--|---|---|



Results 2017

| Results 2017 | Redden Court School | National Averages |
|----------------------------|---------------------|-------------------|
| Progress 8 | +0.46 | 0 |
| Attainment 8 | 53.41 | 44.2 |
| Basics Eng & Ma (Strong) | 54.61% | 39% |
| Basics Eng & Ma (Standard) | 72.34% | 63% |
| Ebacc (Strong) | 44.68% | 19.5% |
| Ebacc (Standard) | 53.19% | 23% |



Staff Benefits

Career Development:

- Apprenticeships
- Support towards achieving further qualifications
- Leadership programmes
- Progression opportunities
- Teacher Training Programme

Family Friendly:

- Childcare vouchers – if you are using registered or approved childcare, you can choose to take part of your salary in childcare vouchers to pay for it which are Tax and National Insurance free. This means you get extra value from your pay packet each month.

Financial:

- Pension – teaching staff access Teacher Pension Scheme and Associate Staff access Local Government Pension Scheme
- All teaching staff are allocated a Chromebook

Health and Wellbeing:

- Schools Advisory Service offering:
 - Access 24 hours a day to a GP Helpline where you can have a telephone consultation for you and close relatives.
 - Access to Physiotherapy
 - Access to a counselling service
 - Free 12 week Weight Management Programme
 - Support for stress management
 - Lifestyle Screening
 - Relationship Counselling
 - Long Term Condition support - Support for you and family members where you or a member of your family is suffering from a long term condition such as cancer, Multiple Sclerosis or Motor Neurones Disease. This list is not exhaustive.
 - Private Medical Service
 - Stress Counselling



20 YEARS' SERVICE



Health and Well-Being Services

available from SAS under your Staff Absence Insurance

All services are complimentary

Physiotherapy Service

- Up to 5 free sessions provided
- We co-ordinate specialist treatment outside the NHS to speed recovery and return to work
- Programme developed for your personal needs



Stress Counselling

- Up to 5 free sessions of phone, Facetime or Skype support
- Allows convenient access to a time and place to suit your needs
- Access to relationship counselling for you and your spouse / live in-partner



How to Access

Download the Well-Being App now at schooladvice.co.uk or via the Apple/Android store. Once downloaded click onto the relevant service you require to access more information.

Search for: schools advisory service  



Medical Support

- Access to over 150 operations performed at a local private hospital to you
- Cover includes surgeon, physician and anaesthetist fees

Online GP with Video Consultation

- Access to free online GP video consultation
- Connects users with a doctor giving a rapid diagnosis
- Flexibility of a pre-planned appointment to fit in with you



SAS PREHAB Supporting staff at work

SAS REHAB Supporting staff back to work

Schools Advisory Service www.schooladvice.co.uk sales@uk-sas.co.uk
Trigg House, 11 Maises Way, South Normanton, Derbyshire, DE55 2DS t: 01773 814400 f: 01773 814401

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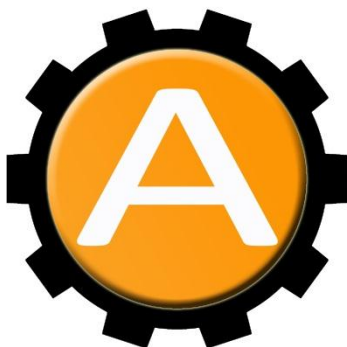


VALUES AND ETHOS STATEMENT

At Redden Court, our Mission Statement has been formulated as a result of the collective input of all stakeholders in our community, parents, staff, governors and particularly our students. We have chosen to express our mission through our ASPIRE logo:



and our ASPIRE ethos:



Achieve and Accomplish

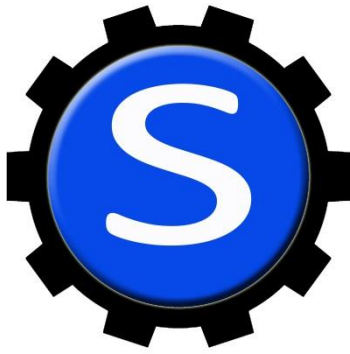
“At Redden Court we support and challenge each other to achieve and accomplish”. **Connor H**

“I want to be successful in everything I do. For me it is not enough to just become okay at something. I like to know that I have not only achieved but that I have become accomplished.”

Lucy E



Share and Support

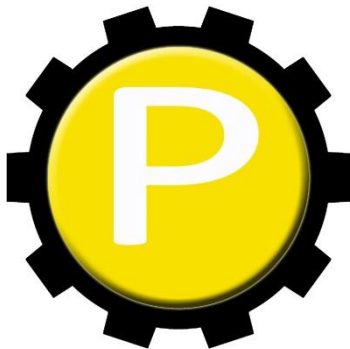


“Sharing is something I value – for me, sharing is caring. I value other people’s opinion as they help me to build my own ideas.”

Olivia W

“From as soon as I started at Redden Court it was clear that everyone was happy to listen to my ideas and give me help when I needed it.” **Daniel O**

Pursue and Persist



“Being knocked down doesn’t mean you just give up, it means you get back up and try even harder. It’s the world telling you to just give that little bit more.” **Scarlet J**

“When I have my eye on something, whether it’s an ‘A’ in a science test, or a game winning try in rugby, I practise, practise, practise. If I keep improving, eventually I will reach my goal.”

Luyi G

Innovate and Inspire



“At Redden Court I am inspired to innovate and to think outside the box. I am encouraged to expand my knowledge and to ask myself, “what if” and “why”. **Megan C**

“I think it is as important to inspire as it is to find inspiration. I am a reading mentor and hope to inspire those that I support.”

Thomas B



Reflect and Refine



“In lessons, we are encouraged to think deeply about our work, recognise what we have done well and see how we can develop it. Sometimes it is hard, to be honest, but I know it will help me to succeed.” **Katie C**

“Reflecting and refining means to a lot – I’m not scared to learn from my mistakes. I am able to go back to my previous work and pick out the points I can improve.” **Laura Y**

Engage and Excel



“I want to surpass the expectations others have of me and know that I will need to work hard at everything - even the little things – that I need to do.” **Kim D**

“I have high expectations for myself, but I know that success doesn’t come without hard work.” **Jed R**



Achieve & Accomplish - to gain the knowledge and skills necessary for our present and future wellbeing



Share & Support - to develop those around us by our thoughts, words and actions, and through guidance, compassion and understanding



Pursue & Persist - to set ourselves challenging tasks and not be deflected by, but instead learn from the difficulties that will come our way



Innovate & Inspire - to value creativity and seek wonder and awe in all that we do



Reflect & Refine – to recognise our potential to improve and sharpen our practice accordingly



Engage & Excel - to embrace the job in hand so as to exceed our own and others’ expectations



REDDEN COURT SCHOOL

Committed to Success for All



We believe that all members of our community should be aspirational, supportive of each other, persistent, innovative, reflective and willing to engage at all times.

Our aspirational values will ensure that everyone in our community is committed to success for all.



Staff Stories



**Mr Carrington,
Assistant Head**

Redden Court recognises and rewards hard work, enthusiasm and commitment to success. They have given me the opportunity to progress from an NQT to a Head of Faculty and now my current role as an Assistant Head within five years. I have been encouraged to introduce new technology to the school and work on a number of interesting projects. The staff and students are a pleasure to work with and our team ethic is impacting positively on our results and achievement. The school's progress in recent years has been phenomenal and there are exciting times ahead as we lead the Multi-Academy Trust to support other schools and continue to expand our own vision and ethos.



**Miss Todd, Head of
Maths Faculty**

Redden Court is a wonderful school and has supported me over the years with each stage of my professional progression. I started my training here as GTP in 2007, became leader of the house system, second in Maths and then Head of Faculty in January 2014. I have recently gained my Lead Practitioner accreditation. I have been given huge opportunities and been supported each step of the way. If you are a good teacher, with great ambition and enthusiasm you will be supported and encouraged to go on and achieve fantastic things in your career at Redden Court.



**Miss Morris, Head's
PA**

When I joined RCS over 7 years ago, I was job sharing the role of PA to the Head Teacher. Now I work full time in the same role, but have additionally helped the school achieve the Gold TFL Stars Award, help plan and organise school trips and am working with colleagues on our Thinking Schools Accreditation. I have always felt supported and empowered to excel in my performance and development and am considered a valuable member of the school team.



**Mr Pendred, Head
of Technology
Faculty**

I arrived at Redden Court School as an NQT, and at the time I never thought I would progress as quickly as I have. This is a school that really recognise and reward hard-work. From the very start I had the responsibility of being a subject leader in Product Design, then after only two years I progressed to Head of Department in Design and Technology, and in my fifth year at the school I was made Head of the Technology Faculty. I have had a key involvement in much of the school signage and have had opportunities to run school trips and lead a STEM club. This is an ambitious and supportive school full of great staff, and in my opinion there is no better place to pursue a career in teaching.



**Mr Barrett,
Business Manager**

I joined Redden Court in 2012 shortly after the school converted to Academy Status in January 2012. From that time I have learned something new every day. Little did I know the range of experiences I would have within the school. I have enjoyed every single day I have worked in the school and am extremely proud of the outcomes the students achieve and the part that I play in that. We are about to encounter an exciting time at the school with the formation of the Multi Academy Trust and building works through the Priority Schools Building Programme that will enhance the quality of provision for our students.

Redden Court is a school where I want to come to work with enthusiasm each day and I am empowered by an amazing leadership team.