Hinchingbrooke School

Inspiring excellence Fulfilling potential

APPLICATION PACK

SECOND IN DEPARTMENT

MODERN FOREIGN LANGUAGES



Dear Applicant

Thank you for your interest in this post.

Before you complete the application form, please read our application pack carefully. You may also wish to view the video about working at Hinchingbrooke on our website. This pack contains vital information about the position you are applying for, the school, the application process and guidance on the recruitment of ex-offenders.

The application form can be downloaded from our website or you can request a hard copy from the school. Please read all the relevant information before you complete your application form. Once completed, you should return the completed application form to:

Human Resources Team
Hinchingbrooke School
Brampton Road
Huntingdon
Cambridgeshire PE29 3BN
or email it to recruitment@acesacademies.co.uk

You must address all the relevant selection criteria stated in the person specification throughout your application form. Please use the letter of application to support your application by addressing key points.

Please note that if you return your application electronically, it is not necessary to follow it up with a paper copy as well. If you are invited for an interview, we will ask you to sign a copy of your application then. **Please DO NOT send us your CV as it is not going to be considered.**

If you wish receipt of your application to be acknowledged, please make sure that you advise us in your email or enclose a stamped self-addressed envelope with your returned application.

Short-listing for the post will take place shortly after the closing date and you will be notified of the outcome in due course.

Preliminary enquiries and visits are welcome – please do not hesitate to contact us if you have any questions about the post or would like to visit the school. Please contact the Principal's PA, Mrs Debbie Warner 01480 375675 dw@acesacademies.co.uk

We welcome applications from all sections of the community and we carry out diversity monitoring in order to help us monitor our recruitment processes and establish whether we offer real equality of opportunity for our prospective and existing staff. The personal information requested in our monitoring form (via our website) will help us to ensure that our policies and practices are fair and effective. The monitoring form will not form part of the selection process and the information provided will be treated in strictest confidence and processed in accordance with the Data Protection Act 1998. Relevant contents may be verified prior to shortlisting but will not then be used for selection purposes.

We will make sure, whenever possible, that the application process is adapted to suit the needs of applicants who have a condition that gives them rights under the Equality Act 2010. If you have difficulties or are unable to complete the application form because of a DDA condition, please contact us as soon as possible to discuss in confidence.

Hinchingbrooke School is committed to promoting and safeguarding the welfare of all students and expects all staff and volunteers to share this commitment.

HINCHINGBROOKE SCHOOL – From the Principal

Thank you for your interest in our remarkable school.

Hinchingbrooke is one of the country's largest co-educational secondary schools with a current roll of c.1950 students aged 11 to 18 years and a Sixth Form of 400 students. It is in several senses a unique state school. It is built in the beautiful parkland grounds of Hinchingbrooke House, the former home of the Cromwells and the Montagus. Charles I almost certainly sat at the oak table, now in the Chapter Room, for his meals whilst a prisoner during the Civil War. Several Kings and Queens have graced its rooms, including Elizabeth I, whose arms now are displayed above the bow window. This heritage gives staff and students a very special pride and sense of identity.

The school has retained some of the best features of its Grammar School history whilst addressing the contemporary needs of modern-day students at an all-ability school. The Sixth Form play a very active whole school role and there are many very able post-16 students, as well as those in years 7 – 11, who have a strong sense of community. Participation in House activities and events is both broadly based and highly competitive. There are a significant number of leadership opportunities for students throughout the various student councils and committees and we often use a student panel as part of our interview processes for the appointment of teachers.

Having been an academy since September 2011, Hinchingbrooke was given the go ahead, in November 2017, to set up a Multi-Academy Trust and sponsor one of our feeder primary schools, Cromwell Academy. The ***ACES ACADEMIES TRUST*** was launched officially on 1st January 2018.

There are many areas in which Hinchingbrooke has achieved excellence including sports and the performing arts and the school is recognised for these in the local community. We have a national reputation for innovation through our specialism in sport; our English department has taken the lead in helping to raise achievement in other schools; Design Technology has triumphed in national competitions; Drama and the performing Arts stage incredibly professional productions and six of our departments contribute to the curriculum ambitions of the Prince's Teaching Institute. At Hinchingbrooke our mission is to ***inspire excellence and fulfil potential*** and for fuller details of our mission and values, please refer to our website.

We enjoy a number of quite outstanding facilities. A thriving Arts curriculum has the use of a professional standard theatre which is also a focal point for the local community. Music and Drama have good specialist facilities. Sports facilities are extensive and include a floodlit all-weather pitch, swimming pool, sports hall, fitness suite, dance studio and large playing fields and pavilion. A new £2.5m Sports Hall was completed in June 2016. Being adjacent to Hinchingbrooke Park allows for sailing and orienteering in another stunning setting. There is a comprehensive website and a fast developing intranet which supports teaching and learning. The school aims to make learning technologically empowered, and supports 'bring your own device' access, so further investment in this important area is planned.

The strength of Hinchingbrooke is founded on the quality of its staff, both teaching and non-teaching. There is a strong relationship with Cambridge University and De Montfort University both for research and ITE. Teaching staff not only mentor student teachers, but also contribute to the broader ITE agenda, actively promoting routes into teaching. Teaching and Learning is at the heart of all we do and the development of pedagogical practice is driven by the four Heads of Faculty along with a very able and creative Teaching and Learning committee. Their work is further underpinned by the 'Teach meet' events, workshops and opportunities offered in our diverse and comprehensive staff development programmes. Teachers are well supported in their task by some talented and dedicated support staff. All staff take pride in our community and are mutually supportive.

The school is inclusive and welcomes fresh ideas and opinions from adults and students alike. Teachers and support staff are equally valued. There is a strong emphasis on professional effectiveness and we aspire to the highest of standards. CPD and professional development is a high priority and we are constantly seeking to find ways to share and spread best practice and to provide opportunities for career progression and professional fulfilment.

We play an active role in the Discovery Teaching School Alliance by co-ordinating school to school support and, from January 2017, hosting the NPQML and NPQSL development programmes.

The supportive Senior Leadership Team is led by the Principal, comprises two Vice Principals, eight Assistant Principals which include the Director of Sixth Form, and a Business Manager.

Academically the school is divided into four Faculties as follows:

CORE Faculty	**STEM Faculty**	**ARTS Faculty**	**GLOBAL Faculty**
Head of Faculty: Helen Fullard (AP)	**Head of Faculty: David Pendlebury (AP)**	**Head of Faculty: Matthew Pinder (AP)**	**Head of Faculty: Kate Tandy (AP)**
Administrator: Rachel Kitt	**Administrator: Jackie Moore**	**Administrator: Jodie Brasher**	**Administrator: Dani Dow**
Subjects: English Mathematics Religion, Philosophy and Ethics	**Subjects:** Science Design Technology Including Food & Textiles ICT & Computing Business Studies	**Subjects:** Art (inc. Ceramics & Photography) Music (inc. Music Tech) Dance Drama Film & Media Studies PE	MFL History Geography Social Sciences: Psychology Sociology Health & Social care Government & Politics PSHE (Personal, Social & Health Education) & Citizenship

whilst the student guidance and welfare is structured into mini 'Schools' and year groups, for September 2018 are as follows:

Lower School		**Middle School**			**Upper School**
Head of Year 7: Dan Milner **SSO for Year 7: Caroline Pittock** **Head of Year 8: Katie Daniell** **Year 8 SSO: Vikki Taylor** **Administrator: Nicola Darbyshire**		**Head of Year 9: Helen Nichols** **SSO for Year 9: Alesia Dickinson** **Head of Year 10: Femi Walker** **Year 10 SSO: Fiona Bing** **Head of Year 11: Andrew Hobley** **Year 11 SSO: Liz Erskine** **Administrator: Julie Connor**			**Head of School: Charlie Fordham** **Deputy Head of School: Kate Moyes** **Samantha Moore** **Sixth Form SSO: Joanne Edwards** **Administrator: Ann Stephenson**
Year 7	**Year 8**	**Year 9**	**Year 10**	**Year 11**	**Years 12 & 13**

The Director of Student Services (Assistant Principal) is responsible for the working of two distinct but complementary services: Learning Support and Safeguarding & Inclusion. Another Assistant Principal leads all of our work in teacher training and with the Discovery Teaching School Alliance, whilst the Director of Sixth Form leads our very large and successful Sixth Form of some 420 students.

The Business Manager, who is also the HR and Finance Director for the ACES Academies Trust, is the most senior of the support staff and strategically manages many of the non-academic processes and operations including, most crucially, the budget.

The Achievement agenda is informed and promoted through PiXL methodologies, which is led by one of the Vice Principals. Progress in all Key Stages is good with some of the best results coming in the Sixth Form. The vast majority of Sixth Form students progress to University with some successes at Oxbridge and Russell Group Universities. We attract a large number of students from other schools and, with some 420 students, ours is substantially the largest Sixth Form in the county.

Students have a strong affection for Hinchingbrooke and many are very talented young people. Sixth Form students play a key role in the school by leading the inter-House activities and competitions and by supporting younger classes. Participation levels are high and the school offers a wide range of extra-curricular opportunities to ensure the education of the whole person. Our intake is relatively privileged although there is a significant minority of students from socially disadvantaged backgrounds and the school inevitably has a small number of more challenging students.

Hinchingbrooke has great ambitions to provide 'premium brand education' and to be a leader in the ACES Academies Trust. We are seeking to recruit high quality staff willing and able to support our ethos and aspirations. We are a dynamic organisation committed to developing all of our staff and we welcome strong applications.

Kind regards



Andrew Goulding
Principal & CEO of ACES

ABOUT THE ROLE

SECOND IN DEPARTMENT – MODERN FOREIGN LANGUAGES

We are a vibrant department offering French, Spanish and German: French and Spanish from KS3 to KS5 and German at KS4 and 5. All students in Year 7 study French or Spanish and, as we have a three-year KS4, at the end of Year 8 they are encouraged to carry on with this language at GCSE. Take-up is strong, with around 50% of our students taking a GCSE in MFL for the past two years. Our results last year were very pleasing with 77% of our students achieving 9-4 at GCSE and all our A level students achieving A*-E.

Our classes are taught in mixed ability groups and we have a variety of resources to be used in lessons such as the Studio textbook series for French and the Viva textbook series for Spanish. We also have the digital platforms that support these textbooks and a wealth of shared department resources. At KS4 and 5 we use the AQA exam board. We offer our students a range of extra-curricular activities such as a KS4 French trip, the Routes Into Languages Spelling Bee and cultural workshops, for example a Picasso day for KS5 Spanish students.

The department comprises a team of six experienced, passionate and talented teachers and we are also fortunate to have a Foreign Language Assistant for each of the three languages we teach. All teachers have the opportunity to contribute to the planning of the curriculum and we enjoy sharing, and trying out, new ideas.

EQUALITY AND DIVERSITY[1]

The Governing Body of Hinchingbrooke School is committed to promoting equality of opportunity for all staff and job applicants. We aim to create a supportive and inclusive working environment in which all individuals are able to make best use of their skills, free from discrimination or harassment, and in which all decisions are based on merit.

We do not discriminate against staff on the basis of age; race; sex; disability; sexual orientation; gender reassignment; marriage and civil partnership; pregnancy and maternity; religion, faith or belief. (Equality Act 2010 protected characteristics). The principles of non-discrimination and equality of opportunity also apply to the way in which staff and Governors treat visitors, volunteers, contractors and former staff members.

SAFER RECRUITMENT[2]

Hinchingbrooke fully recognises the responsibility it has under section 175 of the Education Act 2002 to have arrangements in place to safeguard and promote the welfare of children.

Through their day-to-day contact with students and direct work with families, staff at the school have a crucial role to play in noticing indicators of possible abuse or neglect and referring them to Social Care via the Cambridgeshire Direct Contact Centre (Designated Person for Child Protection to refer).

Our Safeguarding and Child Protection policy sets out how the school's governing body discharges its statutory responsibilities relating to safeguarding and promoting the welfare of children who are students at the school.

PREVENTING UNSUITABLE PEOPLE FROM WORKING WITH CHILDREN

The school will operate safer recruitment practices including ensuring appropriate Disclosure and Barring Service checks and reference checks are undertaken according to the DfE document 'Keeping Children Safe in Education' (July 2015).

Any allegation of abuse made against a member of staff will be reported straight away to the Principal. In cases where the Principal is the subject of an allegation, it will be reported to the Chair of Governors.

The school will consult with the Named Senior Officer in the event of an allegation being made against a member of staff and adhere to the relevant procedures set out in Keeping Children Safe in Education (part 4) and the school's Personnel Manual from EPM Ltd.

The Named Senior Officer will advise on all further action to be taken. Please note that the Principal or Chair of Governors should not seek to interview the child/ren involved until advice has been sought. Doing so may compromise any police interviews that may be necessary.

The school will ensure that any disciplinary proceedings against staff relating to child protection matters are concluded in full even when the member of staff is no longer employed at the school and that notification of any concerns is made to the relevant authorities and professional bodies and included in references where applicable.

The school will ensure that all staff, paid and unpaid, are aware of the need for maintaining appropriate and professional boundaries in their relationships with students and parents/carers as advised within the Local Authority's Code of Conduct. As part of the Induction process, all staff will receive guidance about how to create appropriate professional boundaries with all children, especially those with a disability or who are deemed vulnerable. All staff will have read and signed to confirm they have read the DfE Keeping Children Safe in Education (September 2016, part 1) and Working Together to Safeguard Children (March 2015).

The school will ensure that staff and volunteers are aware that sexual relationships with students aged under 18 are unlawful and could result in legal proceedings taken against them under the Sexual Offences Act 2003 (Abuse of trust). Staff will also be made aware as part of Induction about how to report inappropriate sexualised behaviours to the Principal or Designated Person to follow up with Social Care teams. Staff who work within a school have a duty of care to model appropriate social behaviours and to ensure that the professional role of trust is not abused.

[1] Extract from our Equality policy 2012

[2] Extract from the School's Safeguarding and Child Protection policy dated January 2016

RECRUITMENT OF EX-OFFENDERS[3]

In accordance with the Criminal Records Bureau Code of Practice this policy is made available to all Disclosure applicants at the outset of the recruitment process. The full CRB Code of Practice is available at www.disclosure.gov.uk.

- As an organisation which uses the Disclosure and Barring Service (DBS), the Governing Body of the school complies fully with the CRB Code of Practice and undertakes not to discriminate unfairly against any subject of a Disclosure on the basis of conviction or other information revealed.
- We meet the requirements in respect of exempted questions under the Rehabilitation of Offenders Act 1974, all job applicants will be subject to a criminal record check from the DBS before the appointment is confirmed. This will include details of convictions cautions and reprimands, as well as 'spent' and 'unspent' convictions. A criminal record will not necessarily be a bar to obtaining a position.
- We are committed to the fair treatment of applicants, regardless of race, gender, religion, sexual orientation, responsibilities for dependants, age, physical/mental disability or offending background.
- We promote equality of opportunity for all with the right mix of talent, skills and potential and welcome applications from a wide range of candidates, including those with criminal records. We select all candidates for interview based on their skills, qualifications and experience.
- A Disclosure will only be requested from the DBS for those positions where a Disclosure is required. All application forms and recruitment information will contain a statement that a Disclosure will be requested in the event of the individual being offered the position.
- We encourage all applicants called for interview to provide details of their criminal record at an early stage in the application process. This information should be sent under separate, confidential cover. The information will only be seen by those who need to see it as part of the recruitment process.
- At interview, or in a separate discussion, we ensure that an open and measured discussion takes place on the subject of any offences or other matter that might be relevant to the position. Failure to reveal information that is directly relevant to the position sought could lead to withdrawal of an offer of employment.
- We undertake to discuss any matter revealed in a Disclosure with the person seeking the position before withdrawing a conditional offer of employment.
- We ensure that people at the school who are involved in the recruitment process have access to professional advice to identify and assess the relevance and circumstances of offences. We also ensure that they have received appropriate guidance in the relevant legislation relating to the employment of ex-offenders, eg the Rehabilitation of Offenders Act 1974.

Having a criminal record will not necessarily bar you from working at the school. This will depend on the nature of the position and the circumstances and background of your offences.

[3] From the School's Policy statement on Recruitment of Ex-Offenders December 2010